

10029 - 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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Status Report Type: Application
Reporting Period: -

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Organization Information

Name*: Belfield Public School - DPI

Organization Type*: Public LEA

Tax Id:

Organization Website: <http://www.belfield.k12.nd.us>

Address*: PO Box 97

Belfield North Dakota 58622-____
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SAM.gov Entity ID: QFNEGKL9DM87
SAM.gov Name: Belfield School District 13
SAM.gov Entity ID Expiration Date: 03/17/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

We used a variety of methods for student engagement. A survey, posted on our school website, was available to gather data from students on what they believed were our areas of need. We also held a public meeting to provide an opportunity for stakeholders to express their thoughts and feelings on the funding we will receive.

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

N/A

Civil rights organizations (including disability rights organizations)*:

Our counselor serves as a 504 Coordinator and Title IX Coordinator, with our elementary and high school principals serving as our title IX investigators. The administrators and the counselor met to discuss the ESSER II and III budget and how these funds can help support our students who may be underserved due to the following six barriers: gender, race, national origin, color, disability, or age. These staff members are also a part of our Cognia Committee in which the use of ESSER II and III dollars was also discussed. Each of our representatives for civil rights was present and discussed meeting the needs of all students to ensure our district utilizes these funds to maximize student achievement.

We used a variety of methods for community stakeholder engagement. A survey, posted on our school website was available to gather data from parents on what they believed were our areas of need. We also held a public meeting to provide an opportunity for stakeholders to express their thoughts and feelings on the funding we will receive.

Superintendents*:

During the 2020-2021 school year, the Belfield School District utilized a hybrid model where Fridays were our virtual days. This allowed our administration to meet with our teachers every Friday where we consistently solicited feedback on student performance, student needs, and teacher needs. This gave us a unique opportunity to learn what the systemic needs of the district are ? including behavioral, social, and academic needs. Additionally, we used several Fridays for the district?s mental health training by reading ?Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility Using Restorative Justice? by Maynard and Weinstein along with pieces from ?Circle Forward? by Boyes-Watson and Pranis. Through that, we met on December 4, 2020, January 8, 2021, January 29, 2021, February 19, 2021, March 12, 2021, and April 9, 2021. Specifically, we learned that many of our students throughout both schools need continued focus on behavioral health and the development of social skills. This allowed the teachers and both principals to develop and implement plans to address those identified needs in the 2021-2022 school year.

In the 2021-2022 school year, we moved back to a 5-day a week, face-to-face instructional model. We incorporated weekly administrative meetings with our two building principals and superintendent. Feedback from those meetings, along with monthly staff meetings gives us a chance to share feedback and develop or amend our plans to best meet the needs of those we serve.

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

During the 2020-2021 school year, the Belfield School District utilized a hybrid model where Fridays were our virtual days. This allowed our administration to meet with our teachers every Friday where we consistently solicited feedback on student performance, student needs, and teacher needs. This gave us a unique opportunity to learn what the systemic needs of the district are ? including behavioral, social, and academic needs. Additionally, we used several Fridays for the district?s mental health training by reading ?Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility Using Restorative Justice? by Maynard and Weinstein along with pieces from ?Circle Forward? by Boyes-Watson and Pranis. Through that, we met on December

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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*:

We conducted yearly student and staff climate and culture surveys with all of our student population subgroups to get an idea of what their perception was of student learning and our school as a whole. Additionally, teachers and administrators engaged in conversations with students on a weekly basis, and with that information, we received feedback from students on how we can best meet their needs.

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.belfield.k12.nd.us/files/2021/06/Continuity-of-Services-Plan1.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.*:

Belfield Public School will be utilizing ESSER III funds to improve the indoor air quality of the school which is shown as an effective mitigation strategy. These funds will greatly assist in the updating of our outdated HVAC systems.

We will be purchasing new classroom and lunchroom furniture that will help promote physical distancing in classrooms and during lunch times.

We will continue to purchase necessary cleaning and sanitizing products that will help keep our school as clean as possible. We will also continue to purchase personal protective equipment to help to prevent the possible spread of COVID in our school.

We will update our outdated telephone system, which will allow us to place a phone in each classroom. This updated phone system will allow our staff quicker, more effective tools to communicate with appropriate parties.

We will be purchasing a used bus to assist with transportation and to promote physical distancing.

