

# 10186 - ESSER III 3/20-9/24 84.425U - 2021

## Status Report Details

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### 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:** -

**Initial Submit Date:** Aug 3, 2021 10:00 AM

**Initially Submitted By:** Myron Schaff

**Last Submit Date:** Sep 13, 2021 2:03 PM

**Last Submitted By:** Myron Schaff

**Approved Date:** Sep 14, 2021 9:16 AM

## Contact Information

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### Primary Contact Information

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Salutation First Name Middle Name Last Name

**Title:** Superintendent

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### Organization Information

**Name\*:** Hebron Public School - DPI

**Organization Type\*:** Public LEA  
**Tax Id:**  
**Organization Website:** <http://www.hebron.k12.nd.us>  
**Address\*:** PO Box Q  
  
Hebron North Dakota 58638-\_\_\_\_  
City State/Province Postal Code/Zip  
**Phone\*:** (701) 878-4442 101  
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**SAM.gov Entity ID:** RDK8HZJXK169  
**SAM.gov Name:** Hebron Public School District 13  
**SAM.gov Entity ID Expiration Date:** 09/01/2022

## ESSER III Application - Stakeholder Consultation

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### ***Stakeholder Consultation***

#### **Students\*:**

Being a small school the principal and myself (superintendent) meet regularly with each class of students throughout the school year to get input on how things are going. During these meetings we got input from our students on their academic needs and social, emotional, and mental health needs. We discussed together ways we can improve on these areas and that input was taken into consideration during the development of our plan.

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

NA

#### **Civil rights organizations (including disability rights organizations)\*:**

All school districts are required to have a Title IX coordinator to address civil rights issues. As a superintendent in a small school I serve as the 504 and Title IX coordinator. I get Title IX information through email from the Weekly Blast. ESSER information on Title IX regulations and guidance was sent through email to me from the Weekly Blast. Annually, the NDDPI Child Nutrition and Food Distribution programs office and NDCEL conducts civil rights training for all agencies. We are required to provide civil rights trainings to all program employees and volunteers. The training addresses relevant issues and was held during COVID-19. Our required staff participated in those training sessions. The information gathered by the superintendent and staff involved in the training sessions was used in the development of our plan. Stakeholders were invited to sit in on the training sessions if they wanted to. They were also informed, via our Powerschool alert system, when our board meeting was going to be held where this information was going to be discussed.

**Superintendents\*:**

With me being the superintendent I was the leader in setting up the meetings and providing information at board meetings for all of our stakeholders. I used the information gathered during those sessions in the development of our plan.

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

All of these stakeholders were either a part of our planning team and sat in on all the informational meetings, or they gave input at our public board meetings. Also, a lot of them I visited with personally because we are such a small school. I took the information gathered during these meetings in the development of our plan.

**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 do not have any english learners, homeless students, migratory students, and children who are incarcerated. The other stakeholders representing children with disabilities and children in foster care were contacted individually. As we only have one foster family and one student with disabilities. The information they supplied was taken into consideration in the development of our plan. They also were notified of informational meetings and school board meetings for the opportunity to have input into the development of our plan.

***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.hebron.k12.nd.us>  
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.\*:**

HPS has taken and will continue to take actions to ensure the health and safety of students, educators, and other school staff during and following the return to full in-person instruction. The goal of HPS is to provide a healthy school environment to foster greater academic achievement and healthier lives for students and staff.

Below is a description of the safety strategies we utilized and the current status of implementation.

Universal and correct wearing of masks

All students, staff and visitors will continue to have the option to wear masks as a mitigation strategy for COVID-19.

Physical distancing

In the 2020-21 school year, desks in classrooms were reconfigured to allow for social distancing as indicated for elementary and secondary grade levels. Elementary students remained within their cohorts throughout the day. Moving forward, HPS will continue to monitor the transmission of COVID-19 in school facilities and work to reduce transmittable moments as needed.

Handwashing and respiratory etiquette

Stations are available throughout school buildings that include hand sanitizer, disinfectant wipes, anti-bacterial hand soap, and adult and child disposable masks. Coughing and sneezing into a tissue or sleeve, proper disposal of used tissues and proper handwashing are stressed to students and staff. Posters and signage will continue to be used throughout all school buildings.

Cleaning and maintaining healthy facilities, including improving ventilation

Deep cleaning measures were put in place throughout the entire school. Daily sanitizing and disinfecting became a daily practice throughout the entire school and on school buses.

