

10140 - 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: -

Initial Submit Date: Aug 17, 2021 12:48 PM
Initially Submitted By: Michael Kaiser
Last Submit Date: Sep 23, 2021 2:44 PM
Last Submitted By: Michael Kaiser
Approved Date: Sep 24, 2021 9:17 AM

Contact Information

Primary Contact Information

Name: Mr. Michael John Kaiser
Salutation First Name Middle Name Last Name

Title: Superintendent

Email*: michael.kaiser@ellendale.k12.nd.us

Address*: 321 1st Street North
PO Box 400

Ellendale North Dakota 58436
City State/Province Postal Code/Zip

Phone*: 701-320-8334 Ext.
Phone
####

Fax: ### ### ####

Organization Information

Name*: Ellendale Public School - DPI

Organization Type*: Public LEA

Tax Id:

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

Address*: PO Box 400

Ellendale North Dakota 58436-____
City State/Province Postal Code/Zip

Phone*: (701) 349-3232 Ext.
#####

Fax: (701) 349-3232
#####

SAM.gov Entity ID: C8XJJ8RKSS9

SAM.gov Name: Ellendale Public School

SAM.gov Entity ID Expiration Date: 01/06/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Ellendale Public School District held a variety of committee and public meetings to seek input from diverse stakeholder groups. All public meetings were given public notice. Meeting attendees included school board members, administrators, teachers, support staff, parents, and students. Attendees were instructed to contact stakeholder groups they represented to gather more input. After receiving stakeholder feedback, the district put together a proposed three year budget for ESSER II and ESSER III. That budget was shared with the COVID-19 Response Team and more input was sought.

In relation to students, student council members served on the COVID-19 Response Team. At a meeting this summer, we solicited feedback from students and the student body they represent regarding the use of ESSER funds. Using these dollars to maintain and expand students support was discussed and implemented in the budget. Students also asked for smaller class sizes. To address this concern, some of the ESSER III funds will be used towards hiring an elementary teacher to keep section sizes small.

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

NA

Civil rights organizations (including disability rights organizations)*:

School and district administrators (Superintendent, Principals, and the Activities Director) have received Title IX training. At multiple admin meetings, the ESSER II and ESSER III budgets were discussed. We discussed how these funds can help support our students who have disabilities and how services can be equitable.

To meet the needs of all learners, it was discussed to use ESSER III funds to support MTSS programming at Ellendale Public School. These funds will be used to purchase high quality interventions and providing staff training.

Superintendents*:

The superintendent took the lead in putting the ESSER budgets together and gathering stakeholder input. Moreover, the Superintendent attended and/or facilitated all meetings related to ESSER. The ESSER II and ESSER III funds have been a regular topic of discussion at staff meetings, admin meetings, and school board meetings.

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

Ellendale Public School District held a variety of committee and public meetings to seek input from diverse stakeholder groups. All public meetings were given public notice. Meeting attendees included school board members, administrators, teachers, support staff, parents, and students. Attendees were instructed to contact stakeholder groups they represented to gather more input. After receiving stakeholder feedback, the district put together a proposed three year budget for ESSER II and ESSER III. That budget was shared with the COVID-19 Response Team and more input was sought.

The input provided from this subgroup indicated the need for professional development to address learning loss and district goals. They were also wanted to see summer school programing and mental health services / supports.

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*:

Ellendale Public School District held a variety of committee and public meetings to seek input from diverse stakeholder groups. All public meetings were given public notice. Meeting attendees included school board members, administrators, teachers, support staff, parents, and students. Attendees were instructed to contact stakeholder groups they represented to gather more input. After receiving stakeholder feedback, the district put together a proposed three year budget for ESSER II and ESSER III. That budget was shared with the COVID-19 Response Team and more input was sought.

Input was received from the 504 Coordinator, foster care liaison, homeless liaison, Title teacher, EL teacher, and special education. Again, these conversations reinforced the need to professional development and MTSS supports.

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.ellendale.k12.nd.us/wp-content/uploads/2021/06/EPS_ReturnContinuityofServicesPlan.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.*:

Ellendale Public School will be utilizing ESSER III funds to improve the indoor air quality of the school by updating the air handling unit and adding air conditioning to the gymnasium. This facility improvement will will enhance our school environment.

The Ellendale Public School COVID-19 Response Team will continue to meet. We will review the use of ESSER dollars, monitor our Return to In-Person and Continuity of Services Plan, and other developments related to COVID-19 within our community and state. The COVID-19 Response Team consists of a school board member, administration, teachers, support staff, health professionals, parents, community members, and 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.*:

Ellendale Public School has set aside over 20% of ESSER III funds to address the academic impact of learning loss through professional development on evidence bases instructional strategies. The primary use of funds will go towards professional development and teacher salaries and benefits for extended contract days throughout the lifetime of the funding.

During the extended contract days, teachers will engage in professional development and collaborate on a variety of topics to increase student outcomes. Such as:

1. Teachers will engage in comprehensive curriculum design. We will develop a guaranteed and viable curriculum that references a set of standards and defines the outcomes we desire for student achievement. The term guaranteed means that the curriculum provides clear guidance regarding the content to be addressed in specific courses and at particular grade levels. The criterion of viability means that teachers have adequate time to implement the intended

curriculum. A foundational part of the curriculum design process will be the identification of priority standards and writing scales.

2. Teachers will engage in professional development on formative assessment practices. Formative assessment (based on a guaranteed and viable curriculum) will provide valuable data for teachers to monitor student performance.

3. Teachers will engage in professional development and continue to develop refine our MTSS framework. MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices.

