

# 10398 - 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:** 07/12/2021 - 08/31/2024

**Initial Submit Date:** Aug 9, 2021 1:58 PM  
**Initially Submitted By:** Trudy Fraase Wolf  
**Last Submit Date:** Sep 27, 2021 11:34 AM  
**Last Submitted By:** Trudy Fraase Wolf  
**Approved Date:** Sep 27, 2021 12:05 PM

## Contact Information

### Primary Contact Information

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### Organization Information

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

**Organization Type\*:** Public LEA

**Tax Id:**

**Organization Website:** <http://www.zeeland.k12.nd.us>

**Address\*:** PO Box 2

Zeeland North Dakota 58581-\_\_\_\_  
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**SAM.gov Entity ID:** NLFGU6QWMCG4

**SAM.gov Name:** Zeeland School District 4

**SAM.gov Entity ID Expiration Date:** 12/10/2021

## ESSER III Application - Stakeholder Consultation

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### *Stakeholder Consultation*

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

Zeeland Public School District consulted with the Zeeland Public School students during the spring school year on all ESSER funds and held discussions on ideas for the use of the funds. Most of these discussions took place during the choir period.

In addition, a public meeting on the use of ESSER funds was held on June 14th and a student did attend the input meeting.

Finally, students were included in the personalized learning committee. This committee attended the personalized learning institute held at Northern Cass and will be attending on-site visits in the 2021-2022 school year of school already operating under this model. The committee will play a lead role in planned public information and input meetings about moving toward personalized learning.

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

NA

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

There are no civil rights organizations in our little town of 75 people.

A public meeting was held on June 14th.

We do have a 504 coordinator, Title IX coordinator, homeless liaison, foster care liaison, and special education teacher who have been given the opportunity to provide input into the plan and who are part of the personalized learning committee.

#### **Superintendents\*:**

The superintendent meets weekly with the principal, business manager, and technology coordinator, and has many discussions on ESSER monies with this group.

The superintendent also kept the school board informed of the requirements of the grants and made recommendations as to the use of the grants.

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

Teacher and para input was gathered during the monthly late-start PD meetings, of which the principal and the superintendent were also a part.

Other staff, such as the technology coordinator, janitor, bus drivers, and cook were consulted individually on their needs and the best use of the ESSER funds.

These group members also had the opportunity to give their input through the June 14th public meeting by talking with board members and administration.

**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\*:**

Zeeland Public School does not have any students in these categories, other than learning disabled. The special education teacher in our district has been included in planning activities. ZPS does have a homeless liaison, foster care liaison, 504 coordinator, special education teacher, and migratory student liaison. All have been a part of the planning for the use of ESSER funds.

Parents/guardians were invited to the public input meeting held June 14th and were members of the team that attended the Personalized Learning Institute at Northern Cass in June.

Finally, another public meeting was held on September 1st in conjunction with a back-to-school fun night. This meeting was well attended.

### **ESSER III Approved Applications**

**District confirms the approved ESSER III application will be posted to their website for public access.\*:** Yes

## ESSER III Application

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### **Prevention & Mitigation Strategies**

**Return to In-Person Instruction Plan\*:** <http://www.zeeland.k12.nd.us/health-safety-smart-restart-plan/>  
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.\*:**

Zeeland Public School District will replace its furnaces with new ones that have the appropriate filters to mitigate the spread of the COVID virus.

The district will also purchase 2 used buses to assist with transportation while providing more space for students to distance.

Some ESSER III funds, combined with ESSER II, will be used to replace old kitchen counters with stainless steel, which is easier to clean and sanitize.

Bathroom renovations will include touchless faucets and toilets and replace old wooden-door stalls with metal, which is also easier to clean and sanitize.

An old water fountain will be replaced with fountain containing a touchless water bottle filler to encourage the use of water bottles rather than drinking from the fountain.

As requested, a Return to In-Person Instruction Plan will be updated every 6 months in which ZPS will address mitigation strategies. The updated plan will be posted on the school website.

### **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.\*:**

Zeeland Public School District has hired an extra certified teacher to work in the elementary. This teacher will do reading and math interventions as well as

teach some general education classes. This has two benefits: 1. More time for student interventions. 2. By taking some general education classes, the school counselor, who is also a classroom teacher, will have more time to attend social-emotional and counseling needs. ZPS plans to initiate an MTSS social-emotional track as well as use the "I Am Resilient" program in 2021-2022.

Evidence in support of these two goals include:

Evaluation of Rocketship Education's use of DreamBox Learning's online mathematics program. Wang, H., & Woodworth, K. (2011). Menlo Park, CA: SRI International. Retrieved from <http://www.dreambox.com/> which meets ESSE Tier I standards.

