

10019 - 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: Editing
Status Report Number: 001
Status Report Type: Application
Reporting Period: -

Initial Submit Date:
Initially Submitted By:
Last Submit Date:
Last Submitted By:
Approved Date:

Contact Information

Primary Contact Information

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Ashley North Dakota 58413
City State/Province Postal Code/Zip

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Phone
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Organization Information

Name*: Ashley Public School - DPI
Organization Type*: Public LEA
Tax Id:
Organization Website: <http://www.ashley.k12.nd.us>
Address*: 703 W Main St

Phone*: Ashley North Dakota 58413-____
City State/Province Postal Code/Zip
(701) 288-3456 Ext.

Fax: (701) 288-3456

SAM.gov Entity ID: NF8KLGfH6HK3
SAM.gov Name: Ashley School District 9
SAM.gov Entity ID Expiration Date: 03/31/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

The Ashley Public School District consulted with students and all other groups regarding the ESSER III funds with online surveys. The survey consisted of four questions on the needs of the school and how to spend the ESSER III monies. We were looking at what stakeholders thought the needs were as a result of COVID. With this survey we are looking at the needs from the previous year, present school year, and the future of Ashley School. The survey was sent to all stakeholders through email, the school website, and then again posted to our Facebook page. We took survey results to the board and have talked about COVID many times over the past year. We have also started a COVID team to help finding solutions to the survey results. Our COVID team consists of individuals from different disciplines throughout the school , administration, teachers, Cognia team, Title teacher, Special Education teacher, School Counselor, and a board member.

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

NA

Civil rights organizations (including disability rights organizations)*:

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Superintendents*:

The Ashley Public School District consulted with families and all other groups regarding the ESSER III funds with online surveys. The survey consisted of four questions on the needs of the school and how to spend the ESSER III monies. We were looking at what stakeholders thought the needs were as a result of COVID. With this survey we are looking at the needs from the previous year, present school year, and the future of Ashley School. The survey was sent to all stakeholders through email, the school website, and then again posted to our Facebook page. We took survey results to the board and have talked about COVID many times over the past year. We have also started a COVID team to help finding solutions to the survey results. Our COVID team consists of individuals from different disciplines throughout the school , administration, teachers, Cognia team, Title teacher, Special Education teacher, School Counselor, and a board member.

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

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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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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.ashley.k12.nd.us/files/2021/08/ashley-reopening-FINAL8-5-20-1.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.*:

For mitigation strategies the Ashley Public School has used ESSER II dollars and will be using ESSER III dollars to improve the quality of air in our school building. We have worked with H A Thompson to put a system in place to help our HVAC system do a better job of moving air and giving a better quality of air to everyone in the building. This will also help remove aerosol droplets from the air. The goal is to prevent COVID from hanging in the air, which will help decrease the spread.

We have also implemented a COVID team to help look at survey results. We then discuss the results and come up with a plan to spend our COVID monies in the best possible way for our school. We also use COVID monies to pay this team 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.*:

Ashley Public School has and will continue to use Star Math and Reading, the North Dakota state assessment, the NWEA test, and assessments for teachers to help students fight the learning loss they received from COVID. We are looking at using a little over 20% of our ESSER III funds for learning loss.

ELA

Over the course of the 2020-2021 school year, we have been researching the best reading series for our school and students. We will be implementing a Tier 1/Tier 2 curriculum. For grades K-5 we will be using Open Court Reading and for grade 6 we will be using Study Sync to help address learning loss in ELA and writing. Our teachers will also be participating in professional development, directly related to the new reading series. We feel this will help our students in five major areas of reading instruction. These areas include phonemic awareness, phonics, fluency, vocabulary, and comprehension. We have also started using Sonday phonics to help with these areas. We used ESSER II dollars for this. This will tie into how we are using our 20% of ESSER III monies for learning loss. We are hiring an Intervention Strategist, to help students with intervention with the new reading series.

High Impact Tutoring

The Ashley Public School is also looking into establishing an after-school program for grades K-8. This will be for all levels of learners. The program will be setup to support and enhance student's daily learning through small group tutoring. We will be using ESSER III learning loss dollars for this tutoring.

Intervention Strategist

We feel in order to help all teachers and students in the classrooms we need to hire additional staff. We will be hiring one full time Intervention Strategist to work with students who need that extra help in grades K-12. We used ESSER II dollars to help pay for PD for teachers to rework schedules to effectively use the strategist. The strategist will also help students that need that extra push with the new reading series. We will be using ESSER III learning loss dollars to pay for the strategist salary and benefits.

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 Ashley Public School is looking to start an afterschool program. This will help with learning loss and will help students who were disproportionately impacted by COVID. We will invite all students in our school to be part of this program. Every student in Ashley will be treated the same and will be given the same opportunities. We don't characterize our students into groups based on race, color, or religion. We currently have no migratory students, foster care students, homelessness students, or ELL students in our school.

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)
Improving Air Quality	\$70,000.00	\$0.00
Supplemental learning	\$60,000.00	\$60,000.00
Supplemental learning	\$10,000.00	\$10,000.00
Other Activities to maintain operation & continuity of services	\$159,687.00	\$0.00
High quality instructional materials and curricula	\$20,000.00	\$0.00
	\$319,687.00	\$70,000.00

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?*

Transportation is a big barrier for our students, once we start an after school program. We have troubles finding extra drivers for subs and extra circulars. We had to drop one bus route and make three routes in to two because we couldn't find drivers. Most parent will come and get their child/children in they school to participate in an after school program, but some parents may choose not to participate.

Another barrier that existed was lack of staffing to implement an effective intervention system. We needed another staff member to help students that needed that little extra help as a result of learning loss from the pandemic.

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

We are continuing to look for drivers, by putting ads in our local paper and on our Facebook page. We send emails to parents to help with this also. We will have to get creative to give every students a chance to participate in this program.

We are addressing the 20% learning loss from ESSER III by hiring an Intervention Strategist. This person will work with our Title 1 teacher and other staff members to help all students where needed.