

10221 - ESSER III 3/20-9/24 84.425U - 2021

Status Report Details

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Program Area:	CARES-CRRSA-ARP
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Organization Information

Name*:	Lidgerwood Public School - DPI
Organization Type*:	Public LEA
Tax Id:	
Organization Website:	http://www.lidgerwoodk12.com
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SAM.gov Entity ID: T75SM1JPY7F9
SAM.gov Name: Lidgerwood Independent 28 School District
SAM.gov Entity ID Expiration Date: 04/23/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

The Student Council has been included on school committees and input gathering sessions, such as the Restart to Learning Planning Committee. This group of students helped lead the Covid charge and persuade fellow students in wearing their masks and abiding by the restrictions.

The student body was given the opportunity to participate in data collection sessions on ESSER activities and possible expenditures.

They would like to see more courses in Health and Nutrition, larger focus on study skills and time management, additional technology support and training for their online classroom and Chromebook, and tutoring in Math and test prep. They also had concerns about college and career readiness. This led to a further discussion on social and emotional support and the need for additional counseling services.

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

NA

Civil rights organizations (including disability rights organizations)*:

The School District has reached out to local civil rights organizations in Lidgerwood, ND and have asked them to sit on panel discussions and town hall meetings. Consultation has also been provided with 504's and student IEP's. We have also provided information to parents regarding their children's civil rights: <https://www2.ed.gov/about/offices/list/ocr/know.html?src=ft>

The School District's 504 coordinator, homeless liaison, foster care liaison, and special education teachers have also been given the opportunity to provide input into the ESSER application.

Superintendents*:

Lidgerwood Public School is a small, rural school with 175 students. The Superintendent ability to meet daily with the principals, business manager, transportation director, head cook, head custodian, and technology coordinator. There has been a number of discussions the uses of ESSER funds.

The Superintendent also meets monthly with the Lidgerwood School Board and includes ESSER updates in the board report.

There are a number of resources available to the Superintendent to assist him in making important decision on the use of ESSER dollars: NDCEL (North Dakota Council of Educational Leaders) Weekly Zoom calls and targeted professional development, ND DPI (North Dakota Department of Public Instruction) weekly newsletters, web resources, and professional development, Southeast School Masters Organization, and state and national organizations professional development.

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

Faculty and Staff are active members of the Return to Learn Committee and fully invested in addressing the learning loss of our students. Emails, face-to-face meetings, and surveys are used to glean their opinions and ideas. Faculty attend student data meetings and discuss student progress or lack thereof. Interventions are explored and customized to the individual student.

Faculty and Staff indicated the following from the Summer ESSER 2021 Survey: a focus on student and staff mental health, student interventions (summer

school, before/after school programming, set intervention time during the school day, hiring of additional staff (reading/math interventionist), professional development opportunities, and continued improvements within/on the school plant itself.

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*:

Lidgerwood Public School has a limited number of students that fall into these categories. In spite of this, Lidgerwood PS has identified a homeless liaison, foster care liaison, 504 coordinator, special education teachers, and migratory student liaison.

Students with disabilities and English learners are two areas of focus.

The school has reached out to these individuals through surveys, email, newsletters, zoom/face-to-face meetings, and social media.

The liaisons met as a group to discuss the research data and identify themes and focus areas. Access and opportunity were two key areas that will require time and ESSER fund assistance.

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://drive.google.com/file/d/1_alhkctvBximGaMtPC6nJecfCc_hHJul/view
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.*:

Prevention Strategies include, but are not limited to:
ESSER II and III dollars are being used to improve the indoor air quality of the school. We are in the process of updating our air filters and cleaning/sanitizing all duct work. This will allow the building HVAC system to do a better job of managing the indoor environment. We will also be adding a new HVAC system into our music room. This room has restricted air handling and the new unit will allow better air circulation.
We will also be purchasing custodial supplies and equipment to disinfect and sanitize the school buildings, classrooms and vehicles (including school buses).

Mitigation strategies include, but are not limited to:
Lidgerwood Public School District will follow isolation and quarantine guidelines and directives as set by NDDOH and the Richland County Health Unit. Students and/or Staff that present signs or symptoms of Covid-19 will be asked to go home and isolate. This will allow the individual time to seek healthcare. We will also continue to meet with our COVID committee. This committee consists of board members, parents, community members, health professionals, teachers, and administration. The committee assists with the refinement of the Smart Restart Plan (Continuity of Services Plan) and other developments related to COVID.

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.*:

A minimum of 20% of ESSER III funds will go toward student learning loss. Lidgerwood Public School runs a multi-tiered system of supports in reading and math. To implement MTSS with fidelity, a system of supports is required: district-wide screeners, an evidence-based curriculum, and trained intervention educators. Teachers use Star Renaissance, ExactPath and Aimsweb to assist in the screening process and progress monitor. The curriculum used for intervention fits each student pathway on a personalized learning and direct instruction model. Curriculum for MTSS includes Reading Mastery, Wonders, Read Naturally, and NumberWorlds. Mandatory set aside funds will be used toward purchasing additional supplemental curriculum and teacher/paraprofessional training.

