

10023 - ESSER III 3/20-9/24 84.425U - 2021

Status Report Details

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Reporting Period:	-		

Contact Information

Primary Contact Information

Name: Mr. Michael
Salutation First Name
Allen Severson
Middle Name Last Name
Title: Superintendent
Email*: michael.severson@k12.nd.us
Address*: 2184 101st Avenue SE

Organization Information

Name*:
Barnes County North Public School - DPI
Organization Type*: Public LEA
Tax Id:
Organization Website:
<http://www.barnescountynorth.k12.nd.us>
Address*: 2184 101st Avenue SE

	Wimbledon North Dakota		Wimbledon North Dakota
	City	State/Province	City
58492			58492-_____
Postal Code/Zip			Postal Code/Zip
Phone*:	701-646-6202 Ext.		Phone*: (701) 646-6202 Ext.
	Phone		###-###-####
	###-###-####		
Fax:	701-646-6566		Fax: (701) 646-6202
	###-###-####		###-###-####
			SAM.gov JH4LE9XN5Q31
			Entity ID:
			SAM.gov
			Name:
			Barnes County North School District 007
			SAM.gov 11/17/2021
			Entity ID
			Expiration
			Date:

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Students were sent out to gather input from our students, our Student Council conducted several discussions during their meetings, & the Administrators were diligent about visiting with students about what their current needs are as well as what is needed in the future.

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

NA

Civil rights organizations (including disability rights organizations)*:

Our Counselor is our 504 Coordinator & works closely with the staff & Administration to ensure this population is taken care of. All of the BCN Administrators are trained in Title IX & attend training on an annual basis.

We also expanded out MTSS position to include collecting data to enhance our educational offerings.

Superintendents*:

The Superintendent attended various trainings on ESSER & worked closely with the Business Manager on allowable expenses. It is the responsibility of the Superintendent to report back to the School Board on all ESSER activities.

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

BCN has a Leadership Team that consists of the Administrators & teachers that meet on a monthly basis. District leaders also meet on a regular basis to discuss everything that is going on throughout the District. Each individual who is part of these groups, has a means of reporting back to the people that they represent.

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*:

Our Special Education Unit meets on a monthly basis & there is always discussion regarding our needs & what is best for our students throughout the Unit.

Our High School Principal is designated as our Homeless Liaison & the two of us have been involved in several conversations on how to best serve this population.

The BCN School also utilizes the South East Education Cooperative to assist with these populations.

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.barnescountynorth.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.*:

We will utilize ESSER III funds to ensure that our BERT (Building Emergency Response Team) has the resources necessary to continue its work within our building. This includes the items necessary for the Emergency buckets that are in every room throughout our building. We believe that the buckets are essential should an emergency arise & we want every person to be as safe as possible while in our facility. We are also working with surrounding schools through a DERT (District Emergency Response Team) where we work on strategies to identify strategies to deal with all types of emergency situations. Furthermore, we have our "Return To In-Person Instruction & Continuity of Services Plan" posted to our website which outlines our mitigation strategies. When we returned to face-to-face learning, we made the wearing of masks optional, we encouraged physical distancing, we stressed the importance of handwashing & respiratory etiquette, continued a strong emphasis on cleaning, we installed 34 i-waves on the geo heat pumps & 4 iwaves on our commercial air handlers, & increased our efforts to get people vaccinated. This plan will be updated every 6 months to address the ever changing world of education.

We are budgeting money for school facility repairs & improvements to ensure the safety of our students. We will be installing pumps throughout or system to improve the air quality in our building. We are also updating our water fountains & sinks for sanitation purposes.

We are planning to purchase 2 58 passengers buses to assist with spacing while transporting students to & from School.

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 District will spend approximately \$228,000.00, or 39% of our ESSER III allocation to address learning loss. We have hired staff in the following areas to assist in this process: MTSS (Multi Tiered System of Supports) Coordinator/Teacher, an MTSS Tier III Instructor, a Data Coordinator, & an Instructional Coach. These individuals will undertake the monumental task of working with our students on any areas that may need extra attention.

BCN's use of a MTSS coordinator and instructional coach allows us to utilize tier 1 best practices to eliminate as much intervention as possible. Best practices may include but are not limited to student engagement, formative assessments and benchmark testing, weekly PLCs, and standards-based grading. However, since we are unable to meet the needs of every student through tier 1 (especially through the pandemic), the use of our MTSS process will make sure the needs of students are being met. Through our MTSS process and weekly PLC meetings we are also able to reflect on the social-emotional needs of our students.

