

10317 - 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 07/01/2021 - 07/30/2022
 - **Initial Submit Date** Aug 16, 2021, 2:24 PM
Initially Submitted by Kelly Peters
Last Submit Date Sep 29, 2021, 12:40 PM
Last Submitted by Kelly Peters
Approved Date Sep 29, 2021, 1:06 PM

Contact Information

- **Primary Contact Information**

- | | |
|---------|--|
| Name | Dr. Kelly Don Peters |
| Title | Superintendent |
| Email | Kelly.Peters@k12.nd.us |
| Address | 320 Raider Road
Richardton, North Dakota 58652 |
| Phone | (701) 974-2111 |
| Fax | (701) 974-2161 |

- **Organization Information**

- | | |
|----------------------|---|
| Name | Richardton-Taylor Public School District - DPI |
| Organization Type | Public LEA |
| Tax Id | |
| Organization Website | http://www.richardton-taylor.k12.nd.us |
| Address | 320 Raider Rd
Richardton, North Dakota 58652 |
| Phone | (701) 974-2111 |
| Fax | (701) 974-2111 |
| SAM.gov Entity | IDCNEAXSMLDXC7 |
| SAM.gov Name | Richardton School District |
| SAM.gov Entity ID | Expiration Date08/24/2022 |

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

- **Students**
Student representation and input is valued throughout our educational system. Our Student Council is the governing body and speaking voice for our students. Their input is sought during regular meetings, when special topics need to be addressed or discussed, during conferences, and during Home Room. We encourage and cultivate open and honest student communication with our students, faculty, staff, and leadership team. We openly discuss virus concerns, mitigation strategies, and educational wants/needs related to the COVID-19

pandemic with our Student Council and student leaders multiple times a year (regular meetings, special meetings, student conferences). We compared the availability of these funds to develop realistic goals to meet our district's educational needs, and to address the growing concern of learning loss. Using these funds to maintain and expand student support programs (SEL concerns, increase availability to professional counseling, Resiliency Training, Zones of Regulation) and services were discussed and factored into our budget. The use of the funds to address academic concerns such as (but not limited to): increased paraeducator support, curriculum advancements that are aligned with state standards and contribute to accelerated learning, technology improvements, technology access, wireless connectivity access, and create environments that are more conducive to learning. The use of funds to address facility and air quality concerns such as (but not limited to): purchase COVID-19 related supplies as a precautionary measure against future outbreaks from this virus and related variants, improved air filtration, circulation, and regulation (HVAC), deferred maintenance, and increased cleaning and maintenance to reduce the spread of COVID-19 by improving our classrooms, common areas, locker rooms, and overall air quality.

Tribes (if applicable)-MUST write NA if not applicable

N/A

Civil rights organizations (including disability rights organizations)

Our Elementary Principal, Secondary Principal, and Superintendent are trained and serve on the district's Title IX Team, and work closely in the development, implementation, and monitoring of 504 Plans. Our administrative team works closely with our counselors to discuss how ESSER Funds can help support our students who have disabilities and how services can be equitable. Our administrative team works closely with our Special Education (SPED) and Title coordinators and instructors to discuss how ESSER Funds can help support our students who have disabilities and how services can be equitable for our students and their families. Each of our representatives for civil rights have input on the effective use of ESSER Funds to meet the needs of all students by improving the following services/programs (but not limited to): increase access to literacy resources and materials that can accommodate a wide variety of reader interests and abilities across all academic levels, improve literacy skills to ensure that all students receive best practice, evidence-based instruction in reading, provide developmentally appropriate social-emotional learning curricula for students at all levels throughout the district. Public input is consistently being sought through our Return to Learning Committee, asking for input from local service organizations (Lions Club), and through parent interaction. Parents are asked for their input on where they see a need and how we can use our ESSER funds to address those needs (example: one-to-one devices, summer reading program, additional Title Services in the elementary). Parents/guardians from various economic and family structures are included in our Return to Learning committee. Individuals were asked to participate/contribute to this ongoing committee and mission to help provide for our students. Parents/guardians are continually asked for their input through newsletters and web postings. Parents frequently stop by the school to meet with instructors, counselors, and/or administrators to provide input and ask questions related to the pandemic and how we can meet the needs of our students and their families.