The two-year evaluation of the three-year Direct Instruction program, in an urban public school system. Yu, L., & Rachor, R. (2000, April). Presented at the annual meeting of the American Educational Research Association, New Orleans, LA. Retrieved from: <https://eric.ed.gov/?id=ED441831> which meets ESSA Tier II standards.

Fourth graders' growth in reading fluency: A pretest-posttest randomized control study comparing Reading Mastery and Scott Foresman Basal Reading Program. Stockard, J. (2010). Eugene, OR: National Institute for Direct Instruction which meets ESSA Tier I standards.

Alzahrani, M., Alharbi, M., Alodwani, A. (2019). The Effect of Social-Emotional Competence on Children Academic Achievement and Behavioral Development. *International Education Studies*, 12(12) 141-149. This is a meta-analysis that cites several studies at varying levels of ESSA evidence.

Zeeland Public School District is also looking into moving toward a personalized learning model. Funds would be used to assist a committee to attend on-site visits of various schools using this model, attend training to learn how to implement this model (such as NDCEL Innovation Academy), and assist with any other costs associated with learning and implementing personalized instruction.

Studies supporting the effectiveness of this practice include:

Effects of Educational Technology on Mathematics Achievement for K-12 Students in Utah. Brasiel, Sarah; Jeong, Soojeong; Ames, Clarence; Lawanto, Kevin; Yuan, Min; Martin, Taylor. *Journal of Online Learning Research*, v2 n3 p205-226 2016  
Six mathematics education technology products are found to have an educationally meaningful impact on mathematic achievement.

Continued Progress: Promising Evidence on Personalized Learning  
Pane, John F.; Steiner, Elizabeth D.; Baird, Matthew D.; Hamilton, Laura S.  
RAND Corporation which meets ESSA standards at the Tier III level.

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

In the 2020-2021 school year, 94% of Zeeland elementary students and 71% of Zeeland high school students qualifies for free or reduced lunch. With such a high percentage of students qualifying as low-income, the district plans to use ESSER funds to address the needs of ALL Zeeland students, since nearly all are low-income.

Zeeland Public School had only two students of color in the 2020-2021 school year and were told last spring that they would be moving. Whether or not any students of color attend ZPS, the district has non-discrimination policies in place and intends to follow said policies.

ZPS has no English learners enrolled. The district does have an understanding with CREA, who will provide English learner support should a student with this need enroll.

ZPS has no students on a 504 plan. The district does have a couple of students with learning disabilities who are served by the South Central Prairie Special Education Unit and the local special education teacher. Plans for use of ESSER III funds will include students with learning disabilities.

ZPS has no students experiencing homelessness, but does have a homeless liaison should the need arise.

ZPS has no students in foster care, but does have a foster care liaison should the need arise.

ZPS has no migratory students, but does have a migratory student liaison should the need arise.

## 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)
Renovation Projects	\$41,392.47	\$0.00
Improving Air Quality	\$70,142.53	\$0.00
Supplemental learning	\$51,582.00	\$51,582.00
Professional development	\$5,000.00	\$5,000.00
Transportation	\$90,000.00	\$0.00
	<b>\$258,117.00</b>	<b>\$56,582.00</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?\***

Barriers that may exist for ZPS students include equitable access to technology, adequate nutrition, health, social-emotional wellness, and educational access.

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

Educational access is being addressed by the purchase of two used buses used for route to transport students safely to school. The newer, more reliable buses will also allow for spacing to support better health and behavior. In addition, Zeeland Public School will be taking steps toward a personalized learning model to better meet the needs of each individual student.

Equitable access to education is also being assisted through the hiring of a teacher to provide educational intervention through the MTSS process and through the provision of laptops or ipads to each student. All students at Zeeland Public have access to a device and internet access.

Social emotional needs will be met through the hiring of the extra teacher, which will allow our counselor/teacher to devote more time to the counseling side of her duties. This will better support all students with their social-emotional needs. In addition, the staff will undergo training in MTSS social-emotional learning and will take part in the "I Am Resilient" program with the students.

Provision for health and wellbeing are provided to all through the installation of new furnaces that can handle filters designed to mitigate the COVID virus. In addition, renovations are being made in the kitchen, such as installation of stainless steel counters, that make sanitization easier to maintain. Likewise, the installation of hands-free water fountain, sinks and toilets in the bathroom will also promote health and safety. Single bathrooms open to any are available for any students or staff who do not wish to access the public men's and women's bathrooms. These improvements are available to all students and staff.

ZPS has policies in place to protect our subgroups, such as: ABDA Accessibility, AAC Nondiscrimination and Anti-Harrassment, AACA Section 504, and ABCC Wellness Policy. The Title IX and 504 coordinator monitors policies and procedures to be sure that equal opportunity is provided to all.