

10271 - ESSER III 3/20-9/24 84.425U - 2021

Status Report Details

Funding Opportunity: 9830-ESSER III - Elementary and Secondary School Emergency Relief Fund III
Program Area: CARES-CRRSA-ARP
Status: Approved
Status Report Number: 005
Status Report Type: Application
Reporting Period: -

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Initially Submitted By: Willie Thibault
Last Submit Date: Oct 1, 2021 11:20 PM
Last Submitted By: Willie Thibault
Approved Date: Oct 4, 2021 8:47 AM
Approved By: Valerie Willis

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Organization Information

Status*: Approved
Name*: Mott-Regent School District - DPI
Organization Type*: Public LEA
Tax Id:

Organization Website: <https://www.mott.k12.nd.us/>

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Benefactor:

Vendor ID:

PeopleSoft Supplier ID: 0000008547

Comments:

Location Code: SCHOOL DIS

SAM.gov Entity ID: V1TTX2M4F9H3

SAM.gov Name: Mott Region School District 1

SAM.gov Entity ID Expiration Date: 05/14/2022

State Issued ID: 21-001

Category #: 1110

Year Begin: 2002

Year Closed:

NCES#: 3800046

Restricted Indirect Cost Rate: 0.0%

Unrestricted Indirect Cost Rate: 0.0%

Document Approval

Level	Approved By	Approved Date	Approval	Comments
1	Valerie Willis	Oct 4, 2021 8:47 AM	Approved	

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Mott-Regent School has included our student council in the process of prioritizing the use of ESSER III funds. We also have student representation on our CTE committee and Guidance committee. Their input has been very valuable from their perspective of needs to our district. We have discussed the acceptable use of ESSER III funds. Students discussed the need for more updated technology that would allow our school to be one to one in regards to laptops/iPads. Digital curriculum as we approach one to one, instead of hard copy books. Continued and expanded mental health services. Transportation that would allow for a larger bus that could focus on social distancing, as we have 2-14 passenger buses. More online classes that will help our upper level students continue to be challenged, while focusing on struggling students through our new implementation of MTSS.

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

Civil rights organizations (including disability rights organizations)*:

All three of our school administrators have had continuous training as 504 coordinators past and current. Our administration and counselor have had Title IX training. Our school counselor is our Title IX coordinator, our 7-12 assistant principal is our designated investigator and our superintendent is the final decision maker prior to a concern going to our school board. The administrative team has met and discussed what our needs are and how we can help our students catch up and help them succeed in the future. Esser 2&3 funds will have a very positive impact on our educational goals. Our school counselor is our homeless liaison and foster care coordinator for our communities. We are continually touching base to see that we are meeting the needs of all of our students. We also rely on input from our Cognia Committee which consists of our administration team, some teaching staff, community members and students. We have really worked hard in including a variety of stakeholders in our decision process in regards to ESSER dollars and how they will help meet the needs of all students.

We offer a homework room after school everyday for grades 1-6 in our "Wildfire" room which is staffed by at least one teacher and one para. We also offer a homework room from 7:30-8:00 AM every morning for grades 7-12 students with one of our high school para's. Still continue to monitor mental health needs with our children and families.

We are part of the SW SPED unit which serves 4 schools in our area. Working closely with them is another way to communicate student needs. Our IEP's have helped to address student learning loss. We will also be in year one of MTSS, which we are all excited about. Our goal is to do everything possible to bring all students to proficient and beyond. The ESSER funds will help us with these goals. We purchase services through RESP for our one current EL student.

Our students parents and guardians receive invites to participate in their childrens educational needs through power school messenger, school monthly newsletter, family fun night, letters or emails from classroom teachers, etc. We have put an emphasis on taking care of all of our students needs, especially those from lower income, single parent homes. We have added a share closet that has brand new clothes and used clothes to help families with those cost. When we have food drives during the holidays we make sure our students take home items before we take the remainder to our local food banks.

We are a district wide Title I school now which also affords us the opportunity to serve all students that need that may need extra help who do not qualify for an IEP or 504. Parents/Guardians have all been informed of this opportunity as well through our ongoing school communications.

