

10046 - 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: 07/14/2021 - 12/31/2024

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Initially Submitted By: Kris Kuehn
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Last Submitted By: Kris Kuehn
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Contact Information

Primary Contact Information

Name: Mr. Kris Middle Name Kuehn
Salutation First Name Last Name
Title: Superintendent
Email*: kris.kuehn@k12.nd.us
Address*: 100 3rd Ave S

Phone*: Carrington North Dakota 58421
City State/Province Postal Code/Zip
701-652-3136 Ext.
Phone
####

Fax: 701-652-1243
####

Organization Information

Name*: Carrington Public School - DPI
Organization Type*: Public LEA
Tax Id:
Organization Website: <http://www.carrington.k12.nd.us>
Address*: PO Box 48

Carrington North Dakota 58421-____
City State/Province Postal Code/Zip

Phone*: (701) 652-3136 Ext.
#####

Fax: (701) 652-3136
#####

SAM.gov Entity ID: H55ENYFUCMW7

SAM.gov Name: Carrington School District 49

SAM.gov Entity ID Expiration Date: 03/18/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

A roundtable was held initially with the Student Council Senior Cabinet and District Administrators. Those students were then provided the opportunity to gather input from their peers. A follow up meeting was then held to fine tune the student concerns and produce a prioritized list of possible funding projects/ideas.

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

NA

Civil rights organizations (including disability rights organizations)*:

The Title IX Coordinator and 504 Coordinator were consulted and included in multiple stakeholder group meeting to ensure that their voices were heard and that IDEA, and disadvantaged student concerns were well represented and taken into account. IN addition, the district our Cognia Committee met and discussed the best use of ESSER II and III dollars. 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 elementary students, providing targeted instruction.

Superintendents*:

The superintendent took the lead in putting the budget together after gathering information from the various groups. It was a long process and will remain flexible throughout the grant period as priorities change. The superintendent attended all meetings dealing with ESSER. The Superintendent conducts monthly meetings with the faculty. The ESSER grants and their budgets were a discussion at every meeting this spring, giving the superintendent the opportunity to gather feedback from the staff. The Superintendent also attended meetings, both in person and on-line, on the ESSER grants, the uses of the funds and the application process. The superintendent continues to gain knowledge of the application process through on-line and in person meetings, as well as consultations with other superintendents. This is all very new, and learning will continue through the years the grant is in place.

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

Much discussion and brainstorming occurred during the negotiations process that took place over several meetings in May and June 2021. Those meetings occurred between the School Board and representatives of the Teacher Bargaining Unit, comprised of four educators from the District. The District took the input into account by including retention pay for certified staff as part of the total financial package included for certified staff for the 2021-2022 and 2022-2023 school years.

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*:

In addition to general stakeholder meetings, parents and families of children with disabilities, EL, foster care providers and parents of migratory students were specifically invited to participate and were given the opportunity to provide input throughout the application process by emailing District Administrators any suggestions they may have. Parent/Family input has guided the process from the onset.

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.carrington.k12.nd.us/files/2021/06/Safe-Return-to-Learning-and-Continuity-of-Services-Pla>
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.*:

We will continue to use ESSER dollars to support methods to keep our students safe. Specific prevention strategies include retrofitting and upgrading air handlers to provide better air quality. We will continue to provide an expanded summer school program as well as starting a Pre-Kindergarten Program in the Fall of 2022. We will continue to urge students and staff to wear masks in common areas when social distancing is not possible. We will monitor the infectious rates in our county and state to determine if we need to up the level of concern and requirements as documented in our plan. We were in person for the entire year. We were very proud of that and felt this was proof that our planned worked. We will continue to monitor and adjust our plan as needed, depending on factors such as the Governor's mandates and local infectious rates.

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 provide summer school activities for those students identified as most impacted by the pandemic utilizing research based/evidence based curricula for reading and math skill recovery, as well as providing intervention LETRS training and curricula for primary educators. The other learning loss expenditures will be spent on hiring an additional teacher to reduce class size for a much larger than normal grade in second and third grade for the 22-22 and 2023-24 school years.

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 has been recognized as one of 10 schools making greater than expected gains in 2019-2020 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 30% 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 as well as grade level planning and regular 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 staff 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. Our plan includes the addition of a teacher and at least one paraprofessional for the 2022-23 and 2023-24 school year to start up and operate a Pre-K program which is designed to target our most underserved population. At this point, the economically disadvantage are the most "disproportionately impacted" in the district since the only pre-Kindergarten program offered within the Carrington School District has been private, and included a fairly costly "tuition." Our hope is to serve those students early enough to level

the playing field once they enter the district as Kindergarten 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)
High quality instructional materials and curricula	\$28,250.00	\$28,250.00
Supplemental learning	\$44,832.00	\$44,832.00
Ensure preparedness and coordination	\$7,960.00	\$0.00
Additional pay	\$57,708.00	\$0.00
Supplemental learning	\$61,186.00	\$61,186.00
Supplemental learning	\$298,820.00	\$298,820.00
Improving Air Quality	\$135,000.00	\$0.00
Other Activities to maintain operation & continuity of services	\$4,280.00	\$0.00
	\$638,036.00	\$433,088.00

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?*

Prior to the pandemic, all of our students had access to a device. Providing equal access to the internet was a barrier, particularly 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 variation in our classrooms' indoor air quality could potentially cause an equity issue as well.

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

An expanded summer school program was provided in 2021, and will continue to be provided, using ESSER III dollars in 2022, 2023 and 2024. In addition, the District is going to provide Pre-Kindergarten beginning in the Fall of 2022 to all four year old students of the Carrington School District. In order to address the air quality issue, we are planning on an HVAC upgrade in the Vocational Agriculture Annex during the summer of 2022. In order to comply with Section 427 of the General Education Provisions Act (20 U.S.C. s1228a(a)), Carrington School District will take the following steps to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers and other program beneficiaries with special needs.

The Carrington County School District understands the statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability or age. The District's current policies and practices have been established to eliminate barriers that may prevent their students, teachers, etc., from such access or participation in the Federally-funded project.

In the Carrington School District none of the following characteristics impede equitable access or participation in opportunities: gender, race, national origin, color, disability or age.

All students and teachers will have access to the activities included within this grant opportunity.

The Carrington School District plans to continue its current policies and practices that direct barrier-free programs. Our compliance with Section 427 of GEPA is based on these policies and practices. District staff will assist in ensuring that special accommodations are made to ensure access for persons with disabilities, and care will be taken to assure benefits for both male and female participants.

While internet access was a barrier when the District initially went to Distance Learning, the School District, in cooperation with the Local Telephone Company, Dakota Central, identified and provided adequate internet services to any student families in need. This has not been an issue, as we have been face to face ever since. Any student or family that needs assistance, is aware of the opportunity to get assistance with internet access by contacting the

school district or Dakota Central.