

# 10218 - ESSER III 3/20-9/24 84.425U - 2021

## Status Report Details

---

**Funding Opportunity:** 9830-ESSER III - Elementary and Secondary School Emergency Relief Fund III  
**Program Area:** CARES-CRRSA-ARP  
**Status:** Approved  
**Status Report Number:** 001  
**Status Report Type:** Application  
**Reporting Period:** -

**Initial Submit Date:** Aug 13, 2021 7:22 PM  
**Initially Submitted By:** Marc Ritteman  
**Last Submit Date:** Sep 29, 2021 9:09 AM  
**Last Submitted By:** Marc Ritteman  
**Approved Date:** Sep 29, 2021 8:48 AM

## Contact Information

---

### Primary Contact Information

**Name:** Mr. Marc Middle Name Ritteman  
Salutation First Name Last Name  
**Title:** Superintendent  
**Email\*:** marc.ritteman1@k12.nd.us  
**Address\*:** 401 4th Ave. NE

**Phone\*:** Berthold North Dakota 58718  
City State/Province Postal Code/Zip  
701-540-7431 Ext.  
Phone  
###-###-####  
**Fax:** ###-###-####

### Organization Information

**Name\*:** Lewis and Clark Public School District #161 - DPI  
**Organization Type\*:** Public LEA  
**Tax Id:**  
**Organization Website:** <http://www.lewisandclark.k12.nd.us>  
**Address\*:** PO Box 185

Berthold North Dakota 58718-\_\_\_\_  
City State/Province Postal Code/Zip

Phone\*: (701) 453-3484 Ext.  
####-####-####  
Fax: (701) 453-3484  
####-####-####  
SAM.gov Entity ID: F84LZLADC6J3  
SAM.gov Name: Lewis and Clark School District 161  
SAM.gov Entity ID Expiration Date: 09/20/2022

## ESSER III Application - Stakeholder Consultation

---

### Stakeholder Consultation

#### Students\*:

##### 1. HOW THE LEA PROVIDED THE PUBLIC THE OPPORTUNITY TO PROVIDE INPUT.

The Lewis and Clark School District has communicated with our stakeholders and sought feedback throughout the pandemic. At a July 2020 public meeting, the school board established a committee of administrators and unionized teachers to draft a Restart Plan for the 2020-21 school year.

In order to better understand the thoughts and opinions of our stakeholders, the the Restart Committee sent survey links via email and text to every adult and STUDENT contact we had in our system. We also posted a link to the survey on our website and app. The committee received hundreds of survey responses, emails, phone calls, and texts from stakeholders including groups and individuals representing students with disabilities, English language learners, foster care families, ethnic minorities, and low-income families/students. Early COVID-19 surveys allowed respondents to to voluntarily provide identity information. Subsequent surveys have allowed respondents to check a box if they, or their son or daughter, are a member of a special population and also whether they are a STUDENT or adult.

The school board was presented a draft version of the Restart Plan that took into account the wishes of our various stakeholder groups. The survey questions and a summary of the responses were also provided to the board before the plan was officially approved at a public school board meeting. The district has continued to provide information and solicit stakeholder feedback as we contemplate how to best utilize our ESSER funds.

ESSER allocations and potential uses for funds have been discussed at multiple board meetings over the past year. Recently, every school district parent and student contact was sent a letter briefly explaining ESSER, specifying the our district's allocations, allowable uses, and decision preferences. Forty percent of respondents considered themselves, or their child as a member of one or more of the following groups: special education, ethnic minority, EL foster care, homeless, low income, migratory, or incarcerated.

##### 2. HOW THE LEA TOOK SUCH INPUT INTO ACCOUNT

All district students with available contact information were surveyed. At each step of the decision making process, decision makers study and discuss the survey data. The survey makes it possible to separate student responses from adult responses. All survey responses have been provided to the board. Survey data has helped the district make funding decisions that best reflect the wishes of our many diverse stakeholders.

#### Tribes (if applicable)-MUST write NA if not applicable\*:

NA

#### Civil rights organizations (including disability rights organizations)\*:

##### 1. HOW THE LEA PROVIDED THE PUBLIC THE OPPORTUNITY TO PROVIDE INPUT.

The LEA/Civil Rights invited the public to participate in plan discussions at public meetings and also via survey. We sent the survey out to all of our contacts and posted it on our website. We have asked for continued feedback as we've implemented our restart plan and discussed how to utilize federal funds.

The Lewis and Clark School District has communicated with our stakeholders and sought feedback throughout the pandemic. At a July 2020 public meeting, the school board established a committee of administrators and unionized teachers to draft a Restart Plan for the 2020-21 school year.