Superintendents*:

Our superintendent, who is also our HS Principal continues to discuss ESSER budgeting with our administrative team, tech coordinator, staff and business manager. The funds will be a great help to the education and mental well being of all of our students, staff and families.

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

Discussions have been held throughout the school year to discuss the needs that have come to life after COVID hit our state. Our group saw the necessities that we were missing as a district to educate our students at a time of an emergency where the normal doesn't exist. We also advertised in our Eido Connect local newspaper on June 19, 2021 to promote and encourage public input from the communities to address needs. The Eido goes out to all boxholders and rural route addresses in Hettinger County. We have put together a list of our top spending needs to enhance our students education.

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*:

We have involved all of our stakeholders in the decision process in regards to ESSER funding and how it can and will have a positive impact on education. The group includes our our Title I coordinator, Special Education director, Title IX coordinator, counselor who oversees our homeless students and those in foster care. We also work closely with the following agencies: Home on the Range, juvenile court, and Hettinger County Social Services. The implementation of MTSS in our school for the 21-22 school year is of utmost importance to us as we hope to see many student successes in the near future. We also work through RESP for EL services. Training has been provided for our staff to enable them to implement MTSS. We have also hired a interventionist three days a week to help implement our MTSS program. Our two leads with our MTSS group are our elementary principal and the 7-12 assistant principal.

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When we have food drives during the holidays we make sure our students take home items before we take the remainder to our local food banks.

We are a district wide Title I school now which also affords us the opportunity to serve all students that need that may need extra help who do not qualify for an IEP or 504. Parents/Guardians have all been informed of this opportunity as well through our ongoing school communications. Our focus once again is to take care of all of our students and pay extra attention to those who may be underserved and need that little extra. This would include counseling, extra help with clothing and essentials, and as mentioned earlier, extra food when we have food drives. This is just a few of the many things we do in our small school.

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.mott.k12.nd.us/cms/lib/ND02203906/Centricity/Domain/1112/Mott-Regent%20Safe%20Return%20Plan.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 & III dollars are being used to improve the overall safety and well being of our students and staff. . We have placed air sanitizers in our air circulation system that were purchased and installed by H.A. Thompson & Sons. We have also purchased hand sanitizing stations throughout the school building. Students are also required to use hand sanitizer prior to going through the breakfast and lunch lines. We have purchased two Lux disinfecting sprayers that our custodial staff use twice a day to spray in all rooms in the building. We have also added a mini-split unit in our vo-ag room to create air flow for staff and students. We have had most of our old windows on the south and east side of our high school building replaced to stop the loss of air going out in the winter and coming in during the warmer months. This will also maintain air quality as our air circulation runs 24-7.

Our building and finance committees, which consist of parents, staff, community members, board members and administration discuss safety protocols every month in regards to COVID and safety protocols. We then present to the board what our strategies and protocols will be to mitigate the spread of COVID. We prioritize what needs to be done and discuss how ESSER funding will be used to keep our students, staff and community safer.

We have also implemented tele health and tele med conferences for our students and staff so they can stay in our small town on most occasions instead of venturing to more populated areas that may have widespread COVID concerns.

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.*:

Mott-Regent Public Schools first task to battle learning loss has been the training and soon to be implementation of MTSS. We contacted the director of CREA to begin the process. We have added additional staffing that will include two full part time interventionist to comprise one full time position. The interventionist will work closely with our staff to help students recoup what was lost during the pandemic with online learning. Most of our regular education teachers have received MTSS training along with our Title I teacher and para professionals. Our MTSS leads along with teachers have been trained to interpret the data we get from our NWEA testing. That data will be reviewed and implemented by staff within the first 2-3 weeks of the 21-22 school year. We have class periods set aside in our schedule to begin implementing strategies to help our students. MTSS is a Tier 1 research proven student intervention plan. All of the materials that we will buy for MTSS have been research based and suggested to purchase by our MTSS trainers. We have already purchased and received the following: Phonics for Reading, Read Naturally Live, Reading Mastery Signature, Corrective Reading, Rewards Reading Intervention, and Read to Achieve. Our school chose to tackle reading first and proceed with math the following year. We are ready and excited for year one.

