

10160 - ESSER III 3/20-9/24 84.425U - 2021

Status Report Details

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Status: Approved
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Organization Information

Name*: Fort Yates Public School - DPI
Organization Type*: Public LEA
Tax Id: 45-6001549
Organization Website: <http://www.fort-yates.k12.nd.us>
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SAM.gov Entity ID: KJMECNSH91L5
SAM.gov Name: Fort Yates School District 4
SAM.gov Entity ID Expiration Date: 01/03/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Fort Yates Middle School students were given a survey in June to identify what they saw as needs for the school and students. Areas of identified needs include: more outdoor activities; more physical activities; balance between academic and social emotional activities; safety concerns such as masks and sanitizing. Each of these identified needs have been included in the ESSER III application.

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

The Standing Rock Tribal Education Department and Health, Education and Welfare Committee were sent emails by the district's superintendent with a survey link seeking their input in identifying the district's needs. Any recommendations will be taken into consideration throughout the ESSER III application and funding process. A copy of the ESSER III application will be forwarded to the Standing Rock Tribal Education Department and Health, Education and Welfare Committee.

Civil rights organizations (including disability rights organizations)*:

The Fort Yates Special Education Unit Director was included and attended all meetings regarding ESSER II and III funding, budget, and discussions to ensure students with disabilities and students with 504 plans would receive equitable services. The Title IX investigator is the principal and the Title IX decision maker is the superintendent and were present and actively participated in all meetings. All individuals listed were active participants in meetings held regarding ESSER II and III funding, budgets, and stakeholder identified needs.

The ESSER II and III application process included a comment and question tab on the school's website page as well as posting on the social media page. A newspaper advertisement was posted in the local newspaper as well as local radio community announcements regarding an informational meeting.

Superintendents*:

We are a small district, so the narrative is the same as the school and district administrators:
Fort Yates Public School District administrators held meetings throughout the summer of 2021 that included the superintendent, principal, special education director, business manager, and facilities and transportation director. These meetings will continue throughout the school year. District needs were discussed as well as the ESSER II and III funding and budget. The feedback received from stakeholders was a large part of the discussions and how the identified needs will be achieved.

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

Fort Yates Middle School sent a survey to all school staff, which included teachers, principal, school leaders, other educators, school staff and their unions, seeking input and comments to identify the district's needs. An ESSER Committee was also established that included representatives from each group. The ESSER Committee held regular meetings throughout the summer of 2021. The identified needs include facility repairs, professional development, social-emotional learning and needs of students, learning loss and academic supports. These identified needs are included in the ESSER II and III applications.

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's Special Education Director, Homeless Liaison, Foster Care Liaison, Standing Rock Juvenile Detention Center, Standing Rock Tribal Education Department, and Lake Oahe Youth Shelter Coordinator were consulted with via telephone and/or email seeking input and comments into the District's ESSER II and ESSER III applications.

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.fort-yates.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.*:

Fort Yates Public School District will be utilizing ESSER III funds to implement prevention and mitigation strategies by creating an outdoor learning and recreation space for students and staff. The outdoor learning and recreation space will provide open space to allow students and teachers to effectively social distance as well as provide fresh outdoor air for small group learning and recreational activities. Outdoor air, social distancing, and small groups have shown to be effective mitigation strategies.

Refillable bottles and drinkware will be purchased with ESSER III funds for students and staff. Water fountains have been disabled throughout the school and water bottle filling stations have been installed to mitigate germs and bacteria that can spread the COVID-19 virus. The district will provide water bottles for students and staff to mitigate the possible spread of the COVID-19 virus.

Masking of anyone entering the building will be required. This mandate will be visited monthly by the school board and may change according to the COVID-19 level reported in the community.

Cleaning and sanitizing protocol will be followed to mitigate the spread of the virus as stated in our district's Safety Plan. ESSER III funds will be used to purchase mitigation supplies including cleaning supplies, disinfectant, gloves, and masks.

We are continuing with our ESSER committee to review the use of ESSER dollars, the refinement of our Smart Restart Plans (Continuity of Services Plan), as well as other developments related to COVID. ESSER dollars help reimburse these individuals for their time.

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.*:

Fort Yates Public School District will be utilizing 20 % of ESSER III funds to address the academic impact of learning loss the following implementation of evidence-based interventions such as:

1. Math, Reading, and Social Emotional interventions will be offered to students throughout the regular school day through direct services provided by staff and Sylvan.
2. Math, Reading, and Social Emotional interventions will be offered to all students in the After School Program where direct services will be provided by staff and Sylvan.
3. Math, Reading, Science, and Social Emotional interventions will be offered to all students with direct services provided by staff through Summer School 2022.

Our student sub-population includes Native American students, free and reduced, EL students, children with disabilities, homeless students, and students in foster care. The identified needs of these subgroups will be met equitably through the learning loss interventions described above.

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.*:

Fort Yates Public School District will respond to identified needs of the district's identified student sub-groups disproportionately impacted by the COVID-19 pandemic including: free and reduced, Native American, English Learners, children with disabilities, homeless students, and students in foster care,. During school, after school, and summer school interventions will be equitably implemented to all subgroups. Ongoing regular meetings with the School Leadership Team, MTSS Team, Social Emotional Team, and Student Success Team will provide consistent and regular staff input, feedback, and evaluation of how well student subgroups are doing.

