

10352 - 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: 002
Status Report Type: Application
Reporting Period: 03/01/2021 - 12/30/2024

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Organization Information

Name*: Surrey Public School - DPI

Organization Type*: Public LEA
Tax Id:
Organization Website: <http://www.surrey.k12.nd.us/>
Address*: PO Box 40

Surrey North Dakota 58785-____
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SAM.gov Entity ID: VCJSKANSR4A8
SAM.gov Name: Surrey School District 41
SAM.gov Entity ID Expiration Date: 03/30/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Surveys have been provided to all residents of our district including students. All residents including students were invited to a public meeting August 3rd to review ESSER grant information about allowable use of funding and to receive input on ESSER 3.

In addition teachers and counselors have been visiting with student groups as to their thoughts and ideas about academic and safety needs for our school as related to COVID.

Through the surveys, meeting and discussions it was noted that technology, curriculum, health and safety due to COVID, mental health, and additional staffing were the focus for the use of ESSER funding.

Tribes (if applicable)-MUST write

NA if not applicable*:

NA

Civil rights organizations (including disability rights organizations)*:

Administration solicited feedback from staff who represents student subgroups at the school. This included our special ed staff, Title 1 teachers, 504 coordinator, MTSS coordinator, and Title IX representatives. Administration also met with our counselors who work directly with foster care, homeless students, and families. In addition administration met with representatives from Souris Valley Special Services to discuss needs of Special Ed students at Surrey School. Through the surveys, meeting and discussions it was noted that technology, curriculum, health and safety due to COVID, mental health, and additional staffing were the focus for the use of ESSER funding. All stakeholders, including those representing civil and disability rights organizations were invited through facebook, website and announcements to participate in discussions, surveys and meetings.

Superintendents*:

All surveys were requested by the Superintendent who compiled the information. The superintendent put together a COVID committee consisting of staff, parents, community members, and students. He also had many individual and small group meetings with various stakeholder groups. Through the surveys, meeting and discussions it was noted that technology, curriculum, health and safety due to COVID, mental health, and additional staffing were the focus for the use of ESSER funding.

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

A survey was used along with discussion with teachers and other school staff. From their input it was identified that learning loss/distance learning, COVID safety for staff and students, and staffing were some of the biggest concerns. Through the surveys, meeting and discussions it was noted that technology, curriculum, health and safety due to COVID, mental health, and additional staffing were the focus for the use of ESSER funding.

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*:

The superintendent solicited feedback from staff who represent student subgroups at the school. This included our Special Ed staff, Title 1 teachers, 504 coordinator, MTSS coordinator, and Title IX representatives. He also met with our counselors who work directly with foster care and homeless students and families. Through the surveys, meeting and discussions it was noted that technology, curriculum, health and safety due to COVID, mental health, and additional staffing were the focus for the use of ESSER funding. All stakeholders, including those representing civil and disability rights organizations were invited through facebook, website and announcements to participate in discussions, surveys and meetings.

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.surrey.k12.nd.us/page/2940>
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.*:

Mitigation and Prevention strategies:

Water bottle filling stations have been installed to mitigate germs and bacteria that can spread the COVID-19 virus. We offer cups and bottles to students for water breaks.

Masking is highly suggested to students, staff, and patrons entering the building. This will be visited by the school board and may change according to the COVID-19 level reported in our community.

Outdoor activities, social distancing and smaller groups are encouraged and have been shown to be effective mitigation strategies.

Due to the amount of cleaning and sanitizing required daily because of COVID, Surrey School will utilize additional janitorial staff for the 2021/22 school year. We will also be purchasing supplies and equipment for additional cleaning of classrooms, lunchroom, and buses. We will utilize additional kitchen staff in order to reduce the number students served or eating at one time.

Surrey School will purchase new Health Curriculum to provide updated and current information on health and prevention of disease. In addition we are purchasing new SEL curriculum and will provide classroom counseling time to all grades rather than just elementary.

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.*:

*Mitigation Strategies

Surrey School will be utilizing current paraprofessionals and hiring additional paras to assist with testing, and to work with those students identified with learning loss. They may be a classroom para, special ed para, or one-on-one para as needed. By expanding the certified staff support our hope is to provide a lower staff to student ratio for small group interventions.