Touchless water fountains and bathroom fixtures will replace our old models to promote a more modernized and sanitary environment.

We will continue to update our student technology by purchasing new desktops & laptops. We implemented a 1:1 technology initiative in grades 9-12. This will allow students with the opportunity to have their own school-owned device that they can take home in the event of a potential school shutdown.

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.*:

Belfield Public School is in our first year of implementation of MTSS, a Tier 1 research proven student intervention system. We are introducing the Step Up to Writing Program to strengthen our K-12 Language Arts program. To further support our Language Arts program, we have added the ELA IXL platform.

Our school currently implements Pathways to Reading, a science-based reading program in grades K-3, along with our Special Ed, and Title departments. To support our teachers and instructional support staff in their continued implementation, we will provide on-going professional development to meet the challenges of student learning loss.

Based on stakeholder feedback, in conjunction with longitudinal student NWEA MAP, NDSA, STAR Reading and Math, IXL, and classroom assessments and grade data, we will develop an after school program to provide any student with additional support in all curricula areas. This additional time and support is designed to help students with remediation and enrichment opportunities.

Beginning with the 2021-2022 school year, Belfield Public School will transition from a target-assisted to a schoolwide Title I program. This will allow us to provide additional support and services to all students in our school.

To address the social-emotional health of our K-12 students, we are implementing Restorative Justice and Circle Practices in all of our classrooms, along with in-person and tele-health individual counseling services.

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.*:

We are a small district with few or no students in the various subgroups. Our Free/Reduced percentage is around 35%. Our biggest key in meeting the needs of our subgroup populations is through our MTSS system. Our teachers will review both standardized data (STAR Reading/Math, IXL ELA/MATH, NDSA, teacher classroom assessments, and NWEA testing), along with teacher and support staff data/observations. A focus on Social-Emotional health will also be reviewed and discussed during these meetings. From here students will be identified as in need of support and placed into Tiers. At our MTSS staff meetings, we will identify students in more need of support in the classroom.

Belfield Public School works with community leaders from the food pantry to provide disproportionately impacted students with food and supplies. We have two special education teachers serving our children with disabilities. We also have nine paraprofessionals to assist with instruction in our classrooms throughout our school.

To further focus on the social-emotional needs of our subgroups, additional time and services will be provided to them by our school counselor or through tele-health therapy.

To provide additional support for our EL students, we will continue to work with the RESP to serve this population.

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)
Transportation	\$35,000.00	\$0.00
Mental health supports	\$13,000.00	\$13,000.00
Educational Technology	\$125,000.00	\$0.00
Purchase cleaning supplies	\$5,000.00	\$0.00
School facility repairs and improvements	\$94,784.00	\$0.00
Supplemental learning	\$58,000.00	\$58,000.00
Professional development	\$30,000.00	\$30,000.00
	\$360,784.00	\$101,000.00

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?*

After analyzing our full distance learning period of March to May of 2020, and our Hybrid learning model of 2020-2021 school year, we identified the following barriers to successful learning for students in our school: Low-income students did not have equal access to the necessary technology required to support the distant and hybrid learning platforms.

Our students social and emotional well-being suffered greatly. We had an attempted student suicide which, in our opinion, was due to the pandemic-related school shut down and resulting isolation. The long-term effects of the attempt continue to be felt by the student, family, classmates, staff, and school community. We are convinced that being in a face-to-face learning environment would have prevented this from happening.

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

By utilizing the funds to purchase updated educational technology (i.e laptops, surface gos, iPads, and/or software applications), we can ensure equal access to the necessary technology tools for all students, including low-income students and their families.

In collaboration with our Special Education Unit (West River Student Services) and REA (Roughrider Education Services Program), we can provide explicit instruction, assistive technology, teacher support and training, and other resources to and for our student population, including our disadvantaged groups. Through active support from these collaborations, we have implemented or have begun to implement MTSS, Pathways to Reading, and Step Up to Writing. Restorative Justice, and Circle practices were implemented as a direct result of the suicide attempt as our students need to learn how to effectively cope with their emotional health.

We can also use the funds to update outdated technology for our staff. For instance, we are replacing outdated white boards and projectors with interactive displays for all of the classrooms in our school. This will help with giving meaningful instruction and promote student engagement with less disruptions due to technology failure.

With the implementation of , these ESSER Funds allows us to provide our staff with the necessary professional development to ensure successful implementation.