Mental health services and supports-includes student clubs such as Culture Club, Student Leadership Team eSports. ESSER III funds will also be used to include the development and implementation of the student social emotional resource area with furniture, and other equipment that may be needed. The school store, and school spirit activities will also be included to promote and support social emotional needs of our student subgroups.

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)
Educational Technology	\$200,000.00	\$100,000.00
School facility repairs and improvements	\$200,000.00	\$0.00
Other Activities to maintain operation & continuity of services	\$831,922.00	\$0.00
Additional pay	\$100,000.00	\$0.00
Supplemental learning	\$600,000.00	\$600,000.00
Mental health supports	\$100,000.00	\$0.00
Professional development	\$100,000.00	\$0.00
High quality instructional materials and curricula	\$300,000.00	\$300,000.00
IDEA (Special Education)	\$50,000.00	\$50,000.00
Budgetary shortfalls	\$831,922.00	\$0.00
	\$3,313,844.00	\$1,050,000.00

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?*

Through data analysis Fort Yates Public School District have discovered student subgroups were affected disproportionately. The academic scores of students identified as Native American, 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 lack of staffing and professional development in our intervention system could result in students not receiving the necessary services or the quality of those services at the level required to enhance student learning.

In order to improve the air quality of our school, our roof needs to be repaired as it currently leaks and creates an unhealthy air quality throughout the school. This could potentially cause an equity issue as well as help prevent the COVID virus from hanging in the air, increasing the risk of

spread. This is particularly important for our families with lower income who may not be able to provide a fresh and healthy air environment at home.

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

The barriers of Native American students (99% in our district), students with disabilities, and free and reduced lunch students (85% in our district) pertain the vast majority of our students. Equitable access to all programs and activities for student subgroups will be addressed in the following ways:

1. Educational Technology: all students will have equal access to laptops, headsets/headphones, which the district will provide using ESSER III funding, in order to ensure that there is a 1:1 ratio for students and devices. An eSports program will also be made available to all student subgroups to support social emotional needs.
2. School facility repairs and improvements: an outdoor learning and recreational space will be set up and every student and staff member will have equal access. A sweat lodge and tipi will be erected within the outdoor learning and recreational space. All student subgroups will have equitable access to the outdoor learning and recreational space.
3. Other activities to maintain operation & continuity of services: certified staff salaries will be paid for with ESSER III funds so that our student subgroups will continue to receive consistent and high quality educational and social emotional services. A principal has also been hired to strengthen the administrative structure of Fort Yates Middle School to ensure all continuous improvement goals are met and the Fort Yates community has the support it needs.
4. Additional pay: retention of teachers is a national rising concern that has been made more evident with the COVID-19 pandemic. Keeping good teachers is important in maintaining consistency and effective instruction. The district would like to give a retention bonus to all staff that have returned to work in the Fall of 2021. Consistency with staff is crucial to our student subgroups for academic and social emotional reasons.
5. Supplemental learning: the bulk of the 20% of ESSER III funds to identify learning loss will be in this area. The district will be providing interventions in reading and math during the school day by Sylvan Learning Center and WIN period (What I Need), both of which are built into the daily class schedules. The district will also be offering After School Academy to all students in the areas of academics, culture, social emotional, and extra curricular. During the summer of 2022 the district will also offer a Summer School Academy that will focus on math, reading, and science. All services included in these programs will be paid for with ESSER III funds. All supplemental learning activities will provide equitable services to all of our student subgroups.
6. Mental health supports: a mental health professional to provide mental health supports and services to all students is greatly needed to provide our students with social emotional tools, especially during and after the COVID-19 pandemic. A student social emotional resource room and staff mental health resource room will be set up so that students and staff will have onsite access to a safe place to recharge or decompress. Establishing student clubs that promote social emotional support will be offered during the school day and after school and include Culture Club, Student Leadership Team, and eSports. All activities will provide equitable services to our student subgroups.
7. Professional development: staff will be paid for any professional development opportunities that are specific to social emotional learning, academics, and technology that will benefit all of our student subgroups. Specifically, curriculum mapping professional development will be provided to staff to align the district's curriculum with state standards.
8. High quality instructional materials and curricula: ESSER III funds will be used to purchase high quality instructional materials and curricula in the areas of math, reading, science, social studies, and health which will continue to provide equitable instruction and learning to all students and subgroups. 25% will be set aside to address learning loss in that teachers will identify students below proficiency and utilize the intervention piece of each curricular area with those identified students.
9. IDEA (Special Education): ESSER III funds will be used in the Learning Center to update spacing and furniture so that it is more socially distanced manageable. These changes will greatly benefit our students with disabilities. Intervention materials and curricula will also be purchased that support and supplement the district's curriculum.
10. Budgetary shortfalls: due to decreased student enrollment numbers during the COVID-19 pandemic the district's funding sources have also decreased. Budgetary shortfalls that occur will have an impact on all of our student subgroups. ESSER III funding will be used to address any shortfalls.