

10176 - 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: -

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HANKINSON North Dakota 58041
City State/Province Postal Code/Zip

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Organization Information

Name*: Hankinson Public School - DPI
Organization Type*: Public LEA
Tax Id:
Organization Website: <http://www.hankinson.k12.nd.us>
Address*: PO Box 220

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SAM.gov Entity ID: KHQCZVDJWNL1

SAM.gov Name: Hankinson School District #8

SAM.gov Entity ID Expiration Date: 04/06/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

The High School Principal (Student Council Advisor) and the Counselor met with the Student Council. The Student Council discussed their thoughts on increased counseling services and the areas they felt were most critical to focus on.

The students felt that the following were areas of most need: job shadowing, mental health (including help lines), Sources of Strength program, local career fair, ACT prep for underclassmen, college scholarships, and college visits. The principal and counselor also created a survey for students. The following are ideas from those surveys: suicide prevention and helping someone in need, mental health related to depression, anxiety, and attention-related conditions (including how to help them), job shadowing, and more organized community service.

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

NA

Civil rights organizations (including disability rights organizations)*:

There are no civil rights organizations in the small town of Hankinson.

The school district does have a 504 coordinator, homeless liaison, foster care liaison, and special education teacher. They are all part of our MTSS program.

Community stakeholders have been involved in the development of our strategic plan, which included an annual facilities review. We began the review process by requesting an energy audit be done on the facilities. That audit found that there was a need update our old building to improve air quality by changing from steam radiator heat to hot water air exchange heat. The audit also found that both of our boilers were past their life expectancy. The initial plan of doing the project with the energy audit company was changed to a bid/spec process after public feedback led to concerns over the cost of the project. During several more school board committee and public school board meetings the school board approved moving forward with the bid/spec process for the project. This change in direction led to nearly \$1 million in savings to the school district.

The community was also given the opportunity to provide feedback through surveys on our Return to Learning plans as well as our Continuity of Services plan.

Superintendents*:

*The Hankinson Public School District is small enough to employ only three administrators, a superintendent, high school principal, and elementary principal. This narrative is the same as the "school and district administrators" section.

The three school administrators have met, and will continue to meet, to review and prioritize the use of ESSER funding. Our process has included consulting the school vision, mission, belief statements, goals, and stakeholder feedback. ESSER funding will be used to achieve the priorities identified from those sources.

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

The teaching staff and administrators have, and will continue to, analyze the data collected through assessments and create the classroom strategies involved for remediation of students. This includes the teaching staff that work with all the special populations.

Staff have been involved in the development of our strategic plan, which included an annual facilities review. We began the review process by requesting an

energy audit be done on the facilities. That audit found that there was a need update our old building to improve air quality by changing from steam radiator heat to hot water air exchange heat. The audit also found that both of our boilers were past their life expectancy. The initial plan of doing the project with the energy audit company was changed to a bid/spec process after public feedback led to concerns over the cost of the project. The energy audit results and ideas for facility improvements was discussed during staff meetings. There was a staff member present during several more public school board meetings when the school board approved moving forward with the bid/spec process for the project.

The community was also given the opportunity to provide feedback through surveys on our Return to Learning plans as well as our Continuity of Services 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*:

The school district does have a 504 coordinator, homeless liaison, foster care liaison, and special education teacher. They are all part of our MTSS program.

The community was also given the opportunity to provide feedback through surveys on our Return to Learning plans as well as our Continuity of Services plan. After gathering feedback from stakeholders, we were able to identify areas of need.

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://hankinsonschool.weebly.com/info.html>
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.*:

ESSER II and III funds are being used to improve indoor air quality of the school, which is shown as an effective mitigation strategy. The installation of air handlers in the 2nd and 3rd floor of our original school building will provide air exchange in areas it has never been. We are also replacing the air handlers our secondary gym, where air handlers were not working properly. This project will also include replacing both boilers in order to provide safe, dependable, and efficient heating to the entire school building.

