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## 10156 - ESSER III 3/20-9/24 84.425U - 2021

### Status Report Details

<b>Funding Opportunity:</b>	9830-ESSER III - Elementary and Secondary School Emergency Relief Fund III
<b>Program Area:</b>	CARES-CRRSA-ARP
<b>Status:</b>	Approved
<b>Status Report Number:</b>	001
<b>Status Report Type:</b>	Application
<b>Reporting Period:</b>	-
<b>Initial Submit Date:</b>	Aug 12, 2021 11:33 AM
<b>Initially Submitted By:</b>	Jerry Erdahl
<b>Last Submit Date:</b>	Sep 21, 2021 11:16 AM
<b>Last Submitted By:</b>	Jerry Erdahl
<b>Approved Date:</b>	Sep 22, 2021 9:37 AM

### Contact Information

#### Primary Contact Information

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Salutation First Name Middle Name Last Name

**Title:** Superintendent

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 |  |  |  [<%//if\(allowedAccess\(context, "UtilitiesAccess"\)\) {%> <%/!}%>](#)

Flasher North Dakota 58535  
City State/Province Postal Code/Zip

**Phone\*:** 701-597-3355 Ext.

Phone  
###-###-####

**Fax:** 701-597-3781

###-###-####

## Organization Information

**Name\*:** Flasher Public School District #39 - DPI

**Organization Type\*:** Public LEA

**Tax Id:**

**Organization Website:** <http://www.flasher.k12.nd.us>

**Address\*:** PO Box 267

Flasher North Dakota 58535-\_\_\_\_  
City State/Province Postal Code/Zip

**Phone\*:** (701) 597-3355 Ext.

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**SAM.gov Entity ID:** WPF8VNMM1JW8

**SAM.gov Name:** Flasher School District 39

**SAM.gov Entity ID Expiration Date:** 03/20/2022

## ESSER III Application - Stakeholder Consultation

### *Stakeholder Consultation*

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

We have included our student council representatives. At our May meeting, we requested input from the student representatives. During this meeting it was also suggested that Flasher Public School provide an open forum for input and comments on the ESSER II & III grants. We compared the availability of these funds to our current school's improvement process. Using these monies to maintain and expand student supports, and keeping current with educational technologies was discussed and included in the budget. The use of the funds also addressed the new junior high and high school section of the building. The lack of air conditioning and being able to make use of the air purification system to help reduce the spread of COVID was addressed.

**Tribes (if applicable)-MUST write**

**NA if not applicable\*:**

NA

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

Flasher Public School provided an open forum for input and comments on the ESSER grants on June 10, 2022. The open forum and survey was open to any and all stakeholders and subgroups who wanted or desired to participate. For those who could not attend the forum, there was access delivered through Google Meet. An explanation of what the ESSER grants entailed was provided and comments along with feedback was requested. After this forum was completed a survey was provided on the schools website and Facebook for all stakeholders to rate their 5 top areas of concern that they believe needed to be addressed. Our superintendent is trained as a 504 coordinator and Title IX Decision maker. Our principal is our title IX investigator, and our assistant principal is our 504 coordinator. The administrators had a meeting about the ESSER II and III budget. We discussed how these funds can help support our students who have disabilities and how services can be equitable.

**Superintendents\*:**

\*Because our school is a small district, this narrative will be the same as "school & district administrators".

School administration met and will continue to meet to review and prioritize the use of ESSER II and III dollars. We examined schools vision, mission, belief, and goals along with the feedback from all stakeholders. We identified and pinpointed these priorities and how these ESSER funds could help us achieve those priorities.

Administrators then met separately with the districts building leadership committee and COVID-19 committee. The purpose was to discuss our findings and solicit additional input from the committee.

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

Flasher Public School provided an open forum for input and comments on the ESSER grants on June 10, 2022. For those who could not attend the forum, there was access delivered through Google Meet. An explanation of what the ESSER grants entailed was provided and comments along with feedback was requested. After this forum was completed a survey was provided on the schools website and Facebook for all teachers, staff, and administration to rate their 5 top areas of concern that they believe needed to be addressed.

The input that the district received from the ESSER input forum and the survey results from this subgroup indicated the need for professional development, high quality instructional materials and curricula, mental health services and support, supplemental learning, and additional pay. They were also concerned about the lack of an air conditioning unit that would activate the recently installed air purification system at the beginning and the end of each school year.

**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\*:**

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Parents/guardians representing these subgroups included their results from the districts open forum input and requested survey on prioritizing district needs for the use of ESSER II & III funds.

The superintendent sought feedback from these stakeholders representing student subgroups at the school. This included the superintendent who is a trained 504 coordinator and Title I decision maker, the principal as the Title IX investigator, and the assistant principal as the 504 coordinator. The counselor is our foster care liaison, and homeless liaison, and our Title I teacher who is our MTSS coordinator. Our school works through the CREA to get services for our ELL students. The CREA ELL specialist was requested to provide feedback as well. From these conversations, it was determined that working through our MTSS and student intervention supports & using 2nd step implemented by the classroom teachers and counselor would provide many student subgroups additional supports. By increasing the classified staff support for these programs our hope is to provide additional student support for small group student interventions.

**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.flasher.k12.nd.us/covid-info/>  
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.\*:**

Flasher Public will be utilizing ESSER III funds to improve the indoor air quality of the school which is shown as an effective mitigation strategy. The installation of an air conditioning system located in the new section of the school would afford the opportunity in the fall, spring, and summer months to activate the air purification system throughout the entire school. This would allow the full use of our HVAC and air purification system to operate due to the rise of outside temperatures. When this occurs, the HVAC system shuts down to try the keep the building as cool as possible which in turn results in the air purification system not being utilized. This would prevent the COVID virus from hanging in the air, increases the risk of spread.