We recognize the toll COVID has taken on students and families. Our counselors will receive professional development and training on Social Emotional Learning and will be implementing the program in the 2021-22 School year. Previously it had been done K-6, but will now be implemented K-12.

Surrey School will be purchasing intervention programs for Reading and Math as another tool for recouping learning loss: Accelerated Reading and Math, Star Reading and Math. Surrey School will purchase new evidence-based Math curriculum for grades K-6. In addition professional development on the new curriculum and materials will be provided for the teachers. The elementary has not purchased new or additional Math curriculum since 2006. Our previous test score have shown a deficit in Math, and through assessment this year we have noted additional learning loss following closures and distance learning.

Surrey School has earmarked 33% funding for Learning Loss, with a total dollar amount of \$142,413.00..... to be broken down as follows:

HIGH QUALITY INSTRUCTIONAL MATERIALS AND CURRICULUM

Math- 13% for a total of \$56,733.52

Surrey School will purchase new evidence-based Math curriculum for grades K-6. In addition, professional development on the new curriculum and materials will be provided for the teachers. The elementary has not purchased new or additional Math curriculum since 2006. Our previous test scores have shown a deficit in Math, and through assessment this year we have noted additional learning loss following closures and distance learning.

INTERVENTION PROGRAMS FOR READING AND MATH - 5% for a total of \$20,679.75

Accelerated Reading and Math, Star Reading and Math

PARAPROFESSIONALS- 15% for a total of \$65,000.00

Surrey School will be utilizing paraprofessionals to assist with testing, and to work with those students identified with learning loss. They may be a classroom para, special ed para, or one-on-one para as needed.

In addition, the following would not be included in the mandated percentage for learning loss, however we feel both will be excellent secondary resources towards addressing the impact of learning loss with our students:

COUNSELOR SALARY \$75,682.00

Our counselors will receive professional development and training on Social Emotional Learning and will be implementing the program in the 2021-22 School year. Previously it had been done K-6, but will now be implemented K-12. Time spent in working with students social/emotional learning and mental health will assist their academic abilities.

CLASSROOM COMPUTER REPLACEMENT \$73,245.00

Surrey School will update and add additional technology for teacher and student use. This will provide opportunity for technology to be used in the classrooms with more consistency. We are not a one-to-one school, so additional computers in the classrooms will provide a much-needed increase of computer access to students, and will promote their ability to do research, projects and web-based curriculum.

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.*:

Surrey School District will respond to identified needs of the district's identified student sub-groups disproportionately impacted by the COVID-19 pandemic including: free and reduced, students of color, English Learners, children with disabilities, homeless students, and students in foster care.

Surrey Public School provides meals and supplies to disproportionately impacted students. Each week, students are provided with food for the weekend. The food is gathered through school organized food drives, along with monetary help and donations from the community. School supplies are kept on hand and provided to students as needed, as well as winter clothing.

Our counselors provide information and resources to those students experiencing homelessness.

We have one full time special ed teacher, with two additional part time teachers, and 8 paraprofessionals serving our students with disabilities. We work with Souris Valley Special Services to provide additional services as needed for students. We will be hiring additional paraprofessionals to provide more assistance for students. We also have two full time Title 1 teachers in Reading and Math.

Surrey School recognizes the toll COVID 19 has taken on our families in the areas of job retention and mental health, as well as learning loss for our students. We will be providing an after-school program for students K-6 for the 21/22 school year. We will focus on the areas of Reading and Math-providing homework help, activities, mentoring and tutoring as an opportunity to recoup learning loss. A second focus of the after-school program will be a Social Emotional Learning Program for the students. We will be hiring one teacher and our own HS students. We feel adding an after-school program will provide academic, economic and emotional support for Surrey families and students.

We will provide consistent and regular staff input, feedback, and evaluation of how well student subgroups are doing.