Superintendents

Our Superintendent participated in calls with the North Dakota Council of Educational Leaders (NDCEL) to consult with other high-level school administrators about potential uses for ESSER funds. The Superintendent also reviewed the district's key priorities and objectives with the Elementary Principal and Secondary Principal that align with ESSER funding categories and allowable uses. Our goal is to further the district's mission and vision, identify strengths, areas for improvement, and possible solutions that align with the district's key priorities and objectives, and develop plans that respond to the unique needs of students who were disproportionately affected by the pandemic.

Elementary Principal, Secondary Principal, and Superintendent

Our administrative team met (and will continue to meet) to discuss and review goals, objectives, and the use of ESSER funds. We looked at school goals and feedback from students, faculty, staff, and community stakeholders. This process will remain in place and flexible as we work through the COVID-19 pandemic and address the changing needs of our district and community. Our administrative team also meets with our Business Manager, Technology Coordinator, and School Board members to discuss the needs of our district and community. Our administrative team is also represented on our COVID-19 Healthy Return to Learning Team.

School Staff and Their Unions

Our administrative team collaborates closely with all faculty, staff, support personnel, and the Richardton-Taylor Education Association (RTEA). We are a small district with a close-knit community of professionals that collaborate and discuss educational issues through meetings, conferences, electronic correspondence, or personal one-on-one meetings.

Each building-level principal regularly meets and seeks feedback from its teachers, leaders, paraeducators, and school staff on their perceptions of the school/district. These surveys focus on a variety of topics, including school culture; student engagement and student academic needs; professional development and leadership needs; student and staff social-emotional/mental well-being; support for special populations (students with disabilities or underserved students/families); and school building safety. We use the data collected to direct how to improve in these areas considering the effects of the COVID-19 pandemic. Educators provided informal observations on student behavior to provide more insight into how our ESSER funds could be used to enhance our students' educational experience to effectively respond to changes in student learning and/or student behavior that occurred in response to the COVID-19 pandemic. Some of the targeted areas identified include (but not limited to): professional development, high quality instructional materials and curricula, mental health services and support, technology needs, internet access, air quality, and facility improvements.

Teachers, principals, school leaders, other educators, school staff, and their unions

Superintendent

Our Superintendent participated in calls with the North Dakota Council of Educational Leaders (NDCEL) to consult with other high-level school administrators about potential uses for ESSER funds. The Superintendent also reviewed the district's key priorities and objectives with the Elementary Principal and Secondary Principal that align with ESSER funding categories and allowable uses. Our goal is to further the district's mission and vision, identify strengths, areas for improvement, and possible solutions that align with the district's key priorities and objectives, and develop plans that respond to the unique needs of students who were disproportionately affected by the pandemic.

Elementary Principal, Secondary Principal, and Superintendent

Our administrative team met (and will continue to meet) to discuss and review goals, objectives, and the use of ESSER funds. We looked at school goals and feedback from students, faculty, staff, and community stakeholders. This process will remain in place and flexible as we work through the COVID-19 pandemic and address the changing needs of our district and community. Our administrative team also meets with our Business Manager, Technology Coordinator, and School Board members to discuss the needs of our district and community. Our administrative team is also represented on our COVID-19 Healthy Return to Learning Team.

School Staff and Their Unions

Our administrative team collaborates closely with all faculty, staff, support personnel, and the Richardton-Taylor Education Association (RTEA). We are a small district with a close-knit community of professionals that collaborate and discuss educational issues through meetings, conferences, electronic correspondence, or personal one-on-one meetings.