We will continue to meet as school board members, administrators, teachers, and community members to review our plan every 6 months. We will continually review and update our Continuity of Services plan in order to provide the best possible learning environment for our 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.*:

The Hankinson Public School has set aside 33.19% of our ESSER II funding and 22.11% of our ESSER III funding to address learning loss. In terms of ESSER III the funds will be used for the following:

Hire an extra elementary teacher for the 2021-22 school year. This teacher will be approximately 90% elementary and 10% middle school. The teacher will

utilize the MTSS 3-tiered program to provide interventions to students who are at the partially proficient or novice levels in reading, comprehension, and grammar. ESSER III funding will pay for \$66,125.83 of the 2022-23 expenses, and \$46,588.17 of the 2021-22 expenses. The remainder of the expenses for the 2021-22 school year will be paid for with ESSER II funding. The teacher will work with students during four 20-minute class periods each day in grades 1-4. The teacher will work with 2-3 students in each class period with a set curriculum that is paced and assessed every week to monitor positive academic growth.

The teacher will work with the 5th grade teacher to split the large class into smaller groups for math and reading. They will teach math while the classroom teacher teaches reading. This would be for approximately 2 hours each day. The teacher will also work with students in grades 4-6 for 30 minutes each day. They will provide students with the academic supports they need to progress academically.

The teacher will work with middle school student who are on 504 plans and require 1-on-1 time and assistance. They will assist with the goals of the 504 plan and also help the students to stay organized and complete their homework. This will be for 2 hours per school day.

ESSER III funds will also be used to pay for increased counselor time during the 2022-23 school year. The Hankinson Public School will be increasing our counselor time from 3.5 to 5 days/week. This expansion of services will allow the counselor to provide some of the following services: Formal job shadow program. The hope is to coordinate with a classroom teacher to provide credit for participation. Increase the number of community service opportunities for students. Create peer support groups. Sources of Strength is one such group.

Create a Junior Educator in Training (JET) program or work study program for students. Implement a more formal and useful portfolio for students. We currently require a portfolio for graduation, so the hope is to expand on this to make it more impactful. Increase opportunities to work with students 1-on-1 who are struggling socially and emotionally. Provide professional development to teachers on things such as mental health and social/emotional learning. Provide increased opportunities for ACT prep. Become more involved in IEP's, 504's, and behavior plans.

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.*:

The Hankinson Public School does not currently have any ELL students. Through MTSS and Targeted Support we have been working to meet the needs of our disproportionately impacted students including: Native American, English Learners, children with disabilities, homeless students, and students in foster care. These students receive interventions from classroom teachers, special education staff, and Title I staff.

We have also increase our counseling services to 5-days/week in order to provide services to these students. In addition to the increased time, we plan to add to our services, specifically increase mental health supports.

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)
Improving Air Quality	\$450,000.00	\$0.00
Mental health supports	\$15,000.00	\$15,000.00
Supplemental learning	\$112,714.00	\$112,714.00
	\$577,714.00	\$127,714.00

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?*

The district understands the six types of barriers that can impede equitable access/participation. Gender, race, national origin, color, disability, or age. Some of the barriers our students have specifically faced are low income, lack of internet access, lack of access to current technology, and academic disability.

Our most at-risk students have little or no support at home. This includes a lack of transportation to attend school on a regular basis. Because of this lack of support these students also struggle completing school work on a daily basis. There is also a lack of resources available to help these students to be successful in school.

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

The district's current policies and practices have been established to eliminate barriers that may prevent students, educators, leaders to access or participate in Federal programs. All teachers and students will have access to the activities provided with the Federal funds in this application. District staff assist to ensure that special accommodations are made to ensure access for those students on an IEP, 504 and care will be taken to assure benefits for both male and female students.

We provide a town bus route to help students who do not have transportation to school.

We have a tutoring program for students who are struggling to complete school work.

We have developed a school wide MTSS program. It is being implemented in our Tier 2 group, putting an emphasis on multi-model reading strategies. Struggling students are receiving direct instruction to ensure they have the foundational skills and conceptual knowledge necessary for understanding grade level content in cross curricular subjects.

We have hired an intervention specialist to assist with identified students in grades 1-6 as needing reading intervention instruction.

We have added counselor time to our school district to address the growing mental health needs of our students, in particular our at-risk students.

We have a weekend sack lunch program, providing food to low income families.

We paid for internet access for those students who did not have that at home.

We purchased Chromebooks to ensure all students have access to the technology needed to be successful with their school work.