

10336 - 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*: Solen School District #3 - DPI
Organization Type*: Public LEA
Tax Id:
Organization Website: <http://www.solen.k12.nd.us>
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SAM.gov Entity ID: S5JQJEMM44K8

SAM.gov Name: Solen Public School District

SAM.gov Entity ID Expiration Date: 01/11/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

The ESSER grant updates are posted on the school website and are available for public comment. An open forum meeting was held on August 16th, 2021, to provide consultation with all stakeholders and requested input on how the ESSER funds should be used. The school district took provided suggestions on how to utilize ESSER funds to benefit our students. In addition to this meeting, Solen School District consulted with administrators, school board members, employees, and contracted maintenance provider on how to best use ESSER funds to meet the needs and interests of students.

Discussions were held to gather student input on addressing lost instructional time and the spending of ESSER funds. SPED teacher and MSSEU discussed dyslexia programs, in reference to a Souday System. Discussed program with student with reading disabilities and parent for approval to try new program (Souday System). Student and parent approved of the program.

Teachers interacted with students to see if they would be willing to use a "digital" Library and be able to check out books on their iPad instead of actual books. The students approved and thought it was a good idea. From this digital library idea, students asked if we could also scan class read books, POD vocab section, the entire geometry book so we could push chapters out to their iPad so they could do homework when they miss school. Teachers asked students if there were willing to try doodle notes or different types of notes in science and math classes, they said yes. The students expressed an interest and enjoyment of them.

Students were consulted with on the supplemental programs Solen school has, why they like or dislike them, showed them some videos of other supplemental programs to see if they piqued their interest a little more. Preferential questions were asked, did you like MobyMax when we used it during distance learning or do you like IXL better? Do you like Acheive3000 or did you prefer a different reading program?

Students were canvassed to see which device they preferred testing on, their iPad or desktop. The students chose the desktop over the iPad. We will ensure there are enough updated desktop computers for the students to work and test on and computers will be available to staff as well.

Students have expressed they appreciate white board tables and more flexible seating options, we have added classroom furniture, lunch tables, and outdoor seating to provide for social distancing.

Tech team met with 2nd grade elementary teacher about new stand for homebound student, parent and student approved (and agreed to troubleshooting at home) for new robotic stand. Also checked with parent about the screen available at home. Since the school will assure teachers have newer apple tv's to accommodate apps., an older apple tv will be available to activate Airplay by sending from the smaller screen to tv making it easier for him to see the board.

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

Solen School District reached out to the Standing Rock Sioux Tribe education department to review intended use of funds and proved feedback on to best utilize ESSER funds to meet the needs of the Native American sub group population in our school. An invitation was sent to attend the open forum meeting on August 16th, 2021. The school district took suggestions offered on how to best utilize ESSER funds and took recommendations into consideration for the final application.

Civil rights organizations (including disability rights organizations)*:

A public forum was open to all organizations to attend to provide input and feedback on the proposed use of funds. Input provided was considered in the final application.

Superintendents*:

School Superintendent organized meetings and requested input from the administration, school board members, Standing Rock Sioux Tribe education department, and the maintenance contractor on planning for the ESSER funds.

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

School principals coordinated input from teacher leaders, technology team members, teacher union representatives, school counselor, custodial staff members and shared input during the August 13, 2021 ESSER planning meeting. School Principals assisted with organizing and promoting the public forum.

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*:

Parents, special education teachers, school counselor, and our homeless/foster care coordinator were sought out to provide input on how to best meet the needs and interests of students with special needs, including homelessness, youth in foster care, and 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.solen.k12.nd.us/files/2014/07/2021-2022-Solen-School-District-Return-to-in-person-Learning-Plan.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.*:

