

10025 - ESSER III 3/20-9/24 84.425U - 2021

Status Report Details

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9830-ESSER III - Elementary and Secondary School Emergency Relief Fund III

Program Area: CARES-CRRSA-ARP
Status: Approved
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Status Report Type: Application
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Organization Information

Name*: Beach School District #3 - DPI

Organization Type*: Public LEA
Tax Id:
Organization Website: http://www.beach.k12.nd.us
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SAM.gov Entity ID: NLFYF7CFUFC7

SAM.gov Name: Beach Public School District #3

SAM.gov Entity ID Expiration Date: 12/07/2021

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

We had discussions with staff and students at school last spring, to inform everyone on how and what ESSER II and ESSER III money can be spent on. After discussions, it was decided that we would provide a survey with different ideas on how we should spend our ESSER money. The survey was open to all students and staff at school, along with the parents/guardians of the district.

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

N/A

Civil rights organizations (including disability rights organizations)*:

Beach High School conducted meetings to include personnel from Special Education, Title IX Coordinator, 504 Coordinator, McKinney-Vento (Homeless) Coordinator , and staff from Home on the Range. The administrators including the superintendent, high school principal, elementary principal and counselors from both buildings were also part of the meetings to hear from each Civil Rights Organization and offer feedback and potential solutions and plans to move forward with necessary expenses out of the ESSER Grant money available to the Beach School District. We specifically looked at the vulnerable students within our district (including Home on the Range Students) to determine the level of learning loss after last spring and the gains that were made during the school year to try and keep them on track educationally. Each group was also invited to the public-input meeting held

Superintendents*:

The superintendent, of the Beach Public School District, organized multiple meetings for all stakeholders to attend throughout the spring and summer months. Meetings were held at the end of the school year to include students, staff and administrators. The superintendent offered explanation and suggestions for potential expenditures for the ESSER Grants that the school has been awarded. The superintendent also organized meetings for community members to attend. Those invited to the meeting were community members - including businesses around town, parents, staff and students. Representation from Home on the Range were also invited (some of our under-served population) Also, all the Civil Rights groups were invited to attend and participate in the meeting. The superintendent provided Information at school board meetings. Information was provided on the school web site, sent out on our school Facebook pages, and reviewed at a public meeting. The school district compiled the information gathered from everyone to inform on the topic of how to best use the ESSER money that has been awarded to our school. A survey was provided to all stakeholders with the information gathered for final input on how they thought our ESSER money should be spent. We were happy to see that 140 people responded to the survey which included set ideas and open discussion areas for people to express their opinions on our ideas.

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

The Beach Public School District has been gathering information from multiple stakeholders within the community which includes parents, staff and students. Information was provided during school board meetings, provided on the school web site, sent out on our school Facebook pages, and reviewed at a public meeting. We also had staff meetings and discussions about ESSER money. The school district compiled the information gathered from everyone to inform on the topic of how to best use the ESSER money that has been awarded to our school. A survey was provided to all stakeholders with the information gathered for final input on how they thought our ESSER money should be spent. We were happy to see that 140 people responded to the survey which included set ideas and open discussion areas for people to express their opinions on our ideas.

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*:

Special Education, Title IX Coordinator, 504 Coordinator, McKinney-Vento (Homeless) Coordinator all helped with the analysis of information. We also included representation from Home on the Range to express interests for their population of students that attend our school. While we currently do not have any EL students, we discussed how this money could help any students that might fit into this category in the future. We had the group and staff members analyze school testing and curriculum data to come up with a learning loss report and discuss ways to address learning loss with the students that had some, and also how to push students that did not experience learning loss to higher levels of achievement. Scores from student sub groups were also looked at to determine levels of loss. Specific families from our two sub groups were contacted and asked to participate in the survey as to have a level of privacy to their answers. They were provided the opportunity to provide any other information to us if they felt the need. Since we service youth from Home on the Range, we met with representatives to discuss the spending of N & D money along with potential ESSER money.

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.beach.k12.nd.us/files/2013/01/RETURN-TO-IN-PERSON-INSTRUCTION-PLAN.pdf>
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 ESSER III funds will be used by the district to purchase mitigation supplies to prevent the spread of COVID-19. Some examples of supplies include, but are not limited to, cleaning supplies, disinfectant, gloves, and masks. We have discussed the lack of storage for mitigation supplies in each of our buildings and are considering a new garage type building for each building to help with storage of supplies. The garage would also hold the vehicle purchased (next paragraph) to support the food program delivery to the high school, as we have no other garage space to store the vehicle.