In order to better understand the thoughts and opinions of our stakeholders, the the Restart Committee sent survey links via email and text to every adult and

student contact we had in our system. We also posted a link to the survey on our website and app. The committee received hundreds of survey responses, emails, phone calls, and texts from stakeholders including groups and individuals representing students with disabilities, English language learners, foster care families, ethnic minorities, and low-income families/students. Early COVID-19 surveys allowed respondents to voluntarily provide identity information. Subsequent surveys have allowed respondents to check a box if they, or their son or daughter, are a member of a special population and also whether they are a student or adult.

The school board was presented a draft version of the Restart Plan that took into account the wishes of our various stakeholder groups. The survey questions and a summary of the responses were also provided to the board before the plan was officially approved at a public school board meeting. The district has continued to provide information and solicit stakeholder feedback as we contemplate how to best utilize our ESSER funds.

ESSER allocations and potential uses for funds have been discussed at multiple board meetings over the past year. Recently, every school district parent and student contact was sent a letter briefly explaining ESSER, specifying the our district's allocations, allowable uses, and decision preferences. Forty percent of respondents considered themselves, or their child as a member of one or more of the following groups: special education, ethnic minority, EL foster care, homeless, low income, migratory, or incarcerated.

## 2. HOW THE LEA TOOK SUCH INPUT INTO ACCOUNT

All district stakeholders were surveyed. At each step of the decision making process, decision makers study and discuss the survey data. The survey makes it possible for respondents to communicate whether they belong to a civil rights group. All survey responses have been provided to the board. Survey data has helped the district make funding decisions that best reflect the wishes of our many diverse stakeholders.

### Superintendents\*:

#### 1. HOW THE LEA PROVIDED THE PUBLIC THE OPPORTUNITY TO PROVIDE INPUT.

The Lewis and Clark School District has communicated with our stakeholders and sought feedback throughout the pandemic. At a July 2020 public meeting, the school board established a committee of administrators and unionized teachers to draft a Restart Plan for the 2020-21 school year.

In order to better understand the thoughts and opinions of our stakeholders, the the Restart Committee sent survey links via email and text to every adult and student contact we had in our system. We also posted a link to the survey on our website and app. The committee received hundreds of survey responses, emails, phone calls, and texts from stakeholders including groups and individuals representing students with disabilities, English language learners, foster care families, ethnic minorities, and low-income families/students. Early COVID-19 surveys allowed respondents to voluntarily provide identity information. Subsequent surveys have allowed respondents to check a box if they, or their son or daughter, are a member of a special population and also whether they are a student or adult.

The school board was presented a draft version of the Restart Plan that took into account the wishes of our various stakeholder groups. The survey questions and a summary of the responses were also provided to the board before the plan was officially approved at a public school board meeting. The district has continued to provide information and solicit stakeholder feedback as we contemplate how to best utilize our ESSER funds.

ESSER allocations and potential uses for funds have been discussed at multiple board meetings over the past year. Recently, every school district parent and student contact was sent a letter briefly explaining ESSER, specifying the our district's allocations, allowable uses, and decision preferences. Forty percent of respondents considered themselves, or their child as a member of one or more of the following groups: special education, ethnic minority, EL foster care, homeless, low income, migratory, or incarcerated.

## 2. HOW THE LEA TOOK SUCH INPUT INTO ACCOUNT

The district superintendent was surveyed. At each step of the decision making process, decision makers study and discuss the survey data. The superintendent was involved in writing the plan and communicating it to the school board. All survey responses have been provided to the board. Survey data has helped the district make funding decisions that best reflect the wishes of our many diverse stakeholders.

### Teachers, principals, school leaders, other educators, school staff, and their unions\*:

#### 1. HOW THE LEA PROVIDED THE PUBLIC THE OPPORTUNITY TO PROVIDE INPUT.

The Lewis and Clark School District has communicated with our stakeholders and sought feedback throughout the pandemic. At a July 2020 public meeting, the school board established a committee of administrators and unionized teachers to draft a Restart Plan for the 2020-21 school year.

In order to better understand the thoughts and opinions of our stakeholders, the the Restart Committee sent survey links via email and text to every adult and

STUDENT contact we had in our system. We also posted a link to the survey on our website and app. The committee received hundreds of survey responses, emails, phone calls, and texts from stakeholders including groups and individuals representing students with disabilities, English language learners, foster care families, ethnic minorities, and low-income families/students. Early COVID-19 surveys allowed respondents to voluntarily provide identity information. Subsequent surveys have allowed respondents to check a box if they, or their son or daughter, are a member of a special population and also whether they are a student or adult.