A full list of prevention and mitigation strategies are written in the return to in person learning plan for the Solen Public School District. Operational guidance will be as follows for districtwide practices: social distancing encouraged where possible, buildings routinely cleaned and disinfected, hand washing integrated throughout the day, hand sanitizer available conveniently located in classrooms and throughout all common areas of each building, automatic drinking fountains and water bottle dispensers will be available. Schools will operate following NDHSAA guidelines for schools and activities. A daily checklist will be available for parents to assess their children before sending them to school. Each building Principal is identified as the COVID-19 coordinator in partnership with the School District Superintendent who are responsible for the health and safety preparedness and response planning. Coordinators are available to the NDDoH 24 hours a day and 7 days a week to respond to phone calls from the public health department. The coordinator will assist in identifying and notifying close contacts in the school setting. The coordinator will report cases of COVID-19 found in the school setting to local and Tribal health officials. Solen School District may consider offering incentives to employees that are vaccinated to assist in mitigating the spread of COVID-19.

A maintenance consultant will be contracted to ensure school building facility repairs and improvements are completed and mitigation strategies are upheld. To further promote districtwide strategies and to enhance mitigation and prevention practices Solen school district will build a facility for vehicle containment, cleaning, and sanitation. This facility will house district buses, other vehicles, and necessary equipment. Vehicles are to be cleaned and sanitized each day and at this time there the district does not have a proper facility. With the vehicle facility built this will allow for renovation of an existing garage that is attached to the Solen High School building. The renovation will create additional classroom space and storage for equipment. Extra classroom space will allow the school to increase social distancing capabilities. Another area to be created is an outdoor social distance gathering space in a 2700 square foot courtyard that is directly off the lunchroom/dining area. The outdoor social distance gathering space will be used for dining and classroom instruction as needed and weather permitting.

A 26' lift and a lift transport trailer will be purchased to assist in cleaning properly and safely in hard to reach and potentially dangerous situations. Our two school buildings are 15 miles apart, so the trailer is necessary to transport between the two buildings.

To address the indoor air quality of the Solen High School the flooring/carpeting needs replacing and updating to control allergens, chemicals, and to attribute to the overall improvements of the air quality ventilation system.

Also included in the Solen School District ESSER III plan is to purchase a bus or suburban for transportation of students. An additional vehicle for transportation will allow for greater social distancing between students.

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.*:

Solen School District will address the learning loss due to the COVID-19 pandemic for the following subgroups: Native American and special education. Our school district will address learning loss in the following ways:

1. Solen School District will extend two additional full time teaching positions created to support the lost learning of students that occurred during COVID-19. One position will continue to serve as a K-12 interventionist. The focus of this position will be to support remedial instruction in reading and mathematics in grades K-8 and will provide credit recovery options for students in grades 9-12. This position will focus on working with our Native American sub group populations and serve both Cannon Ball Elementary and Solen High School to ensure evidence-based interventions and practices are utilized and implemented with fidelity. The school district will continue to employ and additional special education teacher to increase services to our special education sub group population. This positions will focus on meeting the needs of our students as specified in their IEPs. We believe these positions will help close achievement gaps and improve educational outcomes for our Native American and special education populations. The funding for these additional positions will provide for continued intensive and individualized interventions for struggling students.

2. Solen School District will continue to offer summer school sessions during the months of May and June. These sessions will target our Native American subgroups. Students in grades K-8 will focus on remedial skill work in the areas of reading and mathematics in order to close achievement gaps. Students in grades 9-12 will have the opportunity for credit recovery and/or skill building in the areas of English or mathematics.

3. Additionally, both Solen High School and Cannon Ball Elementary School will offer after school tutoring during the 2021-2022 school year. Students in grades 1-6 will have the opportunity to attend after school tutoring for 1.5 hours two nights per week. The focus of these after school sessions will be to close achievement gaps in the areas of reading and mathematics as identified by NWEA and NDSA assessments. Students in grades 7-12 will have the opportunity to attend after school tutoring up to 4 nights per week. These tutoring sessions will last 1 hour in length. The focus of these sessions will be used to ensure prerequisite skills have been mastered in order to obtain credits necessary for graduation. With these evidence based strategies, these after school sessions are shown to significantly close achievement gaps for both Native American and special education students.

4. Solen Public School District will extend contracting for a social worker to provide additional family supports to ensure our students are attending school on a regular basis, their basic needs are being met, and that our Native American and special education sub group families have access to community based resources their children need in order to be successful at school.