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	\$60,000.00	\$0.00
Other Activities to maintain operation & continuity of services	\$18,195.00	\$0.00
Mental health supports	\$75,682.00	\$0.00
Educational Technology	\$73,245.00	\$0.00
Other Activities to maintain operation & continuity of services	\$60,724.00	\$0.00
High quality instructional materials and curricula	\$56,733.00	\$56,733.00
Supplemental learning	\$20,679.00	\$20,679.00
Added needs of at-risk populations	\$65,000.00	\$65,000.00
	\$430,258.00	\$142,412.00

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?*

Not every student had access to devices or internet access in their homes, in particular those families with less financial resources. During the pandemic those students would have been affected disproportionately, and this can increase the achievement gap between these populations and the rest of the students.

Lack of staffing and materials in our intervention programs creates a possible barrier to students receiving services or the quality of the services suffering.

Another possible barrier is lack of quality child care. Our school is located near Minot, with the majority of our parents being employed there rather than in Surrey. The day cares in town fill up quickly and our school has not previously been in the financial position to offer an after school program for students.

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

Surrey School will update and add additional technology for teacher and student use. We will purchase 2 mobile laptop labs with required hardware, smartboards, interactive TV's, installation and licensing, and web-based curriculum. This will provide opportunity for technology to be used in the classrooms with more consistency. We are not a one-to-one school, so the mobile labs will provide a much-needed increase of computer access to students, and will promote their ability to do research, and projects. Surrey School will continue to work with families to provide devices as needed and with local internet providers to assure student access in the homes.

Surrey School will purchase new evidence-based Math curriculum for grades K-6. In addition, professional development on the new curriculum and materials will be provided for the teachers. The elementary has not purchased new or additional Math curriculum since 2006. Our previous test scores have shown a deficit in Math, and through assessment this year we have noted additional learning loss following closures and distance learning.

Surrey School has purchased addition intervention programs for Reading and Math for those identified as at-risk students.

Surrey School will be utilizing paraprofessionals to assist with testing, and to work with those students identified with learning loss. They may be a classroom para, special ed para, or one-on-one para as needed.

Surrey School recognizes the toll COVID 19 has taken on our families in the areas of job retention and mental health, as well as learning loss for our students. We are implementing an after-school program for students K-6 for the 21/22 school year. We will focus on the areas of Reading and Math-providing homework help, activities, mentoring and tutoring as an opportunity to recoup learning loss. A second focus of the after-school program will be a Social Emotional Learning Program for the students. Our plan is to hire one teacher and our own HS students. We feel adding an after-school program will provide academic, economic and emotional support for Surrey families and students.

Surrey Public School District is committed to maintaining a learning and working environment free from discrimination and harassment in all employment and educational programs, activities, and facilities. The District prohibits discrimination and harassment based on a student's, parent's, guardian's, or employee's race, color, religion, sex, gender identity, national origin, ancestry, disability, age, or other status protected by law. The District also provides equal access to the Boy Scouts and other designated youth groups, as required by federal law.

The district has student handbook policies on sexual harassment & discrimination, a non-discrimination policy, and Equal Opportunity and Equality Regulation. Parents and staff are required to read and acknowledge the handbook policies at the beginning of the year. Our 504 and title IX coordinator monitor school activities, policies, and procedures to make sure they are providing all students and staff equal opportunity.

It is a violation of policy for any district student, parent, guardian, employee, or third party to discriminate against or harass another district student or employee, based on any status protected by law, if the conduct occurred within the context of an education program or activity, or if the conduct had a continuing effect in the educational setting of a program or activity occurring on or off school district property. The District will not tolerate discrimination or harassment of a district student or employee by a third party. The District also prohibits aiding, abetting, inciting, compelling, or coercing discrimination or harassment; discriminating against or harassing any individual affiliated with another who is protected by this policy and/or law; knowingly making a false discrimination and/or harassment report; and retaliation against individuals who report and/or participate in a discrimination and/or harassment investigation, including instances when a complaint is not substantiated.

The District shall promptly investigate any discrimination, harassment, or retaliation complaint and act on findings as appropriate, or as required by law. Outcomes may include disciplinary measures such as

termination of employment or student expulsion in accordance with board policy, law, and, when applicable, the negotiated agreement. Students and employees are expected to fully cooperate in the investigation process. The District will take steps to prevent recurrence of discrimination, harassment, or retaliation and remedy discriminatory effects on the complainant and others, if appropriate.