The school board was presented a draft version of the Restart Plan that took into account the wishes of our various stakeholder groups. The survey questions and a summary of the responses were also provided to the board before the plan was officially approved at a public school board meeting. The district has continued to provide information and solicit stakeholder feedback as we contemplate how to best utilize our ESSER funds.

ESSER allocations and potential uses for funds have been discussed at multiple board meetings over the past year. Recently, every school district parent and student contact was sent a letter briefly explaining ESSER, specifying the our district's allocations, allowable uses, and decision preferences. Forty percent of respondents considered themselves, or their child as a member of one or more of the following groups: special education, ethnic minority, EL, foster care, homeless, low income, migratory, or incarcerated.

## 2. HOW THE LEA TOOK SUCH INPUT INTO ACCOUNT

All teachers, principals, school leaders, other educators, school staff, and union members were surveyed. At each step of the decision making process, decision makers study and discuss the survey data. All principals and volunteer teacher representatives helped write the plan. All survey responses have been provided to the board. Survey data has helped the district make funding decisions that best reflect the wishes of our many diverse stakeholders.

Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students\*:

### 1. HOW THE LEA PROVIDED THE PUBLIC THE OPPORTUNITY TO PROVIDE INPUT.

The Lewis and Clark School District has communicated with our stakeholders and sought feedback throughout the pandemic. At a July 2020 public meeting, the school board established a committee of administrators and unionized teachers to draft a Restart Plan for the 2020-21 school year.

In order to better understand the thoughts and opinions of our stakeholders, the the Restart Committee sent survey links via email and text to every adult and STUDENT contact we had in our system. We also posted a link to the survey on our website and app. The committee received hundreds of survey responses, emails, phone calls, and texts from stakeholders including groups and individuals representing students with disabilities, English language learners, foster care families, ethnic minorities, and low-income families/students. Early COVID-19 surveys allowed respondents to voluntarily provide identity information. Subsequent surveys have allowed respondents to check a box if they, or their son or daughter, are a member of a special population and also whether they are a STUDENT or adult.

The school board was presented a draft version of the Restart Plan that took into account the wishes of our various stakeholder groups. The survey questions and a summary of the responses were also provided to the board before the plan was officially approved at a public school board meeting. The district has continued to provide information and solicit stakeholder feedback as we contemplate how to best utilize our ESSER funds.

ESSER allocations and potential uses for funds have been discussed at multiple board meetings over the past year. Recently, every school district parent and student contact was sent a letter briefly explaining ESSER, specifying the our district's allocations, allowable uses, and decision preferences. Forty percent of respondents considered themselves, or their child as a member of one or more of the following groups: special education, ethnic minority, EL, foster care, homeless, low income, migratory, or incarcerated.

## 2. HOW THE LEA TOOK SUCH INPUT INTO ACCOUNT

ALL stakeholders were surveyed, including those representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

At each step of the decision making process, decision makers study and discuss the survey data. The survey makes it possible to separate the responses that come from those representing special populations. All survey responses have been provided to the board. Survey data has helped the district make funding decisions that best reflect the wishes of our many diverse stakeholders.

District confirms the approved ESSER III application will be posted to their website for public access.\*: Yes

## ESSER III Application

---

### **Prevention & Mitigation Strategies**

#### **Return to In-Person Instruction Plan\*:**

<https://www.lewisandclark.k12.nd.us/cms/lib/ND02202891/centricity/ModuleInstance/128/LSCD%20Continuity%20of%20Services%20Plan%20APPROVED%209-21.pdf>

LEA Website Link (copy from browser-must include http)

District confirms the plan will be updated at least every six months through September 2024 and will seek ongoing public input on the plan.\*: Yes

Describe how ARP ESSER III funds will be used by the district to implement prevention and mitigation strategies.\*:

ARP ESSER III funds may be used to create additional cafeteria space for the North Shore Plaza School building. The current cafeteria forces staff and students to sit in close proximity in a confined area. Cafeteria expansion would allow staff and students more room for social distancing.

### **Learning Loss**

Describe how the district will use the mandatory 20% set-aside to address the academic impact of learning loss through the implementation of evidence-based interventions.\*:

In Berthold, an interventionist will be hired.

All the strategies utilized the interventionist will meet evidence-based standards or practices criteria.

