

10192 - 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 12, 2021 11:55 AM
Initially Submitted By: Heidi Kingston
Last Submit Date: Sep 30, 2021 11:44 AM
Last Submitted By: Heidi Kingston
Approved Date: Oct 1, 2021 1:26 PM
Approved By: Valerie Willis

Contact Information

Primary Contact Information

Active User*: Yes
Type: External User
Name: Ms. Heidi Middle Name Kingston
Salutation First Name Last Name
Title: Principal/Interim Superintendent
Email*: heidi.kingston@k12.nd.us
Address*: 307 Hubbard Ave.

Hope-Page School
Hope North Dakota 58046
City State/Province Postal Code/Zip
Phone*: 303-748-2804 Ext.
Phone
###-###-####
Fax: ###-###-####
Comments:

Organization Information

Status*: Approved
Name*: Hope Page 85 - DPI
Organization Type*: Public LEA
Tax Id:

Organization Website: <https://www.hope-page.k12.nd.us/>

Address*: 630 May Ave

PO Box 26

Page North Dakota 58064-0000

City State/Province Postal Code/Zip

Phone*: (111) 111-1111 Ext.

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

Benefactor:

Vendor ID:

PeopleSoft Supplier ID: 0000185337

Comments:

DUNS 193456803

Location Code: DPIFA

SAM.gov Entity ID: DNHCKLVWQN78

SAM.gov Name: Hope-Page Public School District Number 85

SAM.gov Entity ID Expiration Date: 08/10/2022

State Issued ID: 09-085

Category #: 1183

Year Begin: 2021

Year Closed:

NCES#: 3800404

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 1, 2021 1:26 PM	Approved	

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

A survey was created and posted on school website and Facebook page.

Results from this survey were analyzed and given priority when looking at allocating these funds.

The committee, comprised of various stakeholders, used the survey results to determine a variety of needs. The first was the needs of the physical plant, purchasing and installing toilets and sinks that are motion activated will decrease the spread of germs and help with the overall health of students and staff.

Social-emotional needs will be prioritized by using funds to pay for full time behavior interventionist at the elementary level. This support is in place primarily for minority students who may not be able to access mental health supports elsewhere. These interventionist will be utilized at the Pk-6 level, creating more time for the full-time counselor to work with students in 7-12.

There will also be academic supports for learning in the classroom, through technological supports as well as using the MTSS model to determine students in need.

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

NA

Civil rights organizations (including disability rights organizations)*:

A survey was created and posted on school website and Facebook page.

Results from this survey were analyzed and given priority when looking at allocating these funds. The survey was made available to all organizations in the community, including but not limited to, veteran's groups, church organizations and community organizations.

Input was requested by all stakeholders using both social media and the school website.

Parents and Guardians were all given access to the survey via electronic communications.

After receiving and analyzing survey results a committee of community stakeholders used the results to determine how best to use the funding based on stakeholder feedback.

Superintendents*:

The acting superintendent designees guided and led the committee through this process. They got input from multiple stakeholders and provided the committee with many different resources.

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

Staff members were invited to be members on the ESSR committee. ESSR funds and uses were discussed at staff meetings.

A survey was created and posted on school website and Facebook page.

Results from this survey were analyzed and given priority when looking at allocating these 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*:

The district sent a survey to parents and students from underserved families. The special education teacher, behavior interventionist, Title I teacher, 504 coordinator, homeless liaison and foster care liaison were included in the committee to analyze survey results and determine how best to use the funds to support underserved populations.

In analyzing the results the following priorities were identified:

Develop and implement a program for social emotional support. The program will include a behavior interventionist at the elementary which creates more opportunities for PK-6 and frees up the full-time counselor to be more available at the high school, resources for social emotional supports and creating a program for social emotional training opportunities for parents and the community.

Create opportunities for personalized learning for all students.

Funds have been allocated to provide personalized learning for students using technology resources and programs as well as small group instruction and resources. This will include IXL for extra practice for students using the North Dakota State Standards and the Hope-Page prioritized standards.

Students will also be offered After School Clubs based on their interest level. This will provide personalized learning as well as giving underserved students the opportunity to create peer relationships and possibly find an adult mentor in an area of interest for them. Money will be used to provide after school transportation, snacks, supplies and possibly pay salaries for the after school instructors.

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.hope-page.k12.nd.us/domain/1203>

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.*:

- Install a bag/filtration system on our waterlines to keep sediment, unwanted contaminants from entering our water.
- Addition of a shuttle route between Hope and Page buildings to limit the number of students, on a bus, which will allow for social distancing.
- The hiring of additional custodial time to help with sanitization in the Hope and Page buildings.
- Restart plans and mitigation strategies will be analyzed on a regular basis to determine the needs of the district.

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 will address learning loss through a variety of programs and supports.

At the PK-6 level funding will be used to provide summer school to all students who are interested. Summer school will be taught in 2 locations and will be 1 on 1 and small group to ensure the learners needs are met. Funding will be used to provide salaries and supplies for the summer school program.

Students will also have the opportunity to attend the after-school program on a daily basis. This program will provide homework help, academic and social interventions and support for students in need. Funding will be used for salaries and supplies for this program.

The school will also offer After-School clubs twice a year. These clubs will be offered for students to learn about a variety of topics that interest them. This will create student engagement and motivation for students who are struggling. Salary and supplies will be provided with the funding.

An interventionist will work with students in grades PK-6 to help with academic and mental health needs. This will create more time for the full-time guidance counselor to work with students in grades 7-12. Salary and benefits for the interventionist will be paid with funding.