Contact tracing

Custer District Health and the NDDoH will continue to work with Hebron Public School regarding notification and contact tracing for future COVID-19 cases impacting HPS.

Diagnostic and screening testing

In coordination with Custer District Health, COVID-19 testing continues to be available in the community. Initial screening of students, staff and visitors may be conducted should the need arise.

Efforts to provide vaccinations to educators, other staff, and students

In coordination with Custer District Health, vaccination clinics were offered to all staff in March and April 2021, allowing staff members the opportunity to be fully vaccinated prior to the end of the 2020-2021 school year. Efforts are in place state-wide through public health and healthcare agencies to provide vaccinations to eligible individuals, including students.

Appropriate accommodations for students with disabilities

Children with disabilities who are unable to wear a mask do not have to do so. Students continue to have the option to wear masks as a mitigation strategy for COVID-19.

## **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.\*:**

HPS is utilizing a variety of sources, including state and local assessments, to identify learning loss. Students that are below grade level will be identified for services. Students were selected for the program based on assessment data along with their tier on the multi-tier system of supports (MTSS).

We have put the following items into place to meet the needs of students learning.

- Identification of student gap areas in reading and math
- Creating of reading pathways for multi-tiered systems of support
- Hiring another paraprofessional
- Restructure schedules to allow for more interventions
- Purchase supporting materials
- Staff training and professional development for intervention strategies

### ***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.\*:**

We do not have any english learners, homeless, or migratory students. Hebron Public School works with our local food pantry to provide disproportionately impacted students with food and supplies. Each week, students are provided food for the weekend from the backpack program provided by the food pantry. The community offers low income housing and resources for students experiencing homelessness. We have our special education teachers with two paraprofessionals serving our children with disabilities. Hebron Public School provides equitable educational opportunities through the MTSS process where students receive appropriate reading and math instruction at their level. The district also provides the Acellus program for students to work at their own level and speed. Hebron Public School will provide an additional paraprofessional to assist students in work completion to move them toward proficiency. Students that move into our district are immediately screened to determine what level they are at so we can begin a pathway placement using MTSS for the student to receive their curriculum at their personalized learning level. Students with disabilities are provided with one-on-one support.

## **Estimated Use of Funds Plan**

### ***Allowable Use of Funds***

<b>Allowable Use of Funds</b>	<b>Estimated Expenditure Amount</b>	<b>Estimated Amount to address Learning Loss under this Use of Funds (20% of Budget Total MUST be spent on Learning Loss)</b>
Professional development	\$10,000.00	\$10,000.00
High quality instructional materials and curricula	\$1,701.00	\$1,701.00
Additional pay	\$60,000.00	\$60,000.00
Educational Technology	\$36,000.00	\$0.00
School facility repairs and improvements	\$250,804.00	\$0.00
	<b>\$358,505.00</b>	<b>\$71,701.00</b>

## 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?\***

All of our students having access to technology. In particular for those families with less financial resources. These students do not have the same resources available to them at home. During the pandemic, we know our student subgroups were affected disproportionately. The academic scores of students with learning needs and those from poor households suffered more than other students. This could create an inequity as it increases the achievement gap between these populations and the rest of the student population. The lack of staffing in our intervention system could result in students not receiving services or the quality of those services suffering.

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

We will purchase additional technology to allow all of our students and staff access to the technology they need to participate in all of our funded school programs. In our budget, we plan to address the needs of students through our MTSS system and extra staffing for that system by hiring an additional paraprofessional. In this system, we assess all students using standardized measures. From these assessments and teacher input, we identify students in need of support. From here we meet monthly to discuss progress. Our MTSS coordinator monitors the progress of interventions twice a month. In these meetings, we have representation from the counselor, special education, elementary principal, and ELL services. The counselor is also our title IX coordinator. Our MTSS coordinator is also our Title and 504 coordinators. Between these checks and team members, we make sure the needs of all students are met.

Similarly, the funds being used to purchase technology devices will be used to provide access for all students to these resources. We have policies in place to help protect our different subgroups. We have board policies ACC Nondiscrimination and Anti-harassment, AAC-BR Discrimination and Harassment Grievance Procedure, and GAAD Selection and Adoption of Instructional Materials. We also have 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. This is documented in the main office. Our 504 and title IX coordinator monitors school activities, policies, and procedures to make sure they are providing all students and staff equal opportunity.