

10247 - 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 16, 2021 3:44 PM
Initially Submitted By: Kara Munro
Last Submit Date: Oct 5, 2021 2:25 PM
Last Submitted By: Kara Munro
Approved Date: Oct 5, 2021 2:41 PM
Approved By: Valerie Willis

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Comments:

Organization Information

Status*: Approved
Name*: McClusky Schools - DPI
Organization Type*: Public LEA
Tax Id:

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

Address*: PO Box 499

McClusky North Dakota 58463-____
City State/Province Postal Code/Zip

Phone*: (701) 363-2470 Ext.
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Benefactor:

Vendor ID:

PeopleSoft Supplier ID: 0000008532

Comments:

Location Code: DISTRICT

SAM.gov Entity ID: K6KNVNZ4R1J6

SAM.gov Name: McClusky School District 19

SAM.gov Entity ID Expiration Date: 11/05/2021

State Issued ID: 42-019

Category #: 1098

Year Begin: 1999

Year Closed:

NCES#: 3812430

Restricted Indirect Cost Rate: 0.0%

Unrestricted Indirect Cost Rate: 0.0%

Document Approval

Level	Approved By	Approved Date	Approval	Comments
1	Valerie Willis	Oct 5, 2021 2:41 PM	Approved	

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

We have student representation on our SICC (School Improvement and Curriculum Counsel). At our May 12th meeting, we solicited feedback from the student representatives. This also included teachers, administration, parents, community members, and board members. We compared the availability of these dollars to our school's improvement process. Using these dollars to maintain and expand student supports was discussed and implemented in the budget. The use of the funds to address previously identified building issues that could improve indoor air quality, address deferred maintenance, and help reduce the spread of COVID was addressed. The loud noises of the existing unit ventilators are areas where our building envelope issues were producing a noticeable draft were pointed out by our student representatives.

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

Civil rights organizations (including disability rights organizations)*:

Our superintendent/elementary principal is also trained as a 504 coordinator and Title IX Decision maker. Our high school principal is our title IX investigator as well as coordinates 504's in the high school. Our counselor also serves as our title IX coordinator. The administrators and the counselor had a meeting about the ESSER II and III budget. We discussed how these funds can help support our students who have disabilities and how services can be equitable. These members are also a part of our Cognia Committee in which the use of ESSER II and III dollars was discussed on May 5th. Each of our representatives for civil rights was present and we discussed equally meeting the needs of all students. We reviewed culture and climate data as well as student subgroups. This tied back strongly to our MTSS system which provides WIN (What I Need) times for all students, providing targeted instruction. To help continue the quality of these services with our existing student intervention coordinator retiring, we bumped the position up to full time as well as added additional staffing during the times we have the greatest need, the mornings. We posted flyers in the community inviting them to meetings and community nights where we provided dinner in the community park to initiate conversations with community members and invite them to upcoming meetings.

Superintendents*:

(The superintendent is also the elementary principal, same answer as above) School administration met several times to go over the use of ESSER II and III dollars. We looked at school goals and feedback from staff and families. We identified priorities and how these dollars could help us achieve those priorities. The administration is also represented on our COVID-19 Committee. We met in early August with community members, parents, board members, and staff to get input on the use of ESSER II and III dollars.

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

School Staff and Their Unions

A survey was disrupted on June 11th asking for staff input on the use of ESSER II and III dollars. The administration reviewed the input from this survey as well as the open public meeting on June 14th. In addition how to use ESSER II & III dollars was discussed at the May 12, 2021 SICC (School Improvement and Curriculum Counsel) meeting. This committee consists of representation from board members, parents, ancillary staff, teaching staff, administration, and students. From these sources of input, it was identified that the loss of learning and sufficient staffing was important to our school staff. We expanded our supports for student interventions with additional staffing. We are also budgeting curriculum and professional development dollars to address issues with loss of learning. In particular, we identified with the new science of reading requirements, a need for additional training for those grades affected by that legislation. The COVID committee consists of representation from staff members, administration, public health, the local hospital, parents, and community members. This committee meets on August 2nd. It is recommended as part of the budget to construct a Work Load bonus policy for 2021-2023. This would reimburse teachers for extra time outside their contracted hours devoted to issues caused by COVID 19 or addressing the loss of learning. This isn't specifically being reported toward the loss of the learning budget due to the variety of items that extra time could be put in for. The committee is hopeful this will help retain staff and to compensate certified staff for the additional work caused by the pandemic and its repercussions.

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*:

The superintendent solicited feedback from the different parties representing student subgroups at the school. This included the superintendent who is the 504 and MTSS coordinator. The counselor is our Title IX coordinator, foster care liaison, and homeless liaison. Our special education director and our title coordinator were also involved. Our school works through the CREA to get services for our ELL students. The CREA ELL specialist was requested to provide feedback as well. From these conversations, it was determined that working through our MTSS and student intervention supports would provide many student subgroups additional supports. By expanding the certified staff support for these programs our hope is to provide a lower student-to-teacher ratio for small group student interventions. By expanding time for these positions it also allows those staff to give those tasks more attention. We posted flyers in the community inviting them to meetings and community nights where we provided dinner in the community park to initiate conversations with community members and invite them to upcoming meetings. We posted updates on our website, social media platforms of upcoming meetings requesting the attendance of all stakeholder groups. Students of low-income, color, English learners, disabled, homeless, foster care and migrant families were all included in the open community invitations and encouraged to attend meetings.

