

10396 - 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: -

Initial Submit Date: Aug 4, 2021 10:52 AM
Initially Submitted By: Derek Gackle
Last Submit Date: Sep 29, 2021 11:16 AM
Last Submitted By: Melissa Elletson
Approved Date: Sep 29, 2021 11:33 AM

Contact Information

Primary Contact Information

Name: Mr. Derek Middle Name Gackle
Salutation First Name Last Name

Title:

Email*: derek.gackle@k12.nd.us

Address*: 301 2nd Street South

Fairview Montana 59221
City State/Province Postal Code/Zip

Phone*: 701-844-5649 Ext.
Phone
####

Fax: ### ### ####

Organization Information

Name*: Yellowstone 14 - DPI

Organization Type*: Public LEA

Tax Id:

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

Address*: 301 2nd St S

Fairview North Dakota 59221-____
City State/Province Postal Code/Zip

Phone*: (701) 844-5649 Ext.
#####

Fax: (701) 844-5649
#####

SAM.gov Entity ID: M53HH45N5DD6

SAM.gov Name: Yellowstone School District 14

SAM.gov Entity ID Expiration Date: 02/25/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

The district asked for input from the students concerning their learning during the pandemic. Among many responses was the need for an additional teacher to help provide a homeroom experience for our 6th graders. As a result, the district hired an additional teacher to give our 6th graders a self-contained classroom with a homeroom teacher instead of lumping them in with junior high.

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

NA

Civil rights organizations (including disability rights organizations)*:

We sent out notices to all of our stakeholders informing them of upcoming opportunities to provide input. We do not have any CRO in our area and none attending any of our public input meetings. Even without any input, we take the rights of all of our students into account while discussing any spending plans.

Superintendents*:

The superintendent is also the principal and is responsible for completing the application process. Being a small school with only the one administrator, he did reach out to other superintendents across the state to get input and guidance from his colleagues. Most were overwhelmingly in favor of using the money to hire an additional teacher.

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

Many meetings were held with all school staff. Confidential surveys were also sent to school staff to ensure everyone the right to give input without any push back. The school staff was involved from the beginning of the process, including the teacher's union. It was very clear that hiring an additional teacher would be the best use of our funds.

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*:

Notices were posted about opportunities for provide input at public meetings. We didn't get any input specifically from stakeholders regarding the groups listed here. As a small school, we take into account the needs for all of our students so we can provide the best educational opportunity for all. The input we did receive will ensure all members of the groups listed will get an equitable educational experience due to us adding an additional teacher.

We are a small school. One of the benefits of being a small school is that our liaisons for various groups, including our underserved population, wear multiple hats. As a result, our meetings and discussions cover all the groups with the same committee members. In addition, all meetings include parents from each of our different age groups in our K-8 school. In order to include a more diverse group of parents, we also send out surveys as needed.

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.eastfairview.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 district will use a portion of the ESSER III funds to update our HVAC system to ensure we have a sufficient supply of fresh air in our return system. The updated HVAC system will also include better filtration to ensure the best chance of fresh, clean air in our building. We also have hand sanitizing dispensers in every room and hallway throughout the building. Hand washing is taught and practiced. Close contact is minimized as much as possible. We clean and disinfect daily with high traffic areas receiving an additional cleaning. We have hired janitorial help to aid in the cleaning process. We have touchless thermometers to check for fevers and send anyone in the building home that has a fever or is feeling ill. We have air purifiers in every classroom.

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 district has put an emphasis on addressing learning loss. Almost 90% of our ESSER III funds will be used to hire additional staff to provide our students with extra help and extra time to close the learning gap. The additional staff will provide multiple opportunities during the day for students at every grade level to get the help and extra instruction they need. The extra help can be in the core curriculum as needed (Tier I), provide supplementary instruction and learning opportunities as needed (Tier 2), or a more focused learning opportunity to work on specific learning digressions (Tier 3). In addition to our core curriculums, we will also use the online program, Edmentum, to provide research-based interventions. We have a handful of additional online learning opportunities to help our students learn and grow like STAR 360, MyAccess Writing, and Prodigy to name a few. We believe all students can learn given enough time and help!

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 district provides equitable educational opportunities through the MTSS process. Students receive appropriate reading and math instruction at their level. The district also provides the Edmentum program for students to work at their own level and speed. The district will provide additional time and help with a certified teacher to assist students in work completion to move them toward proficiency. The district immediately screens new students using the district-wide screener to begin a pathway placement for the student to receive curriculum at their personalized learning level. Students with disabilities are provided with one-on-one support.

Once again, the needs of students disproportionately impacted are addressed at all meetings and discussions as the liaisons representing each group are present. We can support each group because our liaisons are representing multiple groups due to our size.

Low-income families and students experiencing homelessness: we have a Homeless Liaison who works closely with students and families experiencing homelessness to provide resources to address all needs including hygiene such as showers before or after school, food needs such as the after school back

pack program/foodbank, work time on Fridays for extra time and help, provide clothing, school supplies, and/or anything needed to participate in extracurricular activities.

English learners: we work with Great Northwest Regional Educational Association to provide EL assessments and learning strategies for EL students.
 Children with disabilities: we are a member of the Wilmac Special Education Unit to provide all student needs for any disabilities.

Children and youth in foster care: Our Foster Care Liaison works with the McKenzie County Social Services Department to provide all student needs for any students in foster care. Migratory Students: We have policies and student portfolios in place to provide support for the success of migratory students. We communicate with former and new schools of the students to lessen the learning curve of attending different schools.

Students of color: We prohibit discrimination based on a student's race, color, religion, sex, gender identity, national origin, ancestry, disability, age, or other status protected by law. The different cultures in the school are acknowledged in the environment including the celebration of different heritage in cafeteria with culture days chosen by the students.

For all students: We have a four-day school week and offer Friday ICU time when school is not in session to provide extra time and help.

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	\$145,815.00	\$145,815.00
Improving Air Quality	\$29,530.00	\$0.00
	\$175,345.00	\$145,815.00

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?*

Our community is a well-to-do small farming and ranching community in western ND. We are not a very diverse community which could lead to barriers in education. Fortunately, we pride ourselves in providing equitable access to all our beneficiaries.

Barriers that may impede equitable access are * transportation to Friday ICU time or regular school.

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

All students, teachers, and other beneficiaries have the opportunity to participate in and receive benefits of all federal programs in our district. Discrimination in federal programs because of sex, race, creed, color, religion, national origin, age, physical or mental handicap, political belief, marital or parental status, is prohibited unless based upon reasonable grounds as provided by law.

We provide transportation needs for all students to attend scheduled school days and will transport students who are unable to attend Friday ICU time. We provide devices for all students and staff to be used to connect with courses if unable to attend class in the physical building. All classrooms and courses are set up to be able to virtually connect with students or staff. We have a nondiscrimination and anti-harassment policy which allows all students, teachers and staff access regardless of race, sex, gender or disability. We also have an anti-bullying policy. Our administration is trained in Title IX. Students and staff receive information on Title IX throughout the school year.