Each building-level principal regularly meets and seeks feedback from its teachers, leaders, paraeducators, and school staff on their perceptions of the school/district. These surveys focus on a variety of topics, including school culture; student engagement and student academic needs; professional development and leadership needs; student and staff social-emotional/mental well-being; support for special populations (students with disabilities or underserved students/families); and school building safety. We use the data collected to direct how to improve in these areas considering the effects of the COVID-19 pandemic. Educators provided informal observations on student behavior to provide more insight into how our ESSER funds could be used to enhance our students' educational experience to effectively respond to changes in student learning and/or student behavior that occurred in response to the COVID-19 pandemic. Some of the targeted areas identified include (but not limited to): professional development, high quality instructional materials and curricula, mental health services and support, technology needs, internet access, air quality, and facility improvements.

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

Stakeholders Representing Different Student Subgroups

Our administrative team, SPED instructors and case managers, Title instructors, and counselors work together to share ideas, goals, and concerns with stakeholders representing the interests of underserved students to open communication so we can receive their input through surveys, email, and personal communication.

Our discussions focus on a wide variety of topics including (but not limited to): school culture; student engagement and student academic needs; professional development needs; student and staff social-emotional/mental well-being; support for special populations; prevention and mitigation strategies, learning loss, and school safety. Our community stakeholders representing the interests of underserved students offered unique insights into the challenges these students faced during the COVID-19 pandemic and provided effective suggestions for how we could better serve and engage all students.

ESSER III Approved Applications

- 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.richardton-taylor.k12.nd.us/> 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.

Prevention and Mitigation Strategies

ESSER funds are being used to update building infrastructure, purchase supplies and equipment to help improve cleaning and sanitizing our school buildings, furniture, and buses; improve the indoor air quality of the schools which is a proven mitigation strategy. We plan to improve our buildings HVAC systems to improve indoor air quality, filtration, and circulation. In addition, we are replacing our out-of-date ventilation units, filters, and supplemental HVAC systems. The implementation and prevention strategies listed align with the following CDC guidance measures: ensure ventilation systems operate properly and provide acceptable indoor air quality for the current occupancy level for each space; hand sanitizers with at least 60% alcohol can be used to clean hands if soap and water are not immediately available after touching shared surfaces, eating a meal, etc.; maintain physical distance between students within classrooms to reduce transmission risk; cleaning once a day is usually enough to sufficiently remove potential viruses that may be on surfaces; disinfecting removes any remaining germs on surfaces, which further reduces any risk of spreading infection. We will consistently review CDC guidelines for schools, evaluate local and regional data to make informed decisions about delivering instruction, maintain its contact tracing resources as needed, and regularly analyze and update its health and safety protocols to mitigate risks and limit the spread of COVID-19.

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.
- 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.
- The Richardton-Taylor Public School District will use the mandatory 20% set-aside to address the academic impact of learning loss through a blend of direct student services, curriculum development, technology improvements, and professional development. Specific researched-based activities include (but not limited to):
- We will provide professional development for each school building to ensure that schools are meeting the learning needs of all students, especially those who suffered critical learning losses due to the pandemic. These professional development sessions will focus on supporting both students and educators.
- We will provide professional development to prepare all school leaders, teachers, coaches, and interventionists to work with students so they can meet and/or exceed grade-level expectations.
- We will provide training for new teachers, so they feel comfortable with participating in and/or implementing collaboration within their content area and across other curriculum areas.
- We will enhance its dual enrollment programming with Lake Region State College to offer high school students more opportunities to earn both high school and college credit and/or prepare for career pathways.
- Link to the ESEA evidence base: <https://ies.ed.gov/ncee/wwc/Study/84227>
- Link to the relevant study: <https://files.eric.ed.gov/fulltext/ED577243.pdf>
- We will implement high-quality curricula across all content areas and align them to North Dakota's K-12 Education Content Standards.
- We will provide professional development for each school building to ensure that schools know, understand, and correctly apply differentiation and differentiated instruction.