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.*:

Mott-Regent is in the process of purchasing technology devices and programs for all students to ensure equity for all. We plan to address the needs of all students through the NDMTSS process. All students will be assessed using standardized measures. From these results, students will receive the support they need. Frequent progress monitoring will ensure students are making gains. Our NDMTSS team includes the Title 1 teacher, paraprofessionals, teaching staff, counselor, Special Education teacher, Principals and 504 Coordinators. The counselor is also the Title IX Coordinator. Mott Regent has policies in place to help protect equality for all. These policies include: ACC Nondiscrimination and Anti-harassment, AAC-BR Discrimination and Harassment Grievance Procedure, and GAAD Selection and Adoption of Instructional Materials. Also the student handbook contains policies on Non-Discrimination and Anti-Harassment, and Bullying. Parents, 7-12 students, and staff are required to read and acknowledge the handbook policies at the beginning of the year. Administration, 504 Coordinators, Title IX Coordinator, homeless and foster care liaison and Special Education Director monitor school activities, policies, and procedures making sure they are providing all students regardless of socio-economic challenges, race, EL, disabled, homeless, those in foster care or migrants.

Our schools free and reduced numbers are at approximately 38%. We feel that our biggest addition to our school that will help close the gap for all students is the addition of our MTSS program. MTSS is huge to the success of our subgroups that were mentioned earlier in the previous paragraph. Our teachers meet weekly to discuss the needs of all of our students. Our elementary staff has been trained in Pathway Journey in which we use NWEA testing data to determine the needs of all of our students. Students are then categorized in the following: Intensive, Strategic, Benchmark and Advanced. Our goal is to focus on those students in the intensive and strategic categories while continuing to challenge those that are at benchmark and advanced. We also continue to work with students who are on IEP's or 504's. Our special education instructors are also integral members of our MTSS team and offer very valuable insight involving the students they work with daily. Our counselor is also a team member and our homeless and foster care contact. She is invaluable to our team in identifying some of our under served students.

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)
Purchase cleaning supplies	\$10,000.00	\$0.00
Educational Technology	\$65,000.00	\$45,000.00
Mental health supports	\$10,000.00	\$0.00
Supplemental learning	\$85,000.00	\$85,000.00
Transportation	\$200,000.00	\$0.00
Professional development	\$15,000.00	\$15,000.00
IDEA (Special Education)	\$5,000.00	\$0.00
Perkins (Career & Technical Education)	\$5,000.00	\$0.00
Additional pay	\$65,000.00	\$0.00
High quality instructional materials and curricula	\$40,000.00	\$20,000.00
Ensure preparedness and coordination	\$10,549.00	\$0.00
	\$510,549.00	\$165,000.00

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?*

Staffing has been a problem for us in rural North Dakota. We are in a small community with much of our workforce already involved helping on family farming/ranching operations. We have advertised in our weekly paper for months with very little interest.

When COVID hit our state and schools were closed to students, we soon realized how very limited we were with laptops/ipads that could be sent home with them. We have started to order devices, but some take as long as 6 months to arrive. Cost was also a challenge without additional funds from ESSER.

Another challenge was the lack of updated curriculum in some areas. English and Math curriculum are especially behind with updated materials.

The challenge of finding safe transportation that allows our students and coaches to spread out and social while going to activities.

We didn't have the knowledge and professional development to quickly respond to an emergency academically. From face to face education to online education was a challenge for most.

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

We continue to advertise open positions weekly. Our school board has increased our hourly wage to try and entice applications. Much of our staff and board members have also been talking to people in person. This has allowed us to hire one interventionist for our MTSS so far.

We are working to update our inventory of electronic devices. We want to insure that all students, especially those with lower socio-economic standing have access to devices to insure that they can continue to grow educationally.

We will begin the process of reviewing our curriculum to make necessary updates and upgrades. Our curriculum committee meets monthly and we have targeted math and English to start with. Discussion is ongoing as we consider a digital version of curriculum vs. hard cover books.

We are pursuing a bus purchase to allow for social distancing during field trips and activities/athletics. Our goal will be to mitigate the possible spread of COVID as we continue to stress social distancing in all aspects of our school.

Beginning week two this school year one teacher per week will teach one class period to their students in an online format. This will allow all teachers to become confident and competent with the delivery to their students. Students will also benefit as it will prepare them for the possibility of online education again if we happen to have another outbreak of COVID.