

10043 - ESSER III 3/20-9/24 84.425U - 2021

Status Report Details

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Program Area: CARES-CRRSA-ARP
Status: Approved
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Organization Information

Name*: Burke Central - DPI

Organization Type*: Public LEA

Tax Id:

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

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SAM.gov Entity ID: L9CNT1E8MPN3

SAM.gov Name: Burke Central School District 36

SAM.gov Entity ID Expiration Date: 11/23/2021

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Meetings were held early in the process to identify needs in the district. These meeting included administrators, staff, parents, and students. This district has reached out three different occasions to all stakeholders. The first instance involved parent teacher conference which was held on March 11th, 2021. At this meeting, all stakeholders were given the budget and asked for input. This district also made brochures that were handed out to all stakeholders. Input was received and discussed with the board and management team. In the past 4 months, the district has had 4 meetings with all stakeholders to receive input on ESSER 11 and ESSER 111 monies. Also posted on the website for input on TABS ?ESSER? , subtitles ESSER 11 and ESSER 11. The students were informed about ESSER monies through student council and asked to fill out surveys. This information was forwarded to the management team, which consider student?s input when planning ESSER 111 plan. Student?s main request involved summer school, credit retrieval and computers. These requests were included in ESSER spending plan. The school ran a comprehensive summer school program that comprised 6 weeks. This program had over 62% attendance rate. Grades k-6 address learning loss and 7-12 was credit retrieval. Another area of concern for students was counseling services. Even though we are a small district, we have a variety of student needs that must be addressed. The district was committed to hiring a counselor and extra day during the week. This district also reached out to Northern Plain?s special education unit. The district purchased online counseling services. Another issue students addressed in surveys was the idea of having an activities bus with air conditioning . We are a small school and have to combine with surrounding school to play sports. So students travel upwards 80 miles a day to attend practices. This district purchased a new bus out of ESSER II money.

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

NA

Civil rights organizations (including disability rights organizations)*:

We have worked with our special education staff to make sure that the needs of those students are being met. We have 1.5 special education teacher in our district. This teacher was included in all meetings. For example, the special education teacher was a member of our management team. The special education teacher voiced a concern about CTE classes and students being able to attend transitional meetings with other students from different schools. This is valuable to special needs students, as they may need a broader curriculum than what our district currently offers. Vocational planning is an integral part of the IEP process as special needs students move through high school. Burke Central School has Title IX Coordinator in the district. This individual has attended in the past the annual Civil Rights training session to be sure that our district stays in compliance. Civil Rights Orgs: Can you add what the Civil Rights Coordinator did to involve these stakeholders in these plans? The individual conducted surveys and compiled all information and met with the management team. Team then met with staff and parents during teacher-parent conferences.

Superintendents*:

The superintendent took the lead in putting the budget together after gathering information from all stakeholder groups. The superintendent set up the meetings and had outside help consultant to come in and meet with the stakeholder groups. The superintendent attended all meetings dealing with ESSER. The district holds monthly management team meetings and ESSER monies are constantly updated. The budget changes monthly due to changes in both personnel and changes with COVID. At each board meeting, ESSER 11 and ESSER 111 budgets are discussed. The people on management team are special education director, superintendent-principal, union president, 3rd grade teacher, secondary teacher , para-professional and business manager. All meeting notes were sent to all staff members and board members. All meeting notes were posted on Facebook page and school website.

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

Teachers were an integral part of putting this plan together. Several meetings were held with all teachers present. This included COVID with a outside help. Also included were meetings held in their school and a meeting of all staff during an in-service day. The district holds monthly management team meetings and ESSER monies are constantly updated. The budget changes monthly due to changes in both personnel and changes with COVID. At each board meeting, ESSER 11 and ESSER 111 budgets are discussed. The people on management team are special education director, superintendent-principal, union president, 3rd grade teacher, secondary teacher , para-professional and business manager. All meeting notes were sent to all staff members and board members. The result of this progress, allowed for para pro input that resulted in the district purchasing online para pro support to become title 1 certified in the state. Also technology was addressed by technology director. This resulted in upgrade on switches and routers. All meeting notes were posted on Facebook page and school website.