- We will use money allocated to support educational excellence through the purchase of high-quality instructional supplies and materials. The district will also use funds to support a variety of educational programming and positions (tutoring, special education, and mental health consultants, increased mental health supports for staff) that are crucial to effectively respond to the challenges posed by the COVID-19 pandemic.
- We are expanding our staffing supports for our Title programs, and student support systems.
- We are increasing our current Title instructor from a half-time position to a full-time position.
- We are investing ESSER funds to improve our math curriculum, technology devices, internet access, and SEL opportunities for all students.
- We will be dedicating ESSER funds to implement reading interventions and professional development for our faculty/staff to improve student reading strategies. New materials and strategies are researched base principles of sound reading instruction.
- We will provide funding for supplemental learning services for elementary and secondary instructors.
- We will provide additional funding for additional SEL services through increased counseling services.
- "Improving Academic Achievement: What Counselors Can Do" (Brown, 1999) states that "School counselors, like teachers and administrators, are expected to play an important role in the school reform movement." Further, "Schools with positive school climates have teachers and others who are seen as warm and caring, have educational policies that foster educational and personal development, and recognize students' efforts and accomplishments (Purkey & Schmidt, 1996)". Further, Brown (1999) writes, "When students have educational and career goals they do better in schools. Counselors can facilitate the development of educational and personal goals by engaging students in individual and group activities that focus on goal setting." This research shows how school counselors can improve student achievement and have a positive effect on any learning loss that may have occurred in the district.
- We will use ESSER funds to combat learning loss using paraeducators (AKA instructional aides or teacher's aides) and having more individualized instruction for struggling students in grades K-12.

The research on TAs is somewhat limited. Andersen et.al., (2018) found "positive and significant intent to treat effects on test scores in reading, but not in math, with effect sizes larger for students from disadvantaged backgrounds." This data seems to align well with the goals of ESSER III. While evidence is scarce, what research that is available shows that paraeducators (teacher aides) can have a positive impact on student achievement. One source indicated that one effect is to basically reduce class size, although in our district that is not an issue. But it does give the opportunity for more one on one instruction. It would seem to be intuitive that an instructional aide, under the guidance of a highly qualified teacher, would help improve student achievement and help students with learning loss.

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 Richardton-Taylor Public School District will use ESSER III funds to provide students who were disproportionately impacted by the COVID-19 pandemic with equitable access to the educational rigor, resources, and support needed to maximize their academic success and social-emotional well-being. Our district administrators, principals, teachers, intervention staff, and support staff will collaborate to design action plans to accelerate learning for underserved students with identified educational gaps. There will also be a focus on providing family engagement and accounting for students' social-emotional needs. We currently do not have any

EL students requiring English proficiency services. We are school-wide title based on our free and reduced population. Our teachers meeting monthly to review both standardized data (STAR, NDSA, ACT testing), teacher observations, and support staff observations. From here students are identified as in need of support. Combined with our Title program we provide times throughout the day providing targeted instruction in both reading, mathematics, and SEL. We identify students in more need of support in the classroom. These supports can be delivered in the classroom through accommodations such as copies of notes or reduced items on tests, or if there is a greater need for pull-out services to be organized utilizing our intervention staff. Our SPED instructors are a vital part of our education team and provides input on how to meet a diverse range of needs. Our counselors and office staff serve as our homeless and foster care liaison to help identify students and secure the needed services to help students succeed. Our district will continue to address the needs of students with disabilities on a case-by-case basis through in-person meetings, instructional phone calls, and/or video conferences.

When educational services are provided, our district will collect progress data for the Individualized Education Plan (IEP) goals of students with disabilities to inform parents and IEP teams about appropriate program changes or to assist in making compensatory service decisions for students with disabilities.