A new 7-12 English curriculum will be purchased to meet the needs of all students. The curriculum will be research-based and provide the opportunity for differentiation and intervention support.

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.*:

All K-6 students, in each stakeholder group, will be impacted by the implementation of our new reading curriculum. The addition of this curriculum, along with placing students at the appropriate reading level for instruction, will help close the reading gap.

The addition of an interventionist to meet the needs of students in need of social-emotional supports.

After school programs and clubs will also be provided to meet both the academic and social-emotional needs of students .

Summer school will be offered to students who are in need of either the academic or emotional pieces as well.

Low-income students will be served by providing both behavior and academic interventions, after school clubs to meet both social and academic needs and the adoption of a reading curriculum to differentiate learning and meet the needs of all learners.

Students of color will be served by providing both behavior and academic interventions, after school clubs to meet both social and academic needs and the adoption of a reading curriculum to differentiate learning and meet the needs of all learners.

English learners will be served by providing both behavior and academic interventions, after school clubs to meet both social and academic needs and the adoption of a reading curriculum to differentiate learning and meet the needs of all learners.

Children with disabilities will be served by providing both behavior and academic interventions, after school clubs to meet both social and academic needs and the adoption of a reading curriculum to differentiate learning and meet the needs of all learners.

Students experiencing homelessness will be served by providing both behavior and academic interventions, after school clubs to meet both social and academic needs and the adoption of a reading curriculum to differentiate learning and meet the needs of all learners.

Children and youth in foster care will be served by providing both behavior and academic interventions, after school clubs to meet both social and academic needs and the adoption of a reading curriculum to differentiate learning and meet the needs of all learners.

Migrant students will be served by providing both behavior and academic interventions, after school clubs to meet both social and academic needs and the adoption of a reading curriculum to differentiate learning and meet the needs of all learners.

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)
High quality instructional materials and curricula	\$30,000.00	\$30,000.00
Educational Technology	\$10,000.00	\$0.00
Implement public health protocols	\$5,000.00	\$0.00
Implement public health protocols	\$21,684.34	\$0.00
Mental health supports	\$5,000.00	\$0.00
Supplemental learning	\$143,250.66	\$143,250.66
Other Activities to maintain operation & continuity of services	\$3,500.00	\$0.00
	\$218,435.00	\$173,250.66

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?*

While these barriers have been identified it is possible that parents will not request services including help with internet connectivity. Families may also choose to not participate in activities that are provided primarily for their needs. While participation in after school clubs and summer school is suggested it is not mandatory, and some families choose to not seek out supports even though they are in need of them. Parents may also deny access to in school services as they are unfamiliar with them or see them as a social stigma.

- 1) Technology barriers-it was determined that technology barriers would primarily access to a device for completing work and access to the internet.
- 2) Academic barriers due to learning loss-Students who were not learning in person in the spring of 2020 have shown to have not made a significant amount of progress towards proficiency at their grade level in reading, math and other content areas. Students who have been required to quarantine were offered educational experiences but studies have shown that in person learning is more effective. Student data has been analyzed to determine the extent of learning loss and the students with the highest needs.
- 3) Social emotional and academic barriers due to lack of exposure, learning loss, mental health issues, etc. Students who come from homes where academic and social emotional supports are The district uses the MTSS process for assessing students needs. Students are supported on a Tier I, II or III level based on their academic and social-emotional needs.
- 4) Mental health issues caused by the pandemic, learning loss, anxiety or other issues that have arisen due to COVID 19-Mental health supports are in place using Top20 curriculum, Top20 classes, interventions and individual counseling opportunities.
- 5) Gender inequality and/or mistreatment based on preexisting ideas leading to intentional or unconscious bias. The district business manager is the Title IV coordinator. A committee has been developed and all staff will be trained in Title IV this school year.

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

Communicating with the community, parents and students about everything being offer is the main priority.

Families and stakeholders who are not utilizing the supports offered will be contacted to determine their concerns and steps will be taken to ensure they receive as many services as needed.

1) Technology services are provided as needed. Students are given 1 to 1 devices to use in school and at home as needed. Students in grades PK-3 have Ipads, 4-6 have chromebooks and 7-12 have laptops. Each level has created methods for online learning and communication if needed. Grades PK-3 use SeeSaw and 4-12 is using Google Chromebooks. A survey was given to each household to determine if any families in the district were in need of internet services. At the time of the survey there was no one without internet. The schools will continue to address connectivity issues as the arise.

2) Students who suffered learning loss during the pandemic are being given differentiated instruction in the classroom. For students in the elementary that are struggling to catch up academics interventions are provided through Title 1 interventions and teacher para support. At the 7-12 level supports are provided by teachers and academic interventionists. Summer school is also offered based on teacher recommendation. The district shares a special education teacher as well as OT, PT and speech services for students who qualify.

3) MTSS process is in place in PK-12. Students are identified as Tier 1 or 2 based on academic or behavior needs. A team of educators work together to determine the best course of action for interventions.

4) Top20 and mental health supports are provided PK-12. Students in Pk-6 attend Top20/Health classes for 30 minutes a week. 7-12 uses Hope-Page time to work with students on the Top20 mental health curriculum. A full time counselor is available as well as a behavior interventionist at the elementary school.

5)Title IV coordinator, committee and professional development are planned and will be implemented for the 2021-2022 school year. The Title IV committee will include employees from both schools to be trained in investigating a complaint. All staff and students will also be trained on Title IV in how to identify a concern and report a complaint.