

10331 - 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
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Initially Submitted By:	John Pretzer
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Last Submitted By:	John Pretzer
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Contact Information

Primary Contact Information

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Organization Information

Name*:	Scranton Public School - DPI
Organization Type*:	Public LEA
Tax Id:	
Organization Website:	http://www.scranton.k12.nd.us/
Address*:	PO Box 126
	Scranton North Dakota 58653-____
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SAM.gov Entity ID: 100060359

SAM.gov Name: Scranton School District

SAM.gov Entity ID Expiration Date: 12/30/2021

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

The Student Council at Scranton Public School is actively involved in addressing learning loss and the accelerated learning of students. These students provided feedback and helped brainstorm a consistent and ongoing remediation plan that includes the use of IXL learning software and student tutors and mentors. Two staff members serve as the Student Council advisors and they will assist the students with tutor/mentor training and developing the program. When students are given local assessments such as NWEA, they meet individually with their advisors to review their strengths as well as academic areas that need focus. In this way, students are actively engaged in their learning and set goals for improvement.

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

NA

Civil rights organizations (including disability rights organizations)*:

The Scranton Public School is a member of the West River Student Services special education unit. The unit provides us professional supports to ensure that the services and rights of students with disabilities are provided and consistent with law. The Scranton School Civil Rights Coordinator has invited to public to participate in plan discussions and surveys. All students will have equal access to programs provided or equipment purchased with ESSER III dollars. There will be no barriers that impede equitable access or participation including, gender, race, national origin, color, disability, or age. In developing our ESSER III spending plan, we have placed a large emphasis on the learning loss and learning acceleration of our special populations.

Superintendents*:

The Scranton School Superintendent is responsible for the acquisition of additional funding sources such as ESSER grants throughout the covid-19 pandemic in order to meet the additional needs of our students and staff as well as the financial needs of the school district. The Superintendent creates the financial plan for the use of ESSER III dollars and makes recommendations to the School Board. These recommendations are based on feedback from staff, stakeholders, students, parents and school board. ESSER III financial obligations include additional staffing, technology, connectivity, cleaning and sanitizing, additional duties of staff and recruitment and retention. The Superintendent also maintains clear and accurate records of these expenditures to provide evidence that ESSER III dollars are spent appropriately.

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

Those directly involved in the education and academic well being of students are primary stakeholders within the school. Most of this decision making and feedback are in the form of staff meetings with teachers, para-professionals, principals and administrators as well as at meetings of the school board. ESSER dollars have been spent and earmarked to implement existing and newly developed programs to address learning loss and the needs of our students. With these funds, We have created supplemental instructional supports to increase learning time. An example of this is the hiring of a remediation teacher to work with students and to monitor, track and evaluate their progress. We also will invest in educational materials and technology to increase access and accelerate learning. The technology and professional development needed is identified by the teaching staff, technology coordinator and administration. Our primary goal is to use these tools to increase student achievement. We will continually assess, analyze and evaluate our data to make determinations and adjustments in order to meet our goals. Our School Board is informed on the acceptable uses of ESSER funds and what kinds of remediation strategies are recommended. The Board has reacted by approving the needed dollars to achieve our goals.

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*:

In an effort to obtain feedback from all stakeholders on school plans, surveys, newsletters, mailings, social media and our school website have been used to inform and solicit feedback. All of these encompass and include parents of the following subgroups of students: low-income students, ELL, children with disabilities, at-risk students and American Indian and Alaska Native students. Children in foster care, migratory children, homeless children and immigrant children could have been represented in the surveys and communications had we had children enrolled in these subgroups. To date no homeless students or foster are in our district. In the event this occurs, federal dollars will be used to guide these students to programs of rescue. We do have a homeless liaison on staff who attends required trainings and serves as the districts contact and resource should the need arise. Presently, ESSER III dollars have been committed to the existing subgroups within our spending plan.

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*: <http://www.scranton.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.*:

The Scranton School has a Health & Safety Plan in place and will continue to emphasize mitigation strategies in order to keep our school environment healthy. ESSER III funds will be used to supply the cleaning and sanitizing products and equipment necessary. Each day our classrooms are cleaned and sanitized. Beyond normal cleaning practices, each room is either fogged or sprayed with a disinfecting mist. Additional custodial help/overtime hours will be given to pay additional or existing staff for their extended duties. In order to battle Covid-19 we had our front door entrance video equipment upgraded to enable us to better see and communicate with those people at the front door who were requesting access to our building. We also used the system to announce pickups and drop-offs of school materials that were needed or used while students were under quarantine. By upgrading hallway cameras and server we could better view archived videos of students and staff members movements in the building while conducting contact tracing. The Scranton School Board and Administration will monitor and adjust the School Health & Safety Plan as environmental conditions warrant.

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.*:

Our primary strategy to address student learning loss and to promote accelerated learning is to provide additional teaching supports in the form of one-one-one and small group instruction. We have hired a certified teacher as a remediation specialist and a para-professional to also assist with student tutoring. In April of 2020, McKinsey & Company published an article in its professional journal titled, "School-system priorities in the age of coronavirus". The article was authored by Jake Bryant, Li-Kai Chen, Emma Dorn, and Stephen Hall. The focus of the article was how schools will face the challenges of remediating students who experienced the negative academic effects during the pandemic. "To provide more direct student support, schools can start internally, planning academic interventions in small groups for those with specific needs." This was a large bullet point heading in the article emphasizing the need for these students to have additional teacher supports. Another bullet point heading in the article reads, "remediation will be particularly challenging if school budgets are cut due to lower tax revenues and growth". We plan to use a large part of our ESSER III funds to meet these financial demands involved in remediation.

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.*:

Currently at Scranton School we have ELL and students with IEP's who have been identified with academic disabilities. We do not have homeless children, children in foster care or migratory students. Each student has equal access to programs and resources. ELL students are assigned an ELL specialists who create programs and needed supports. ESSER III funds are utilized to give additional staff supports to our ELL, special education and students with disabilities. We have hired a Distance Education Liaison and additional staff to fulfill the needs of those students most impacted by COVID-19. In the event that homeless, foster care or migratory students enroll, these resources will be made available to them.

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	\$85,000.00	\$85,000.00
Additional pay	\$53,276.00	\$0.00
Purchase cleaning supplies	\$10,000.00	\$0.00
Educational Technology	\$48,000.00	\$0.00
Renovation Projects	\$11,088.00	\$0.00
High quality instructional materials and curricula	\$947.00	\$0.00
	\$208,311.00	\$85,000.00

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?*

All students no matter their gender, race, national origin, color, disability or age will have equal access to programs, resources and instruction funded with these ESSER dollars and no barriers shall impede equitable access. Economically disadvantaged students who do not have the learning resources at home, such as internet connectivity or computer hardware will be accounted for.

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

To meet the needs of all students, the school district has hired a teacher and para professional to address learning loss as well as the acceleration of students. We have also invested heavily in technology to ensure that all students have access to these tools whether in school or at home. The school district will provide connectivity and computer hardware for those economically disadvantaged students who are learning from home. We will also use these funds to support the retention of our highly qualified teaching staff for the benefit of all students. This includes the teaching technology and researched based software and curricula required to serve all children. We have and will continue to invest in a safe and clean school environment by supplying the products and labor to ensure the sanitizing of our school.