Our COVID committee team will continue to meet every six month to review and update any situations that may arise. We review and keep current the use of ESSER dollars, the refinement of our Smart Restart Plans (School Health & Safety Plan), as well as other developments. **Utilities Access** community members, health professionals, teachers, and administration. 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.\*:**

We are increasing our staffing supports for our MTSS, Title, and student support systems. We are providing our Title I teacher 2 hours per day to analyze and interpret data so this information can be brought to our teachers in our PLC's to better evaluate and provide accurate data to address individual or small group instruction for student needs. This will help increase the teacher/staff ratio during targeted instruction as well as allow for more skilled staff in the implementation of these interventions. This will be Flasher Public School's 4th year of implementing MTSS, which is a Tier 1 research-proven student intervention system.

We will also be using funds to implement reading interventions and training our staff into becoming highly qualified in reading strategies. The materials that we will be training on is based on researched base principles of sound reading instruction.

Teachers will also be provided professional development with technological aids such as BenQ, and extended learning concepts in Google Meet for the classroom. In order to address the social/emotional learning needs of both students and teachers; programs, speakers, and trainings will be brought into the school to help create a safe environment to support, motivate, and engage student learning while addressing outside distractions. Students will also be provided with high quality instructional materials and curriculum that is built on researched base principles and practices.

## ***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 does not have any ELL students currently. Our free and reduced lunch population hovers around 38% from year to year. Our biggest key in meeting the needs of our subgroups identified, which include; low-income families, the homeless, those under foster care, English learners, families of color, the disabled, and migrants, will be through our MTSS implementation and use. We will be working with CREA on any trainings we need to fulfill our needs with reading strategies and MTSS.

Our most effective method in meeting the needs of our diverse student population groups is through our MTSS system. Our teachers meet weekly to review both standardized data (Aimsweb, teacher classroom assessments, and NWEA testing), teacher observations, and support staff observations. A focus on Social-Emotional status is also reviewed and discussed during these meetings. From here students are identified as in need of support and placed into Tiers. At our MTSS 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 instructor is a part of our MTSS team and provides input on how to meet a diverse range of needs. Our counselor is a member of the team who is also our homeless and foster care liaison. If identified, we will work through CREA and also organize the supports for our ELL students through this system by making sure ILP's are implemented. The district understands the six types of students who may be

disproportionately impacted 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

of 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 all programs. All teachers and students will have access to the activities and programs provided at Flasher Public School.

## 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>
Purchase cleaning supplies	\$2,500.00	\$0.00
Educational Technology	\$42,490.00	\$0.00
Mental health supports	\$12,000.00	\$0.00
Supplemental learning	\$32,300.00	\$19,510.00
Transportation	\$63,500.00	\$0.00
Professional development	\$6,000.00	\$0.00
Improving Air Quality	\$71,890.00	\$0.00
High quality instructional materials and curricula	\$62,400.00	\$20,000.00
Additional pay	\$77,800.00	\$0.00
Budgetary shortfalls	\$26,670.00	\$0.00
Added needs of at-risk populations	\$50,000.00	\$50,000.00
	<b>\$447,550.00</b>	<b>\$89,510.00</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?\*

We have a district wide initiative to provide all students' access to school related personal devices to be utilized both at home and at school. These Chromebooks will assist students both in school and at home for school related educational purposes, and possible distance learning when face-to-face education is temporarily impossible. At this time the district is at about 80% in attaining this initiative. What also needs to be taken into consideration is the rotation of existing outdated devices and students who will be new to our school district.

In order to keep current with technology, classroom teachers need to update their interactive boards for classroom and distance learning purposes. At this time all elementary classrooms have updated-current BenQ interactive boards; however, the district needs to continue down this path and replace outdated interactive boards in the junior high and high school areas.

Through data analysis, we have discovered 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 lack of staffing 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, the installation of an air conditioning system located in the new section of the school would afford the opportunity in the fall, spring, and summer months to activate the air purification system throughout the entire school. This would allow the full use of our HVAC and air purification system to operate due to the rise of outside temperatures. 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 air environment at home.

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

In order to overcome these barriers we will set in our budget to address the district's initiative for a one to one ratio of Chromebooks to every individual student taking into consideration students who will be new to the district and the rotation of existing devices. We will also place in the budget updated interactive boards with current technology for junior high and high school classrooms that will be utilized for the delivery of educational material to students for face-to-face, hybrid, and distance learning opportunities. Correspondingly, the funds being used to purchase technology devices and subscriptions will be used to provide access for all students to these resources.

The budget will also reflect the academic, behavioral, and social/emotional needs of students through our MTSS system and extra staffing for that system. In this system, we assess all students using standardized measures. From these assessments and teacher input, we identify students in need of support. From here we meet monthly to discuss progress. Our MTSS coordinator monitors the progress of interventions weekly. In these meetings, we have representation from the counselor, special education, assistant principal, and ELL services. The counselor is also our homeless & foster care liaison. Our MTSS coordinator is also our Title I teacher. Between these checks and team members, we make sure the needs of all students are met.

The funds we are using to address our HVAC & air purification system will improve the quality of the classroom environments for all junior high & high school classrooms. In addition to the improved educational environment, funds will also be utilized to improve our CTE courses through the purchase of instructional material which also affect all high school students. Those students have the opportunity to enroll in CTE courses that include agriculture, business, and family consumer science at least once in their 7-12 education.

In order to help protect and alleviate any barriers of discrimination and harassment that can impede equitable access or participation, the district adopted and has in place policies and procedures that address these situations. 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, and leaders to access or participate in school district activities and programs. All teachers and students will have access to the activities and programs provided by the district. 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.