

# 10291 - 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 9, 2021 3:17 PM

**Initially Submitted By:** Jason Kersten

**Last Submit Date:** Sep 27, 2021 9:24 AM

**Last Submitted By:** Jason Kersten

**Approved Date:** Sep 27, 2021 9:32 AM

## Contact Information

### Primary Contact Information

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## Organization Information

**Name\*:** Newburg United Public School - DPI

**Organization Type\*:** Public LEA  
**Tax Id:**  
**Organization Website:** <http://www.newburg.k12.nd.us/>  
**Address\*:** PO Box 427  
  
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City State/Province Postal Code/Zip  
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**SAM.gov Entity ID:** QSDMHUHZ46L7  
**SAM.gov Name:** Newburg United School District 54  
**SAM.gov Entity ID Expiration Date:** 05/26/2022

## ESSER III Application - Stakeholder Consultation

### ***Stakeholder Consultation***

#### **Students\*:**

The Newburg United students played a significant role in helping plan our Reentry Plan for the 2020-21 school year. They were members of the committee in helping write the plan approved by the state. Because we are a small district, students have been included in how to move forward to address any short comings caused by this pandemic. Our principal and classroom teachers have met students through out the past school year regarding their needs. Through these meetings, the decision was made to go 1 to 1 with chromebooks for grades 5-12 and 1 to 1 with I-Pads for grades K-4. The students have been informed the district is moving towards using MTSS for learning loss and periodic testing will be done to collect data to determine which students will need to participate.

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

N/A

#### **Civil rights organizations (including disability rights organizations)\*:**

The Superintendent, Elementary/Secondary Principal, Assistant Principal have all had training for Title IX. The Superintendent is the Decision Maker, the Elementary/Secondary Principal is the coordinator and the Assistant Principal is the investigator. Our Guidance Counselor has been trained in 504 and serves as our 504 Coordinator. We have met to discuss budgets and how these funds can help support our students with disabilities and what services can and will be equitable. The district also asked for public input. This was done through the use of our newsletter. All parents receive this monthly newsletter.

The district is moving to MTSS system to provide the necessary interventions needed for all students by providing targeted instruction. The district is using ESSER III dollars to hire a MTSS Coordinator to evaluate the data and help our staff with implementing the interventions needed to help our students.

#### **Superintendents\*:**

Our school administration has met several times to review how the district was going to use the ESSER II and ESSER III dollars. The use of these dollars has been discussed at board meetings as well. Input and feedback from staff, students and parents were used to identify the districts goals and how these dollars could be used to achieve these goals.

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

Through this pandemic, the district has a COVID committee. The original committee had representation from administration, teaching staff, board members, public health, students and parents. These individuals help design our original reentry plan. This plan was on the agenda each month and updated accordingly. The district has used special board meetings and surveys to gain input from individuals and how dollars should be used. The results of this input has moved the district to address any learning loss our district may have incurred this past year. We have been updating curriculum and discussed what type of training is needed or our staff. It has also moved our district to go with the MTSS model for intervention to address learning loss.

#### **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 requested and received feedback from teaching staff, students and parents. The Superintendent also asked for feedback from the 504 coordinator, MTSS coordinator, Title IX coordinator, foster care liaison, homeless liaison and Special Education Director. Our ELL services are currently contracted through the Central Regional Education Cooperative. From their input and feedback, the district decided to move forward with the MTSS program. We felt this program would provide the needed intervention to not only all students, but especially give more support to students in many of the different sub groups.

#### ***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.newburg.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 school district will be using both ESSER II and ESSER III dollars to improve indoor air quality in our building. The school district just recently installed an electric boiler system for heating system. In visiting with the company (G & R Controls), we are looking into air purification modules for our HVAC units. The Global Plasma Solutions NBPI modules would be installed in the HVAC units to help fight the spread of infection and inspire confidence in the staff, students and visitors. The equipment produces bipolar ions that reduce pathogens by robbing them of hydrogen and thereby reducing their ability to infect.