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*:

Over the course of the year, we have visited with local social services concerning the disparate needs of some of our students. Since social-services are stretched thinly, we discussed the need for more counseling time here in our district . The district hired a .6 counselor position. This resulted in 1 more day during the week. The district reached out to 2 EL student families in the district. In two separate meetings, the families requested that monies be set aside for a part time EL teacher. This request was honored this year when the district hired and counselor-EL teacher. The district currently has no population in children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

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.burkecentral.k12.nd.us/files/2020/08/Burke-Central-Schools-Waiver-Plan-State-Submitted-8-10-20.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.*:

We will continue to use ESSER dollars to support methods to keep all stakeholders safe. The district purchased a new dishwasher at the school to make certain that eating utensil are clean. We will continue to purchase cleaning supplies for that are both safe and efficient .

The district will continue to follow safety plan/opening plan that includes recommending to wear masks in school when social distancing is not possible. We will monitor the infectious rates in our county from a District 1 nurse. This district also installed a Screening Kiosk that checks temperature before entering school. This procedure helps maintain a safe environment for our employees, visitors and the public.

Temperature Screening Kiosks is a non-contact, fast and accurate solution. The easy plug-and-play Temperature Screening Kiosks is biometric devices that detect high temperature in employees, visitors, staff, students and attendees entering a facility. This process was well received by school visitors.

The district was also committed to proving masks to all students and staff. To help decrease the spread of the COVID virus, the district washed all reusable masks daily. The district purchased a new washing machine to help elevate the burden of washing masks daily. . T

During the 20-21 school year, we had very few students or staff quarantined, and only had a 3 days of on-line instruction. This district was in person for the entire year. We were very proud of our overall success during the 20-21 school. The district will continue to monitor and adjust our plan as needed, depending on factors such as the Governor?s mandates and local infectious rates.

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 first thing that Burke Central School did when school return to face to fact was to address the ?COVID Slide? Studies showed test scores were lower than historical norms. The district immediately increased RTI time and added after school tutoring k-12.

Over the next two years, Burke Central School is totally committed to addressing the ?COVID Slide? - learning loss. The district will spend \$117,798 to address learning loss. The district ESSER III allocation is \$223,113. This amounts to the district using 52.7% of its ESSER III to address learning loss. In addition, the district is spending \$59,000 to address counseling and mental health issues. The district hired a mental health counselor 3 days per week and added an extra day a week to the existing counselor.

The effects of additional counseling for students can be huge, In a recent study, Economists Scott Carrell and Mark Hoekstra studied third, fourth, and fifth graders at 22 elementary schools in Florida.

?Just one extra counselor can do quite a lot,? the article said. ?After controlling for factors including school size, the proportion of students qualifying for free or reduced-price lunch, and median family income in the neighborhood, all correlated with academic achievement. Carrell and Hoekstra estimated that each additional counselor intern in a school reduced the number of reports of disruptive behavior by 20 percent for boys and 29 percent for girls.?

During the 2020-2021 school, the district adopted after school tutoring, lunch learning clubs, Saturday School and 6 week summer during May and June. Summer School was 4 days a week. Many studies show after-school activities and summer programs can play a role in combating summer learning loss. Studies have shown that if students can take part in organized academic activities during the summer months, they are less likely to experience the losses in academic skills and knowledge before the start of the next school year. Our summer school comprised 4 days a week for six weeks. Each day, students did 1.5 hours of math, 1.5 hours of reading, 20 minutes of exercise, and 30 minutes of writing. After 6 weeks, students were tested on MAP. Students that attended over 75%, had gains in both math and reading. On a side note, 25% of our special education population attended summer and 47% of our students on free and reduced lunch attended.

After-school program ran 3 days a week. All k-12 students were invited. Students in k-7 did RTI programs and high school made up work. MAP scores of students attending lunch club after school showed small gains. Students with higher attendance had higher MAP scores.

The reading program used for after school tutoring, learning clubs and summer school is reading plus. It has a ESSA rating of strong-Reading Plus is a web-based literacy program for grades 3-12+. It includes a valid and reliable assessment and strengthens reading comprehension, vocabulary, efficiency, and motivation. The program combines personalized practice and adaptive instruction, and offers students choice and control over their program experience. Reading Plus develops critical reading skills needed for deep, meaningful understanding of complex texts.