BCN uses a Tier III Instructor along with Title 1 educators to provide interventions to students using Reading Mastery and Corrective Reading. Reading Mastery is a comprehensive and systematic reading intervention program that provides direct instruction to students K-6th grade. Reading Mastery teaches key foundational reading skills through an explicit and systematic approach. Corrective reading is another evidence-based intervention taught by all listed positions to struggling students in grades 3-12 through direct instruction and carefully sequenced lessons. TransMath has proven, effective elements that accelerate student's towards grade-level mastery by emphasizing fewer topics and going further in depth (Voyager Sopris Learning, 2021). TransMath benefits students in grades 5-10 who needs the confidence and skills for algebra.

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.*:

Our plan is to utilize our MTSS people as well as our Instructional Coach to assist in multiple ways. The key to meeting the needs of our diverse student population groups is through the MTSS system that we currently have in place. Our teachers meet monthly to review standardized data, teacher observations, & support staff observations to identify support needs. Combined with our Title program, we provide times throughout the day to conduct targeted instruction in both reading & mathematics. During our MTSS staff meetings, we identify students in need of more support in the classroom. These supports can be delivered in the classroom through accommodations such as larger print or if there is a need for pull-out services to be organized utilizing our intervention staff. Our Special Education teacher is a part of our MTSS team & provides input on how to meet a diverse range of needs. Our Counselors are also part of the team, as well as our Homeless Liaison, who happens to be our High School Principal.

At present, BCN does not have students of color, English Learners, Homeless, Migrant, or Foster care students. If anyone who fits into any of these categories should enroll @ BCN, we will work with the SEEC & any agencies that can provide us resources to assist. Low Income families have been identified & are a priority to receive services through our Schoolwide Title program.

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)
Mental health supports	\$60,000.00	\$0.00
Transportation	\$120,000.00	\$0.00
IDEA (Special Education)	\$30,000.00	\$0.00
Perkins (Career & Technical Education)	\$33,000.00	\$0.00
Additional pay	\$52,303.00	\$0.00
School facility repairs and improvements	\$60,000.00	\$0.00
Supplemental learning	\$228,000.00	\$228,000.00
	\$583,303.00	\$228,000.00

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?*

Some of the barriers that we face are, but not limited to, adequate nutrition, health, social-emotional wellness, & the fact that our school is located in the middle of nowhere, presents a barrier in itself. During the pandemic, we know our students were affected disproportionately. The academic scores of students with learning needs & those from poor households suffered more than other students. This could create an inequity as it increases the achievement gap between these populations & the rest of the student population.

The lack of staffing in our intervention system could result in students not receiving services or the quality of those services suffering.

The BCN School location was decided when the new facility was approved & that location was to be in the "middle" of all the communities that are represented. With that being said, the school was not built in a town, & instead it is approximately 10 miles to surrounding towns. This creates a disconnect with our patrons due to distance & does not allow for a cohesive atmosphere. We attempted to provide before school & after school programs in the past, but those were not successful due to the fact that we did not have the resources to provide transportation & parents don't have the means to get their children to the building.

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

In our budget, we plan to address the needs of students through our MTSS system & extra staffing for that system. In this system we assess all students using standardized measures. From these assessments & teacher input, we identify students in need of support. From here we meet monthly to discuss progress & analyze the data that we have. In these meetings, our representation includes our MTSS Coordinator, counselors, special education, Title I & principals. One of our Counselors is our 504 Coordinator, one of our principals is our homeless liaison, & one of our Title teachers handles coordination in that area. With everything being discussed in these meetings, we make sure that the needs of all students are met.

Social-emotional needs will be met through the the devotion of more time for the Counselors to meet with students. In addition, the staff will undergo training in MTSS social-emotional learning & we will implement a "Mentor "program so that each student has an adult to meet with on a regular basis. Provisions for health & well being are provided to all through the installation of a system to purify the air. & mitigate the COVID-19 virus. We are updating our water fountains to include "no touch" & working with our kitchen staff on renovations in the kitchen area.

We have police in place to help protect our different subgroups. We have board policies ACC Nondiscrimination & Anti-harassment, ACC-BR Discrimination & Harassment Grievance Procedure, & GAAD Selection & Adoption of Instructional Materials. We also have student handbook policies on sexual harassment & discrimination, a non-discrimination policy, & Equal Opportunity & Equality Regulation. All of our materials are on the BCN website & everyone is encouraged to read the handbook policies at the beginning of the year. Our 504 & Title IX coordinators monitor school activities, policies, & procedures to make sure they are providing all students & staff equal opportunity. We are continuing to search for ways to assist with the remoteness of our building. Our staff works diligently with patrons to ensure that the students receive the resources necessary to be successful & all are doing what they can to keep the distance barrier at a minimum.