### ***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 hired a MTSS coordinator as well as purchased the materials for MTSS intervention program. As we move into using MTSS, there maybe a possibility of needing to add additional staff. A final decision on possibly adding more staff will be decided once school begins. We are working on a schedule to make sure current staff are available for small group interventions with our students. By creating a schedule of a small teacher/student ratio for these interventions, we feel our students will see success and we can help bring students back to their grade level or above. Currently, our staff are being trained on MTSS and will be ready for the school year to start. These trainings will be ongoing through the year with staff attending training outside the district as well has training held within the district. The district will use NCEC (our regional REA) as a resource for these trainings.

### ***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.\*:**

At this time, our district does not have any students who are considered ELL. We contract services with the Central Regional Education Cooperative when we have students who qualify as ELL. The district has 37% of our students qualifying for free and reduced meals. As mentioned earlier, the district has moved to using the MTSS intervention program. We feel this system will help our district meet the needs of our students. Our MTSS team as well as our staff will be looking at data from our testing (STAR) as well as both teacher and paraprofessional observations. Though our meetings and with the data, students will be identified as needing support. This support will be done in both the classroom and also by pulling students out of the classroom for individual or small group instruction. Our special education teacher, homeless liaison and foster care liaison are also members of our MTSS committee. Each provided input to meet the range of needs for these subgroups. Our data shows our district is struggling with reading and math, especially through this pandemic and not being in school from March to the end of the year in 2020. Parents and teachers inquired on what type of program the district should move to to help our students improve reading and math scores. After some research and reaching out to other districts, we decided to concentrate on using the MTSS system. We are going to focus more on reading right now as those scores are lower than our math and more concerning. The district has hired a MTSS director to lead this program and has provided professional development days before school started and during school for our staff. Students are working individually or in small groups with trained staff to help improve scores.

## Estimated Use of Funds Plan

### *Allowable Use of Funds*

<b>Allowable Use of Funds</b>	<b>Estimated Expenditure Amount</b>	<b>Estimated Amount to address Learning Loss under this Use of Funds (20% of Budget Total MUST be spent on Learning Loss)</b>
Additional pay	\$125,973.48	\$125,973.48
Supplemental learning	\$17,000.00	\$17,000.00
Professional development	\$26,302.33	\$0.00
Purchase cleaning supplies	\$8,923.19	\$0.00
Improving Air Quality	\$10,000.00	\$0.00
	<b>\$188,199.00</b>	<b>\$142,973.48</b>

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?\***

This pandemic has shown our district the importance of students having access to devices for distant learning. When our district was out of school, it was interesting to find out who had not only devices for distance learning, but who had internet. We had a handful of families not having internet connection. Because of this, these particular students did not have the same resources available to them. This past year, our district went to a 1 to 1 device for our students. Grades 4-12 received chrome books and K-3 received I-Pads. Our local phone company (SRT) was gracious enough to provide internet to those families in our district not having that service for free.

During the pandemic, we have also seen subgroups were affected. Scores of students with learning disabilities as well as those from poor households decreased more than other students. We feel this has or could create an inequity in our achievement gap between our different subgroups.

We feel we are addressing some of these inequities with our MTSS program and adding a MTSS Coordinator. This program will enable to meet the needs of these students which in turn should help increase their scores and get them back to grade level.

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

The ESSER II and ESSER III dollars will enable our district to address the needs of our students. Our budget will now have a MTSS coordinator and provide training to our staff to use the resources MTSS provides to help our struggling students. This system enables us to assess all our students using standardized measures. These assessments along with teacher and staff input will enable us to identify our students needs and give those students the necessary support to succeed. Our MTSS coordinator will monitor the progress of our students. The coordinator will meet with staff at minimum of once a month (it will probably be more like 2). We have also added three early outs to our school calendar devoted to MTSS training. Our Title IX coordinator, special education, homeless liaison, foster care liaison and Elementary/Secondary Principle are also part of these meetings. This enables the district to meet the needs of ALL our students.

The school has policies in place to protect the rights of our different subgroups. The district's student handbook has policies on sexual harassment & discrimination, a non-discrimination policy, and Equal Opportunity and Equality Regulation. Parents and staff are required to sign off that they have read these policies at the beginning of each year. The school board policies are ACC - Nondiscrimination and Anti-harassment, AAC-BR - Discrimination and Harassment Grievance Procedure, and GAAD - Selection and Adoption of Instructional materials.