5. Solen Public School District will expand mental and behavioral health supports and services to support our already vulnerable Native American student population. We will coordinate with local mental and behavior health partners to determine and implement the appropriate research based programming and/or interventions to support our Native American subgroup population and individual student needs.

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.*:

Solen School District will respond to the needs of students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, Native American populations, children with disabilities, students experiencing homelessness, and children and youth in foster care in the following ways:

1. Solen School District will provide to the best of our ability a reliable and safe environment conducive to learning. For most of our students, the school environment provides a safe physical, mental, emotional, and social setting. For example, Solen School District provides breakfast, lunch, and an afternoon snack, climate controlled environment, access to mental, behavioral, and physical health supports, and positive student-teacher relationships.

2. Solen School District will extend two additional full time teaching positions created to support the lost learning of students that occurred during COVID-19.

One position will continue to serve as a K-12 interventionist. The focus of this position will be to support remedial instruction in reading and mathematics in grades K-8 and will provide credit recovery options for students in grades 9-12. This position will focus on working with our Native American sub group populations and serve both Cannon Ball Elementary and Solen High School to ensure evidence-based interventions and practices are utilized and implemented with fidelity. The school district will continue to employ and additional special education teacher to increase services to our special education sub group population. This positions will focus on meeting the needs of our students as specified in their IEPs. We believe these positions will help close achievement gaps and improve educational outcomes for our Native American and special education populations. The funding for these additional positions will provide for continued intensive and individualized interventions for struggling students.

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4. Solen Public School District will expand mental and behavioral health supports and services to support our already vulnerable Native American student population. We will coordinate with local mental and behavior health partners to determine and implement the appropriate research based programming and/or interventions to support our Native American subgroup population and individual student needs.

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)
Mental health supports	\$300,000.00	\$300,000.00
IDEA (Special Education)	\$235,000.00	\$235,000.00
Improving Air Quality	\$340,000.00	\$0.00
School facility repairs and improvements	\$103,500.00	\$0.00
Construction Projects	\$900,000.00	\$0.00
Renovation Projects	\$250,000.00	\$0.00
Supplemental learning	\$300,000.00	\$300,000.00
Implement public health protocols	\$50,000.00	\$0.00
Transportation	\$100,000.00	\$0.00
Educational Technology	\$50,000.00	\$0.00
Additional pay	\$49,124.00	\$0.00
Ensure preparedness and coordination	\$100,000.00	\$0.00
	\$2,777,624.00	\$835,000.00

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?*

Solen Public School District considered race and students with disabilities as barriers.

Race was considered a barrier due to the high percentage of Native American students in our school district. Many of our students consistently score below the proficiency level on the NDSA in reading and math. Studies suggest that NA students performed two to three grade levels below their white peers in reading and math, and they were two times more likely to drop out of school than their white peers. Our student population come from a rural, isolated community in a county where more than 39% of the population are below the poverty line. With the high percentage of people below the poverty line, there are limited resources for educational purposes, for example, computers and access to internet access in the home.

Our school considered students with disabilities as having a barrier due to the need for necessary support and required resources. This consideration for our students with disabilities is due to the number of students within our district that are on IEP's. Our students with disabilities have additional challenges and unique needs that are compounded by factors such as race, high poverty and geographic isolation.

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

To address identified barriers, Solen Public School District has added additional teaching positions in the areas of special education and an interventionist that will support our at-risk Native American subgroups.

To further support our at-risk population, Solen Public School District plans to provide mental and behavioral health supports. A contracted school social worker will provide additional family supports to ensure our students are attending school on a regular basis, their basic needs are being met, and that our Native American and special education sub group families have access to school and community based resources their children need in order to be successful at school.

Solen Public School District provides equal opportunities for all students, teachers, and other program beneficiaries free from limitations based on gender, race, national origin, color, disability, or age. Solen Public School District will ensure access and participation in all programs by addressing the special needs of students, teachers, and other beneficiaries, including barriers based on federally protected categories, such as gender, race, national origin, color, disability, or age.