4. Teachers will engage in professional development on 21st Century Skills. 21st Century skills encourage the highest achievement of every student, by defining the knowledge and skills that students should acquire at each grade level and support the learning of the North Dakota State Standards. The 21st Century learning skills, technology literacy skills, and life skills are an essential part of the curriculum for a student to succeed in today's world.

In addition to the activities listed above, a portion of ESSER III funds will be used to purchase reading and math instructional supports for the MTSS program.

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.*:

Ellendale Public School will respond to the needs of students disproportionately impacted by the COVID-19 pandemic in the following manners:

Students from low income families - Ellendale Public School has applied for Emergency Connectivity Funds to supplement the monthly cost of internet for families who need WiFi during any possible quarantine or illnesses. EPS is a also member of the North Dakota Full Service Community School consortium. We will use FSCS grant funds and ESSER III funds to hire a Site Coordinator to connect families with community services.

Students of color - Ellendale Public School prohibits discrimination based on a student's race, color, religion, sex, gender identify, national origin, ancestry, disability, age, or other status protected by law.

English learners - All student at the Maple River Colony School enter the district as English Language Learners. To meet their unique needs, EPS has two licensed EL teachers working with students at that school. EPS will use ESSER III funds to provide professional development for teachers on instructional best practices. EPS will also use ESSER III fund to provide LETRS training the primary elementary colony teacher. LETRS professional learning provides teachers with deep knowledge to be literacy and language experts.

Children with disabilities - Ellendale Public School District has developed an MTSS system to provide learning for all students. EPS will use ESSER III funds to provide high quality instructional materials and curriculum such as math (Symphony Math) and reading (Reading Corps) interventions to support students with learning disabilities. Moreover, EPS will utilize ESSER III funds to provide teachers professional development on instructional best practices and skill development that will benefit all learners, including students in special education.

Students experiencing homelessness - Ellendale Public school has a Homeless Liaison who works closely with students and families experiencing homelessness to provide resources to address needs including: hygiene, clothing, food, school supplies, transportation, etc. EPS is a also member of the North Dakota Full Service Community School consortium. We will use FSCS grant funds and ESSER III funds to hire a Site Coordinator to connect families with community services.

Children and youth in foster care - Ellendale Public School is a member of the North Dakota Full Service Community School consortium. We will use FSCS grant funds and ESSER III funds to contract a Targeted Case Manager through Nexus-Path. Our Targeted Case Manager is eligible and uniquely equipped to work with and support youth in foster care.

Migratory students - We do not have any students in this subgroup.

All students - Ellendale Public School believes that all students can succeed. As such, we have a variety of supports in-place to support all students, including those disproportionately impacted by COVID-19. Those supports include:

1. Guaranteed and Viable Curriculum - EPS is using ESSER III funds to develop a guaranteed and viable curriculum that references a set of standards and defines the outcomes we desire for students.
2. MTSS System - EPS is using ESSER III funds to enhance our MTSS program.
3. High Quality Teachers / Principals - Teachers have an tremendous impact on student learning. EPS is utilizing ESSER III funds to improve instructional practices and enhance pedagogical skills.
4. Full Service Community School - EPS is a also member of the North Dakota Full Service Community School consortium. We will use FSCS grant funds

and ESSER funds to support summer school, after school programming, mental health supports (School Counselor and Therapist), and other pipeline services.

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	\$257,598.24	\$0.00
Professional development	\$64,174.86	\$64,174.86
Improving Air Quality	\$110,000.00	\$0.00
Additional pay	\$136,533.60	\$136,533.60
High quality instructional materials and curricula	\$16,493.00	\$16,493.00
Other Activities to maintain operation & continuity of services	\$57,153.30	\$0.00
	\$641,953.00	\$217,201.46

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?*

Ellendale Public School district understands that barriers exist in our community that may prevent students, teachers, and others from accessing the programs described in this application. Those barriers include:

1. Mental Health Support: Ellendale Public School is located in a rural area with few to no mental health services. Untreated mental health issues can be a major barrier to school participation for students and teachers.
2. Professional Development: Professional development programs provide opportunities for educators to gain and/or improve the knowledge and skills they need. Highly competent teachers are essential to a school's ability to enhance student learning. If high quality professional development is not organized and facilitated by the school, teachers will not have equitable access to those learning opportunities.
3. Improving Air Quality: Our gymnasium HVAC system needs updating to improve air quality and add air conditioning. The current system creates equity issues and air quality issues as compared to other locations in our school plant.
4. Additional Pay: Teachers and other instructional staff need additional compensation to address learning loss concerns. If additional pay is not provided, then some staff will struggle to pay for child care or transportation costs to get to work and therefore be a barrier.
5. High Quality Instructional Material and Curricula: Some students and families do not have the resources to purchase high quality instructional materials for their homes.

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

Equitable access to all programs and activities for student subgroups will be addressed in the following ways:

1. Mental Health Supports: Mental health professionals will provide services to all students and is greatly needed to provide our students with social emotional tools, especially during and after the COVID-19 pandemic. EPS will use ESSER III funds to provide additional mental health supports (school counselor, therapist, TCM).
2. Professional Development: Professional development opportunities will be available to all staff members on developing a guaranteed and viable curriculum,

21st century skills, mental health, and MTSS.

3. Improving Air Quality: With ESSER Funds, improvements will be made to the HVAC system in a gymnasium. All student subgroups will have equitable access to the gymnasium.
4. Additional Pay: All staff will have equitable access to additional pay / stipends for work done on instructional strategies and curriculum development to address learning loss.
5. High Quality Instructional Materials and Curricula: ESSER III funds will be used to purchase high quality instructional materials and curriculum in the areas of reading and math. All students will have equitable access to the curriculum.