The Interventionist will work with students in the areas of math and reading. In reading, the main focus will be to pre-teach the skills, vocabulary, and pre-read the classroom stories to give students confidence in their classroom (Tier 2&3). Classroom teachers will provide the Interventionist a copy of their weekly lesson plans which will enable the Interventionist to stay on track with the classrooms. The Interventionist will teach vocabulary and comprehension using strategies in the Intervention Handbook and various games.(Tier 2&3) The Interventionist will read the stories using the neurological impress method. (Tier 2&3) and also use the Read Naturally program to work on the student's reading fluency. (Tier 2&3)

Like reading, the teacher's lesson plans will be used to pre-teach classroom math skills. (Tier 2&3) The re-teaching strategies and extra practice materials that come with the classroom series will be used along with extra boardwalk, manipulatives, games, etc. (Tier 2&3) The fast math program by scholastic we also be used to help teach and reinforce math facts. (Tier 2&3)

### **Evidence-based strategies and interventions**

#### **Read Naturally**

Christ, T. J., & Davie, J. (2009). Empirical evaluation of Read Naturally effects: A randomized control trial. The Christ & Davie study showed effect sizes of .66 for fluency with the Grey Oral Reading Test?Fourth Edition: Fluency (GORT 4: Fluency) and .66 for accuracy with the GORT 4: Accuracy.

Anans, R. (2010). Improving reading fluency and comprehension in elementary students using Read Naturally. At the end of the eight-week Anans study, the Read Naturally group had a large effect size of .81 for fluency. The control group had a moderate effect size of .57 for fluency. This effect size difference of .24 in eight weeks is significant, especially if extrapolated over a school year.

#### **Daily 5**

The key foundational elements for literacy acquisition, with which Daily 5 is aligned, are as follows:

Routine periods during which students read on their own, practicing old and new skills

Focused instruction that introduces new skills and guides student practice

Structure that reinforces independence

Student choice of activities and reading content

Authentic reading and writing tasks

Instruction and expectations that match brain development

#### Accelerated Reader

Shannon, L. C., Styers, M. K., Wilkerson, S. B., & Peery, E. (2015). Computer-assisted learning in elementary reading: A randomized control trial. *Computers in the Schools*, 32(1), 207-34.

Shannon et al. (2015) randomly assigned 344 students in grades 1-4 at 3 ethnically diverse Midwestern schools to either treatment or control groups and found a significant positive impact on reading achievement for students using Accelerated Reader.

Nunnery, J. A., Ross, S. M., & McDonald, A. (2006). A randomized experimental evaluation of the impact of Accelerated Reader/Reading Renaissance implementation on reading achievement in grades 3 to 6. *Journal of Education for Students Placed at Risk*, 11(1), 17-18. Retrieved from [http://www.bwgriffin.com/gsu/courses/edur7130/readings/Nunnery\\_et\\_al\\_2006.pdf](http://www.bwgriffin.com/gsu/courses/edur7130/readings/Nunnery_et_al_2006.pdf)

Nunnery et al. (2006) randomly assigned 978 students in grades 3-6 at 9 urban schools in the South to Accelerated Reader or control conditions. Students using Accelerated Reader experienced significant positive effects, and the program seemed to benefit students with disabilities in particular. The initial randomized report upon which this article is based covered grades K-6, Ross, S. M., Nunnery, J., & Goldfeder, E. (2004). A randomized experiment on the effects of Accelerated Reader/Reading Renaissance in an urban school district: Final evaluation report. Memphis, TN: University of Memphis, Center for Research in Educational Policy. Retrieved from <http://doc.renlearn.com/KMNet/R004076723GH55D8.pdf>.

#### Lexia-Reading

A randomized controlled trial of an early-intervention, computer-based literacy program to boost phonological skills in 4- to 6-year-old children

Paul O'Callaghan Aimee Mchor Claire McVeigh Teresa Rushe

Analysis of covariance which controlled for baseline scores found that the Lexia Core5 Reading intervention group made significantly greater gains in blending,  $F(1, 95) = 6.50, p = .012, \text{partial } \eta^2 = .064$  (small effect size) and non-word reading,  $F(1, 95) = 7.20, p = .009, \text{partial } \eta^2 = .070$  (small effect size).

#### ***Needs of Students Disproportionately Impacted***

Describe how the district will respond to the needs of students disproportionately impacted by the COVID-19 pandemic.

Address each stakeholder group.\*:

The district will use a variety of data sources, including NWEA, NDSA, ACT, and office referrals to identify how our low-income students were impacted by the pandemic. Once skill deficits or weak areas have been identified, This district will use its resources to address these needs to the best of its ability. The specific response will depend on the specific area of need. During the summer of 2021, a team of administrators conducted a data analysis to determine if there were any detectable gaps in the low income sub group, but it was not able to find one. Progress will continue to be monitored.