Reading Plus was evaluated in a randomized study that involved six elementary schools in an urban district in the northeastern United States. The study found that students who engaged in Reading Plus showed significantly greater improvements in reading proficiency than did control students who received other types of targeted reading instruction.

The math program used for after school tutoring, learning clubs and summer school was ascend math. ASCEND MATH MEETS THE EVIDENCE-BASED ESSER GUIDELINES AND addresses LEARNING LOSS. How Ascend Math Addresses Learning Loss meets the students within their zone of proximal development, incorporates multi-modal teaching, promotes conceptual understanding reports include both formative and summative results that identify State Standards, supports small group teaching, emphasizes successes to keep students motivated to excel, reinforces fluency and addresses social and emotional learning.

The district had a good year academically. .

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.*:

Burke Central School is a small district, so all subgroups are small. The availability of more counseling time will allow students to improve their social/emotional skills and therefore have more success in schools. The district is committed to increasing teacher awareness on student learning. The district has spent money on training staff in the Multi-Tiered System of Supports MTSS . MTSS is not the same thing as response to intervention (RTI). MTSS is more comprehensive. But it may include the three tiers of RTI. However, the district supports both models. The district insured all subgroups were included in counseling services, after-school tutoring and summer school.

Burke Central Schools 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 Management Team, MTSS Team, Counseling group, and ADvanced team and 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 Student Council, FLBA and Life Smarts. ESSER III funds will also be used to include the development and implementation of the student social emotional resource area with updated technology The PAWS store and Pride 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)
Supplemental learning	\$97,759.36	\$97,759.36
Mental health supports	\$61,134.00	\$61,134.00
Educational Technology	\$7,000.00	\$0.00
High quality instructional materials and curricula	\$19,039.64	\$19,039.64
Ensure preparedness and coordination	\$16,000.00	\$0.00
Transportation	\$6,300.00	\$0.00
Professional development	\$8,600.00	\$0.00
Purchase cleaning supplies	\$2,000.00	\$0.00
Additional pay	\$5,300.00	\$0.00
	\$223,133.00	\$177,933.00

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?*

The major barrier that our district encounters is that a majority of our students come from three surrounding communities. We are a small rural district with a k-12 population of 100 students. While those students' attendance is typically similar to the in-district students, parents may have more trouble coming to conferences or meetings to address needs. Another barrier we encounter is the requirement of some teaching staff. Position like music, special education and science are hard to find applicants. To address this issue, the district used websites and attended job fairs. The district currently employs an international teacher in music.

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

In looking at parent surveys, that district discovered parents want to know that there is a plan in place should an emergency occur. To address this, the district provides information on our web-site and Facebook pages. We attempt to inform parents through newsletters and other communications of all benefits available to all students.

Staff meetings are held bi-monthly. During these meetings, teachers discuss issues and provide information and programs and plans that are available for teachers. Communications with teachers is excellent for all administrators.

The district uses technology . We communicate with parents through newsletters and posts. The school's management team is leaned on to provide additional leadership. The team has the proper skills and resources required to work together to be successful is just as crucial as on an individual level. Like every family in your district, each member of our team should know how to clearly articulate the relevant policies, regulations, and systems that affect their schools.

The district currently has four different bus routes and uses suburban's on some occasions. All bus drivers meet state and federal requirements. Due to wear and tear on buses traveling on gravel roads, the district used ESSER 11 monies to purchase a new bus.

In order to combat teacher retention, the district is fully committed to the principles in staff retention: Invest in training & development=

The District provides information on-line through our web-site and Facebook pages. We attempt to inform parents through newsletters and other communications of all benefits available to all students.

Meetings are held monthly with all teachers to discuss issues and provide information and programs and plans that are available for teachers. Communications with teachers is excellent for all administrators.

We use technology to the extent possible. We communicate with parents through newsletters and posts, as stated above.

The District has policies in place that address this issue. The district has budget \$7,000 to hold extra meetings for planning with staff.