Lidgerwood Public School is planning to expand our staffing supports for our MTSS, Title, and student support systems in both the Elementary and High School settings. 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. The school has been implementing MTSS for six years, which is a Tier 1 research-proven student intervention system.
<https://www.thompsonschoools.org/Page/20892>

The district will also upgrade the K-6 reading program. The 2020 edition of Wonders will be purchased to help bridge gaps in learning that Covid-19 may have caused. Wonders is researched-based and has been approved by several State Education Departments and Content Experts. The ELA materials are developed with researched-based principles of sound reading instruction. Experts say: <https://www.mheducation.com/prek-12/program/microsites/MKTSP-BGA07M0/research-success.html>

After-School Programming and Summer School will offered to students in Grades K-12. Students will participate in a intervention called ExactPath (<https://www.edmentum.com/resources/research>) to help recover learning loss due to Covid-19.

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.*:**

Lidgerwood Public School works hard to close and eliminate potential learning gaps. There are several factors that impact student learning: income, ethnicity, language barriers, disabilities, and homelessness.

Our district has a free/reduced population that hovers around 40%. We are a school-wide Title I school. Lidgerwood Public School works with community leaders, from the food pantry, to provide disproportionately impacted students, and their families, with food and supplies. Each week, students are provided food for the weekend from the backpack program provided by the local food pantry.

There is a low population of ELL students. There is one student enrolled that is not English proficient. The district is primarily white with a very small population of Native American, Hispanic, and African American ethnicity. We operate our ELL program through an education cooperative (North Dakota Southeast Educational Cooperative). Our ELL teacher meets with the student individually to provide one-on-one, personalized services based on their language needs.

Lidgerwood Public School provides equitable educational opportunities through the MTSS process where students receive appropriate reading and math instruction at their level. Our teachers meet every 6-10 weeks to review student data (STAR testing), teacher observations, and support staff observations. If a student falls below the 20th percentile in STAR, the team will identify them as in need of support. A closer look is taken, and an intervention system of supports is created through our Title I program. The student will receive targeted assistance throughout the day in reading and/or mathematics.

Our special education instructors are part of our MTSS team and provide input on how to meet a diverse range of needs. Disabilities that range from mild learning disabilities, Autism, and Downs Syndrome. We have two special education teachers (High School and Elementary) with seven paraprofessionals serving our children with disabilities.

Our counselor is also a member of the team who is also our homeless and foster care liaison. The community offers low-income housing and resources for students experiencing homelessness.

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)
Mental health supports	\$17,700.00	\$17,700.00
Transportation	\$65,000.00	\$0.00
Professional development	\$10,500.00	\$10,500.00
Purchase cleaning supplies	\$7,500.00	\$0.00
Educational Technology	\$30,000.00	\$0.00
High quality instructional materials and curricula	\$20,000.00	\$20,000.00
Improving Air Quality	\$10,929.00	\$0.00
School facility repairs and improvements	\$30,753.00	\$0.00
Supplemental learning	\$3,600.00	\$3,600.00
Additional pay	\$50,400.00	\$50,400.00
Added needs of at-risk populations	\$12,000.00	\$12,000.00
Ensure preparedness and coordination	\$6,000.00	\$2,000.00
Other Activities to maintain operation & continuity of services	\$120,198.00	\$0.00
	\$384,580.00	\$116,200.00

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?*

There are several barriers that present challenges to our community. The biggest also happens to be the most charming... a small, rural community. We have many families that live outside the city of Lidgerwood. Transportation is a barrier. Our free/reduced meal count is well over 40%. Access to three square meals per day, seven days per week is also a barrier. In a rural setting, opportunities for learning and multicultural experiences can be challenging if a deliberate, proactive approach is not taken. Lidgerwood Public School tries hard to bridge barrier gaps and avoid discrimination based on gender, race, ethnic origin, or disability. All students have equal opportunities to participate in both educational and extracurricular programming.

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

The key to addressing these barriers is communication. Lidgerwood Public School uses the school website, newsletter, social media, email, and telecommunication to update stakeholders on important events, activities, and educational opportunities. Meals and transportation are often provided to encourage participation. Student and Stakeholder Surveys are used to assist the school in troubleshooting sensitive topics. Students need opportunities and it is our job as a school to help provide those avenues. We need to broaden students perspectives on the world around us and introduce them to new friends. The ethnicity population of our city, county, region, and state is primarily white. Guest speakers, field trips, and performing arts play an integral role in this endeavor.