Since Beach High School does not have its own cafeteria in the school and we have to bus the kids across town for meals, one mitigation strategy we have is to deliver meals from our cafeteria to the high school each day to prevent the potential spread of disease from one building to the other. To help with the delivery of food, we may look into the purchase of a "suburban" type SUV to deliver the food from building to building.

One of our bus routes is larger than the others. In order to maintain the distancing of students to and from school, we are considering a new bus to help with this problem. We could use two new buses, but will start looking into one and see if this solves our problem.

We have several older air conditioners throughout the district that do not filter the air as efficiently as our newer models. We were told that updating the air conditioners would benefit the students and staff located in those rooms. We will be looking into other air filter systems as well to help collect aerosol droplets within the classrooms.

Our survey indicated a need to look into the possibility of building a new structure with a weight room. Our current weight room is located in an old storage room for the gymnasium. It does not have any ventilation of any kind. While we are not sure that we would have enough ESSER II and ESSER III money to cover the cost of such a structure, we are at least following the data of our survey to accommodate the wishes of the stakeholders across the community.

We are not sure of everything that we will try to utilize our ESSER money for at this time. It will be dependent on whether we are able to do a larger project or not.

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.*:

ESSER III

LEARNING LOSS - Beach High School

- a) After data committee meetings and educational leadership meetings are recommendation is as follows. Because we have identified reading as an area for improvement, we will be transforming our mandatory reading hour which alternate class periods for half of the period. We intend to be more intentional with our time. Each department will be in charge once a month for a weekly article. The first five minutes will be pre-reading in which students will highlight words or ideas they do not understand. Short discussion will follow. Then second five minutes will be reading for content and understanding with guiding questions. The last five minutes will be a discussion on the question. Some topics/readings may take two reading sections. Students will be grouped 7-9 and 10-12 to ensure reading material that is appropriate. We feel this will reinforce techniques to read complex text as well as work on reading content specific topics.
- b) The second goal we have established is to work on closing gaps in math. Based on NWEA scores, we have identified students who did not have good growth last year. If they are two points or more below national norm or show learning loss. They will be targeted for help during study halls with ALEKS plus 3 topics. If they close the gap on NWEA, they can graduate out of the program.
- c) In order to meet these goals, we will use funding to pay for the ALEKS program. We are also exploring alternative curriculum, employing more manpower hours beyond the regular day and during the regular day to supplement and provide more one on one instruction. All of our monies will go toward addressing any learning loss and supporting our math and reading goals.

Learning Loss - Lincoln Elementary

Our reading instruction will strive to give our students authentic literacy experiences for which include reading for pleasure, information, and to perform a task. We will use high-quality literature with an integrated and comprehensive word study/phonics program in both reading and writing instruction. Multiple texts will be used to link and expand concepts while giving students direct instruction in decoding and comprehension strategies that promote independent reading.

Math instruction will be guided with a focus on the essential standards as determined by the district and staff. Throughout the last couple of years we have done staff training about the best math practices, we will continue to work on this change in mindset focusing on some key ideas about our student's relationship with mathematics, which are: there is no such thing as being a math person ? anyone can learn mathematics to high levels. Mistakes, struggle, and challenge are critical for brain growth. Speed is unimportant in mathematics. Mathematics is a visual and conceptual subject, and our brains want to think visually about mathematics. No time tests based on studies in brain science which shows that when people feel stressed - as many students do when facing a timed test - part of their brain, the working memory is restricted. The working memory is exactly the area of the brain that comes into play when students need to calculate in mathematics, and this is the exact area that is impeded when students are stressed. Evidence strongly suggests that timed math tests in the early grades are responsible for the early onset of math anxiety and students need to overcome this anxiety to be successful.

We will continue to re-enforce the belief, within our staff and students, that mathematics is a conceptual subject, and it is important for students to be thinking slowly, deeply, and conceptually about mathematical ideas, not racing through methods that they try to memorize. Our instructional staff will infuse mathematical thinking/instruction with guided ?math-talks? and ?math investigations? to strengthen and instill our students with grit and stamina for problem solving.

School wide and across all content areas our goal will be to build a whole-class community that emphasizes important concepts and builds background knowledge while balancing teacher-led and student-led discussions.

There will be a balance of direct instruction, guided instruction, and independent learning. Staff will use Webb's DOK to guide higher level learning activities in all areas of instruction. We will use a variety of assessment techniques to inform instruction and to identify students in need of small group instruction.

