

10031 - 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: 001
Status Report Type: Application
Reporting Period: 07/27/2021 - 08/17/2021

Initial Submit Date: Aug 6, 2021 8:47 AM
Initially Submitted By: Travis Jordan
Last Submit Date: Sep 28, 2021 10:43 AM
Last Submitted By: Travis Jordan
Approved Date: Sep 29, 2021 1:48 PM

Contact Information

Primary Contact Information

Name: Mr. Travis Duane Jordan
Salutation First Name Middle Name Last Name
Title: Superintendent
Email*: travis.jordan@k12.nd.us
Address*: 204 5th St. NW

Phone*: Beulah North Dakota 58523
City State/Province Postal Code/Zip
701-873-2237 Ext.
Phone
###-###-####
Fax: ###-###-####

Organization Information

Name*: Beulah School District 27 - DPI
Organization Type*: Public LEA
Tax Id:
Organization Website: <http://www.beulah.k12.nd.us>
Address*: 204 5th St NW

Beulah North Dakota 58523-____
City State/Province Postal Code/Zip

Phone*: (701) 873-2261 Ext. ###-###-####
Fax: (701) 873-2261 ###-###-####
SAM.gov Entity ID: GP9LJMMXBAZZ
SAM.gov Name: Beulah Public School District 27
SAM.gov Entity ID Expiration Date: 09/20/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Our students have been engaged in our Return to Learning plan (Continuity of Services Plan), as well as our ESSER spending. Our Student Council performs an active role in our monthly board meetings and has been at the table when we have had discussions in regards to ESSER spending. It's a bit tougher to get students together over the summer however to continue these talks. The plan for the 2021-2022 school year is to create a superintendent's cabinet - comprised of students from all three of our buildings to not only discuss ESSER but to provide a collaborative space for students to voice ideas and concerns as they relate to the entire Beulah Education experience.

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

NA

Civil rights organizations (including disability rights organizations)*:

We continue to work with our Special Education Consortium - Oliver-Mercer to ensure the needs are met for our students with disabilities. We are in constant communication with our Special Education Director and she has been included on many of the decisions the district has made in regards to Covid and ESSER spending. As Superintendent of the district I am the Civil Rights Liaison as well as the Title IX Coordinator. When including folks on committees and bring folks to the table to discuss Covid and ESSER spending we have not discriminated on any account. I also attend the annual Civil Rights Training seminars and take part in any and all educational opportunities to learn and grow in these areas.

The public has been invited to participate in our planning through a variety of different mediums. I personally had conversations with a number of patrons regarding our plan. We have asked for input through our social media platforms. We have invited the public to our monthly public board meetings to provide input. Furthermore, we had members from the public and business sectors on our Return to Learning Committee.

Superintendents*:

As the district superintendent I head up our committees and schedule the meetings. Furthermore, I visit frequently with our business office (in particular when crafting the 2021-2022 budget). I also engaged with many stakeholders from around the committee. I visit frequently with business leaders, parents to discuss the schools spending goals and directions.

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

As noted previously - our Continuity of Services Committee is comprised of folks from all of these levels. Individuals teachers that belong to our local Beulah Education Association also serve on this committee. All have been given an opportunity through numerous meetings to provide insight into the spending of our ESSER monies.

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*:

Again, our committee is comprised of parents/guardians, but it is also comprised of our district's Foster Care Liaison, Homeless student's Liaison, and

educators representing children with disabilities and ELL. All of these folks have provided valuable feedback and agree that the plan forward for spending our ESSER monies is the right plan for our district.

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.beulah.k12.nd.us/cms/lib/ND01911222/Centricity/Domain/192/BPS%20Approved%20Distance%20Le>
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.*:

The district has used perviously granted ESSER dollars to improve the sanitary conditions of each respective school's environments. The district has gone completely touch-less in all bathrooms. We have provided air purifiers to frequently occupied rooms. In particular to ESSER III the district plans to greatly improve the learning environment at our Elementary School be replacing a large section of the roof that has been compromised over the years from the elements. This in particular will improve the air quality by preventing mold and allergens from forming due moisture penetration into the building from the compromised areas.

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.*:

Twenty Percent of the Beulah School District's ESSER III dollars amounts to \$171,315.20. The district will be using that entire amount and some to address learning loss as impacted by the pandemic. The district plans to spend the dollars in the following ways:

1. Hire 1FTE MTSS/Strategists for the 2022-2023 School Year. Our ESSER II dollars is covering this hire for the 2021-2022 school year. This position is essential to the continued development of our students and teachers. This individual will serve as the district's interventionist and work directly with student's and teachers to ensure progression is made in both learning and teaching. The total set aside from ESSER for this position is estimated to be \$90,289.00
2. Hire 3 FTE School Counselors: The district will be using ESSER III to ensure the retainment of our school counselors over the course of the next two years. The school counselor position is arguably the most important position in school's now days. When talking about the effects of the pandemic in a school setting - one often hears of learning loss that took place as we transitioned from in-person to a distance delivery model. What is often not talked about is the mental strain that has been placed on our students. The ESSER III money will solidify dollars that we can continue to provide for the social-emotional needs of our students. The total estimated amount of ESSER III money needed for these positions over the course of the next two years is \$492,534.00. It should be noted that these dollars also help to negate the budget shortfalls the district has experienced over the last three years.