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
Improving Air Quality	\$75,000.00	\$0.00
Educational Technology	\$80,000.00	\$40,000.00
Mental health supports	\$35,000.00	\$15,000.00
School facility repairs and improvements	\$100,000.00	\$0.00
Renovation Projects	\$100,000.00	\$0.00
Transportation	\$10,000.00	\$0.00
Added needs of at-risk populations	\$20,000.00	\$5,000.00
High quality instructional materials and curricula	\$90,000.00	\$30,000.00
Purchase cleaning supplies	\$20,000.00	\$0.00
Supplemental learning	\$20,000.00	\$5,150.00
IDEA (Special Education)	\$30,000.00	\$15,000.00
ESSA (New fed law replacing NCLB)	\$25,565.00	\$10,000.00
Perkins (Career & Technical Education)	\$20,000.00	\$5,000.00
	\$625,565.00	\$125,150.00

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?
- Compliance with General Education Provisions Act Section 427 (GEPA Statement)

The Richardton-Taylor Public School District understands the statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The Richardton-Taylor Public School District current policies and practices have been established to eliminate barriers that may prevent their students, teachers, etc., from such access or participation in the Federally funded project or activities submitted in the attached CARES sub-grant application. Barriers such as reliable internet access, willingness to share ideas, and limited English language are common in our community.

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

Steps Implemented to Overcome Barriers within our Community

The Richardton-Taylor Public School District will:

Use funds to purchase equipment, software, and/or other devices to provide reliable internet access for disadvantages students and families.

Use funds to provide an effective language instruction educational program to increase the English language proficiency of English learners.

Use funds to provide interpretive services for our English learners and their families either in person or through online/telephone services such as Voiance Interpretive and Language Link.

Use funds to organize and provide opportunities/events for parents and community stakeholders to share their ideas, concerns, and solutions to any/all educational barriers within our community.

Ensure that funds received shall be used to supplement, and not supplant, non-Federal, State, and local funds that would otherwise be used for activities.

Target funds to schools that are implementing comprehensive support and improvement activities and have the highest percentage of low-income children.

Use funds for professional development activities that are evidenced-based and intended to improve the teaching and leadership skills of all stakeholders.

Use funds to provide and implement effective parent, family, and community engagement activities.

Annually assess the English proficiency level of all students with limited English proficiency.

Use funds to provide required parent notifications of eligibility, prior to and throughout each school year.

Ensure teachers working in the program are fluent in oral and written English and any other language used for instruction.

Prioritize distribution of funds to schools served with the greatest needs; are identified for comprehensive support and improvement; are implementing targeted support; or are identified as a persistently dangerous public elementary/secondary school.

Use a portion of funds received to support activities to support well-rounded educational opportunities; support safe and healthy students; support the effective use of technology.

Instructors, counselors, case managers, SPED instructors, and administration seek out parents/guardians for their input and reach out to families to address and/all needs. We can/have used interpretive services to communicate with our English-learning parents/families, and we invite parents/guardians to family conferences to seek their input, ideas, and suggestions to overcome the barriers presented in our community.

In the Richardton-Taylor Public School District none of the following characteristics impede equitable access or participation in opportunities: gender, race, national origin, color, disability, or age. All students and teachers will have access to the activities under the Elementary and Secondary School Emergency Relief (ESSER) funds as authorized by the Education Stabilization Fund under the CARES Act.

The Superintendent, Secondary Principal, Elementary Principal, and SPED Director work collaboratively to establish activity priorities. Students with disabilities or special needs are offered all services in the CARES Act ESSER fund projects. Our District does have policies in place that address:

Non-Discrimination and Anti-Harassment and includes references to Federal laws that deal with discrimination, including Title IX and Rehabilitation.

Dispute Resolution for Section 504, states that the Board will make facilities available to all, including individuals with disabilities.

The Richardton-Taylor Public School District plans to continue its current policies and practices that direct barrier-free programs. Its compliance is based on these policies and practices. District Student Services staff will assist in ensuring that special accommodations are made to ensure access for persons with disabilities, and care will be taken to assure benefits for both male and female participants.