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.*:

We have three special education teachers with eight paraprofessionals serving our children with disabilities throughout the district. Students with disabilities are provided with one-on-one support as necessary. All 504 students are supported as necessary as indicated within each individual plan. We provide equitable educational opportunities to students by testing and placing students at their reading and math instructional level. The district also purchases and provides the programs for students to work at their own level and speed as necessary, such as ALEKS and IXL. Our district provides title services (we are a school-wide title School district) to assist students in work completion to move them toward proficiency and advancing from learning loss. New students coming to our district (or Home on the Range), are immediately screened to accurately place the student in the appropriate curriculum and grade. We assist students from Home on the Range as necessary through regular ed monies along with N & D funds and other Federal money as allowed. These students may be considered homeless and/or foster. We do not currently have any EL students to service.

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)
Transportation	\$80,000.00	\$0.00
High quality instructional materials and curricula	\$70,000.00	\$70,000.00
Professional development	\$10,000.00	\$10,000.00
Construction Projects	\$400,000.00	\$0.00
Purchase cleaning supplies	\$10,000.00	\$0.00
Educational Technology	\$15,000.00	\$15,000.00
Budgetary shortfalls	\$15,000.00	\$0.00
Added needs of at-risk populations	\$57,704.00	\$51,541.00
	\$657,704.00	\$146,541.00

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?*

The district understands the six types of barriers that can impede equitable access/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 students, educators, leaders to access or participate in the Federal Title programs. All teachers and students will have access to the activities provided with the Federal Title funds in this application. District staff assist to ensure that special accommodations are made to ensure access for those students on an IEP, 504 and care will be taken to assure benefits for both male and female students. Some potential barriers that may exist for students and families of the Beach Public School District include equitable access to technology, whether in the form of internet access or access to devices. Potentially adequate nutrition - MANY families have taken advantage of the free food program during the school year and throughout the summer months. Potentially health and social-emotional wellness - we have found a financial resource for all students to receive free access to the resources necessary to be safe and healthy.

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

Any families that have the barrier related to technology have been assisted as necessary by the Beach school district. We have paid, and will continue to pay as necessary, for free internet access for families and provided devices to the homes to assist families as necessary with Federal money. We will continue to do this when the need arises.

We are pleased to hear that meals will continue to be offered free of charge to families this school year. The need for this service may be just as important as last year with the drought conditions in our region of the state! Federal money can be used to assist families as necessary if the food program is no longer free.

The Beach Public School District has secured financial assistance for all students to have the necessary access to mental health services through the Burgum foundation. We also have 6 other schools - piggy-backing- off our grant to assist as many students as necessary with the services required to deal with the stresses of COVID-19 and the drought taking place in our region of the state. We will continue to supplement these services above and beyond what we have as necessary with Federal money.

The Beach School District has policies in place to protect our subgroups such as: ABDA Accessibility, AAC- Nondiscrimination and Anti-Harrassment, AACA-Section 504, and ABCC-Wellness Policy. The Title IX and 504 coordinator monitors policies and procedures to be sure that equal opportunity is provided to all staff, students, and parents/guardians.

Educational access is being addressed by the purchase of at least one bus used for route to transport students safely to school with Federal money. The newer, more reliable buses will allow for spacing to support mitigation strategies and behavior.

Supplemental Learning - All students who attend Beach Public School District will have equitable access to supplemental learning. Students will be selected for supplemental learning programs based on their achievement data. Student achievement data will be desegregated to determine which students need access to supplemental learning programs. Using student achievement data will ensure that all students have equitable access to Beach Public School District's supplemental learning programs. Beach Public School District also has school board policies in place stating that no students will be discriminated against based on their gender or race. Our school district also has policies in place to ensure students with disabilities have access to school activities and programs. In addition, Lisbon Public School District will provide transportation and technology for after school programming, tutoring and summer school programs to ensure all students have access to these programs.

Purchase Cleaning Supplies - Cleaning supplies will be purchased to keep all of our school's facilities clean. These supplies will ensure that our entire student population is able to attend school in a clean environment.

Educational Technology - Educational Technology will be purchased to help successfully implement programs such as Aleks and IXL for students that need extra support programs.

IDEA (Special Education) - Supplemental educational materials and curriculum will be purchased to close achievement gaps for our special education population. Our special education department will select curriculum to purchase based on the achievement data of their students. Using achievement data will ensure equitable access to new educational materials and curriculum. Board policies are in place to ensure students with disabilities have access to school activities and programs.