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://mclusky.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.*:

ESSER II and III dollars are being used to improve the indoor air quality of the school which is shown as an effective mitigation strategy. We are improving our building envelope system which prevents the penetration of outdoor aerosol droplets and allows the building HVAC system to do a better job of managing the indoor environment. In addition, we are replacing our out-of-date unit ventilators which were identified as not providing a high quality of indoor air quality. These units help remove aerosol droplets from the air as well as keep air circulating. This prevents the COVID virus from hanging in the air, increases the risk of spread. We also are continuing with our COVID committee. This committee consists of board members, parents, community members, health professionals, teachers, and administration. We review the use of ESSER dollars, the refinement of our Smart Restart Plans (Continuity of Services Plan), as well as other developments related to COVID. ESSER dollars help reimburse these individuals for their time

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 are expanding our staffing supports for our MTSS, Title, and student support systems. We are moving our previously part-time title one position to a full-time position. We are adding a few more periods to two other teacher's schedules to provide extra support during WIN (what I need) times. This additional staffing is a tier 4 research-supported intervention. These are times when all students receive small group instruction based on individual needs. This will help increase the teacher/staff ratio during this targeted instruction as well as allow for more skilled staff in the execution of these interventions. We are moving into our fifth year of implementing MTSS, which is a Tier 1 research-proven student intervention system. We are also investing dollars in Tier 2 Really Great Reading (Science of Reading) supports for our lower elementary grades. These will help us better provide supports in our WIN times to students as well as improve our overall reading curriculum. The materials are staff are being trained on our based on researched-based principles of sound reading instruction. One research supporting this is https://www.reallygreatreading.com/sites/default/files/rgr_pawhuska_case_study_8.15.18.pdf ♦ students who have high English proficiency. We have a free and reduced population that hovers around 45% typically. Our biggest key in meeting the needs of our diverse student population groups is through our MTSS system. Our teachers meeting monthly to review both standardized data (STAR and NWEA testing), teacher observations, and support staff observations. From here students are identified as in need of support. Combined with our title program we provide WIN (What I Need) times throughout the day providing targeted instruction in both reading and mathematics. At our MTSS staff meetings, we identify students in more need of support in the classroom. These supports can be delivered in the classroom through accommodations such as larger print or if there is a greater need for pull-out services to be organized utilizing our intervention staff. Our special education instructor is a part of our MTSS team and provides input on how to meet a diverse range of needs. Our counselor is also a member of the team who is also our homeless and foster care liaison. We work through CREA and also organize the supports for our ELL students through this system by making sure ILP's are implemented.

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.*:

In closing the gap between students with and without disabilities. We have a low population of ELL students who have high English proficiency. We have a free and reduced population that hovers around 45% typically. Our biggest key in meeting the needs of our diverse student population groups is through our MTSS system. Our teachers meeting monthly to review both standardized data (STAR and NWEA testing), teacher observations, and support staff observations. From here students are identified as in need of support. Combined with our title program we provide WIN (What I Need) times throughout the day providing targeted instruction in both reading and mathematics. At our MTSS staff meetings, we identify students in more need of support in the classroom. These supports can be delivered in the classroom through accommodations such as larger print or if there is a greater need for pull-out services to be organized utilizing our intervention staff. Our special education instructor is a part of our MTSS team and provides input on how to meet a diverse range of needs. Our counselor is also a member of the team who is also our homeless and foster care liaison. We work through CREA and also organize the supports for our ELL students through this system by making sure ILP's are implemented.

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)
Additional pay	\$120,000.00	\$120,000.00
Educational Technology	\$130,000.00	\$0.00
Transportation	\$5,000.00	\$0.00
Professional development	\$15,000.00	\$0.00
IDEA (Special Education)	\$20,000.00	\$0.00
Mental health supports	\$20,000.00	\$0.00
Supplemental learning	\$2,253.00	\$0.00
Purchase cleaning supplies	\$5,000.00	\$0.00
High quality instructional materials and curricula	\$30,000.00	\$30,000.00
Added needs of at-risk populations	\$20,000.00	\$0.00
Other Activities to maintain operation & continuity of services	\$25,000.00	\$0.00
	\$392,253.00	\$150,000.00

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 of our students having access to a device and provide an access barrier. In particular for those families with less financial resources. These students did not have the same resources available to them at home. During the pandemic, we know our student subgroups were affected disproportionately. The academic scores of students with learning needs and those from poor households suffered more than other students. This could create an inequity as it increases the achievement gap between these populations and 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 variation in our classrooms' indoor air quality could potentially cause an equity issue as well. Our classrooms in the elementary have been updated and the indoor air quality improved. Our high school classes have not had this treatment and the learning environment due to these factors is of lesser quality. This is particularly important for our families with less income who may not be able to provide a fresh air environment at home

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 and extra staffing for that system. In this 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 monthly to discuss progress. Our MTSS coordinator monitors the progress of interventions twice a month. We have hired four paraprofessionals to address the achievement gap and provide interventions to students. We are close to achieving our goal of 1:1 laptops for all students. If we are forced to go to distance learning, each student will have his/her own device for at home learning. We are working with a company to look at how we can improve indoor air quality. Core Solutions is looking at our systems and will give us an update on how we can improve the air quality in our elementary and high school buildings.