The district will use a variety of data sources including NWEA, NDSA, ACT, and office referrals, to identify how our students of color were impacted by the pandemic. Once skill deficits or weak areas have been identified, This district will use its resources to address these needs to the best of its ability. The specific response will depend on the specific area of need. During the summer of 2021, a team of administrators conducted a data analysis to determine if there were any detectable gaps in the students of color sub group, but it was not able to find one. Progress will continue to be monitored.

The district will use a variety of data sources including NWEA, NDSA, ACT, and office referrals to identify how our English learners were impacted by the pandemic. Once skill deficits or weak areas have been identified, This district will use its resources to address these needs to the best of its ability. The specific response will depend on the specific area of need. During the summer of 2021, a team of administrators conducted a data analysis to determine if there were any detectable gaps in the English learners sub group, but it was not able to find one. Progress will continue to be monitored.

The district will use a variety of data sources including NWEA, NDSA, ACT, and office referrals to identify how children with disabilities were impacted by the pandemic. Once skill deficits or weak areas have been identified, This district will use its resources to address these needs to the best of its ability. The

specific response will depend on the specific area of need. During the summer of 2021, a team of administrators conducted a data analysis to determine if there were any detectable gaps in the children with disabilities sub group, but it was not able to find one. Progress will continue to be monitored.

The district will use a variety of data sources including NWEA, NDSA, ACT, and office referrals to identify how our students experiencing homeless were impacted by the pandemic. Once skill deficits or weak areas have been identified, This district will use its resources to address these needs to the best of its ability. The specific response will depend on the specific area of need. During the summer of 2021, a team of administrators conducted a data analysis to determine if there were any detectable gaps in the students experiencing homelessness usb group, but it was not able to find one. Progress will continue to be monitored.

The district will use a variety of data sources including NWEA, NDSA, ACT, and office referrals to identify how our students in foster care were impacted by the pandemic. Once skill deficits or weak areas have been identified, This district will use its resources to address these needs to the best of its ability. The specific response will depend on the specific area of need. During the summer of 2021, a team of administrators conducted a data analysis to determine if there were any detectable gaps in the students in foster care sub group, but it was not able to find one. Progress will continue to be monitored.

The district will use a variety of data sources including NWEA, NDSA, ACT, and office referrals to identify how our migratory students were impacted by the pandemic. Once skill deficits or weak areas have been identified, This district will use its resources to address these needs to the best of its ability. The specific response will depend on the specific area of need. During the summer of 2021, a team of administrators conducted a data analysis to determine if there were any detectable gaps in the migratory students sub group, but it was not able to find one. Progress will continue to be monitored.

## Estimated Use of Funds Plan

### Allowable Use of Funds

Allowable Use of Funds	Estimated Expenditure Amount	Estimated Amount to address Learning Loss under this Use of Funds (20% of Budget Total MUST be spent on Learning Loss)
Supplemental learning	\$90,000.00	\$90,000.00
Renovation Projects	\$328,525.00	\$0.00
	<b>\$418,525.00</b>	<b>\$90,000.00</b>

## Compliance with General Education Provisions Act Section 427

### Compliance with General Education Provisions Act Section 427 (GEPA)

What barriers exist in your community that may prevent students, teachers, and other program beneficiaries from access or participation in the funded projects or activities listed in the application?\*

#### PROJECT 1: RENOVATION AT NORTH SHORE PLAZA

DESCRIPTION: The district plans to use a portion of its ESSER III funds renovate the kitchen/cafeteria area at North Shore Plaza School in order to create more space for social distancing.

#### PROJECT 2: SUPPLEMENTAL LEARNING AT BERTHOLD

DESCRIPTION: The district plans to use a portion of its ESSER III funds to hire an interventionist to provide supplemental learning for students at Berthold Elementary.

What steps are being taken to address or overcome these barriers?\*

PROJECT 1: The barrier we are trying to overcome is inability to social distance due to lack of space. A renovation would allow us to spread kids out during meal times to reduce spread of infectious diseases like COVID-19. Stakeholder surveys have identified this as a major concern to be addressed.

PROJECT 2: The barrier we are trying to overcome is access to high quality remediation/enrichment opportunities for low income, minority, and students disabilities. The pandemic disproportionately impacts students from these groups. Hiring an interventionist will allow to the district to meet the needs of these special populations. Stakeholder surveys have identified this as a major concern to be addressed.

---