

10366 - 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: 002
Status Report Type: Application
Reporting Period: -

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Initially Submitted By: Christopher Bachmeier
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Organization Information

Name*: United Public Schools - DPI

Organization Type*: Public LEA

Tax Id:

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

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SAM.gov Entity ID: SEEMJC9U7DD5

SAM.gov Name: United Public School District 7

SAM.gov Entity ID Expiration Date: 09/15/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Administration has met with student advisory committee to discuss the students viewpoints of where there has been struggles and areas for us to address to help our students better succeed.

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

NA

Civil rights organizations (including disability rights organizations)*:

We again have had school board meetings where our plan is discussed and how our funds are spent. In these school board meetings anyone in the public is given an opportunity to discuss their wants and viewpoints.

Superintendents*:

Our superintendent has sat in on numerous meetings to discuss the best way to use these funds to meet the needs of all of our students, and to also see the needs of our stakeholders with these funds.

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

We have also held staff meetings and professional learning committees where we have discussed learning loss, curriculum purchases, technology needs, and other items and areas that our staff believes we need to focus.

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 have had school board meetings where our plan is discussed and how our funds are being spent. Not only do we have members of our school board that are parents to represent this group directly, we invite and allow parents speak directly to our school board each month through our public forum.

When looking to the future at parent teacher conferences and how we will be spending our monies, we will be performing empathy interviews with our parents to gain knowledge of where they feel our school can best serve our students. In these interviews we will discuss the pandemic and how our school can use funds to help better meet the students needs. Our school district had three individuals trained by North Dakota DPI to perform such a task.

Our school district is also working with Souris Valley Special Education Services to gather input on how we can best serve our special education students with ESSER funding.

Our elementary principal is our school district homelessness and foster care liaison, where she specifically works with local groups and social services to address where we can use funds to meet those needs as well.

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.dbhs.united.k12.nd.us/Covid%2019/downloads-4/index.html>
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.*:

A portion of our funds will be used for cleaning agents and supplies as needed for disinfecting classrooms and common areas. We have used our funds to also implement our telehealth services for our students

in our school district with new items needed. We have plans to improve our HVAC to help improve the air quality in our buildings where we deem necessary.

We also plan to replace old flooring with new flooring in different areas of our building. By replacing old flooring we believe that our ability to keep areas clean and disinfected from germs and disease will be greatly increased. This will allow for both the mitigation and prevention. We have found that students at times come in direct contact with flooring, whether it be in the classroom or by exercising on the gym floor and by providing safer surfaces for our students will help prevent future illness.

When the pandemic first occurred we had added a new bus route to our district and would use the funds to purchase a new bus. By adding a route we believe that we are mitigating the ability for the virus to spread.

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.*:

We will be implementing the use of a reading and Math interventionist for our students. By dedicating funds for this position we believe that we will be able to directly cater to the needs of our students and to their learning loss that has taken place during the pandemic. We will be looking at the effectiveness of this new intervention by looking at our STAR Reading and Math scores for the targeted students. We believe that there will be growth and we will see a direct correlation to these services and to the student success amount.

We will be using the funds to also implement a summer school program that was not offered to our students before in the manner that it will be small group instruction and targeted to directly meet the students needs.

We will be purchasing and implementing new math and reading curriculum that is evidenced based to help alleviate for any shortcomings our previous curriculum and or the pandemic caused.

We will be implementing and purchasing STAR Reading and Math assessments that will help our teachers and staff gauge students knowledge. With this program our students can be assessed more quickly and efficiently as compared to the NWEA testing.

We will be using funds for professional development and teacher trainings when available to help close the gap on learning loss and to help our students that are disproportionately affected by the pandemic.

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 school district will offer services to all students and families that have been disproportionately affected by the pandemic. We will do this in a multitude of ways from, after school program offerings, family questionnaires, surveys, before and after school CLC programs, telehealth services, as well as community outreach programs that are given by the county.

We work closely with Souris Valley Special Education Services to provide for the needs of our special education students.

Homelessness and low income families: Our school district's homeless liaison and foster care liaison will work with county services, local churches, and other groups to help ensure that all of our students and their needs are provided for appropriately and effectively.

The United #7 School District has hired an interventionist to provide supports for the most at-risk students by implementing a Multi-Tiered System of Supports (MTSS) across all grade levels and throughout all

schools. In addition, we will purchase researched based interventions to use with our at-risk students and training our staff to help close the achievement gap for these students.

We currently do not have any migratory students in our school district.

We will pursue offering more opportunities for summer school to our students in our school district. By doing so we believe that we will better meet the needs of our ELL students. We believe by providing more resources to summer school we will better meet the needs of all our students.

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)
Improving Air Quality	\$50,000.00	\$0.00
Educational Technology	\$100,000.00	\$0.00
School facility repairs and improvements	\$142,704.00	\$0.00
High quality instructional materials and curricula	\$50,000.00	\$50,000.00
Purchase cleaning supplies	\$20,000.00	\$0.00
Supplemental learning	\$140,000.00	\$140,000.00
Professional development	\$5,000.00	\$5,000.00
Transportation	\$95,000.00	\$0.00
Mental health supports	\$100,000.00	\$0.00
	\$702,704.00	\$195,000.00

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?*

We do not believe that the barriers that we have seen is in the form of technology available to all of our students. We have also found the lack of staffing in our intervention system could result in students not receiving services or the quality of those services suffering. The final barrier that we have found is in updating our curriculum to meet the needs of all of our students.

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

We used ESSER funds to purchase technology devices and to provide access for all students to have internet access. This was never able to be done before and we believe that by lowering this barrier would be of great benefit to our student body.

We have hired another interventionist to help identify and address the needs of the students. In this our interventionist system, we assess all students using standardized measures. From these assessments and teacher input, we identify students in need of support. From here we meet to discuss progress. Our interventionist will monitor the progress of interventions. Between these checks and team members, we make sure the needs of all students are met.

Finally, we have purchased curricula and our students will have access to Read 180 as needed. Technology and connectivity will be provided as needed for this program. Students will be selected to utilize this program based on their reading achievement data. Using achievement data will ensure that all students receive equitable access to this program. United #7 Public School District also has school board policies in place stating that no students will be discriminated against based on their gender or race.