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.*:

The Beulah Board of Education has adopted a policy relating to Equal Educational Opportunities that state: "Every pupil of the district will have equal educational opportunities regardless of race, color, creed, sex, national origin, marital status or handicap. No student shall be excluded on the basis of participating in or having access to any course offering athletics, counseling, employment assistance, and extracurricular activities." The district also has a policy FEA Education of Homeless Students which ensures that the district comply with the McKinney-Vento Education of Homeless Act. The district seeks to eliminate barriers to school attendance for homeless students as defined by law. The district also has policy FDB-BR: Education of the Homeless Dispute Resolution Procedure - which is the regulation required by the North Dakota School Boards Association.

Beulah Public Schools works with a number of outside entities to offer services to our students that are disproportionately affected. We work close with WARC - Women's Action Resource Center which provides food, water, shelter, and financial help to families of low-income and those experiencing homelessness. We have also offered a backpack program to our students in which we send food items home over the weekend to students and families in need. We also have a partnership with our local health care organization Coal Country Community Health which we call IMPACT. This program is designed to help students with both physical and mental needs. We have a clinical psychologist and clinical counselor that comes to the school to meet with our students and their families. The first visit is free and depending upon the need financial help can be offered for further visits.

With that said, our EL Coordinator works with families and students on an individual basis to ensure learning barriers are recognized and are eliminated. The Covid Relief dollars are also being used to hire an MTSS Coordinator. This person will assist students with individual needs.

I (Superintendent Jordan) work with children and youth in foster care and work with those providers to ensuring the needs of those in foster care are being met.

We also work directly with our Special Education Unit (Oliver-Mercer Special Education) to ensure that students with disabilities are given the resources they need to meet their educational plans and to provide any additional services needed due to the Covid-19 pandemic.

Beulah Public School district does not have a high population of students of color but those students are given the same opportunities and resources and resources that our white students are given.

Beulah Schools does not have migratory students but we would conduct a needs assessment like we would any child upon entering the district and mobilize services and support as needed.

Lastly, our Continuity of Services plan address how we will continue to meet the needs of all students in the event of an emergency shutdown.

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)
School facility repairs and improvements	\$183,759.00	\$0.00
Mental health supports	\$492,534.00	\$492,534.00
Educational Technology	\$89,994.00	\$0.00
Supplemental learning	\$90,289.00	\$90,289.00
	\$856,576.00	\$582,823.00

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 Beulah School District has adopted policies to protect different subgroups."Every pupil of the district will have equal educational opportunities regardless of race, color, creed, sex, national origin, marital status or handicap. No student shall be excluded on the basis of participating in or having access to any

course offering athletics, counseling, employment assistance, and extracurricular activities."

Furthermore, Beulah School District is a 1:1 school district with iPADS which gives every child a medium to learn in a distance environment. The major barrier that existed with this at the end of the 2020 school year was that not all families had the services in their homes to use these devices to their full potential. We worked with our local carrier to provide internet access to those homes.

The other major barrier for our district has been the learning environment in two of our schools. Subsequently over the course of the last 3 years the district put forth a 10.1 million dollar referendum to improve the quality of our high school. This passed and we are in the middle of a renovating and building new for that space. We have also utilized ESSER monies to improve our facilities and the learning environments within them. Lastly, with a portion of the ESSER monies as noted in this application we are set to improve the learning environment for all students at our elementary school by replacing a large section of the roof that has been compromised and subsequently allowed water to penetrate the building.

Other barriers that may exist are attributed to the socio-economic makeup of our students. As noted in a previous section we work with a number of outside entities to assist us in helping these families. We have the Women's Action Resource Center, and Coal Country Health to ensure that physical needs and medical needs are being met. Our partnership with these entities allows us to assist all students and making sure they have equal access to our programs and educational materials.

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

As noted above the district has taken numerous steps to address the barriers that have presented themselves over the course of the last few years. The biggest barriers are addressed on in non-discriminatory policies. These policies prevent the school district from discriminating on the basis of gender, race, national origin, color, disability, and age.

Our Continuity of Services Committee along with our employees, and School Board know that it would be naive of us to think we are done and have taken care of the issues/barriers. This is why we address our learning environments and any barriers associated with such environments at every staff, admin, and board meeting. We also continue to evaluate and re-evaluate the Continuity of Services plan and the learning experiences we offer in each of our schools. It will be important for us to stay diligent with this.