

# 10168 - 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 12, 2021 5:42 PM

**Initially Submitted By** Larry Derr

**Last Submit Date** Sep 30, 2021 10:56 AM

**Last Submitted By** Larry Derr

**Approved Date** Oct 1, 2021 1:15 PM

**Contact Information**

- [Primary Contact Information](#)

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- Organization Information

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- Name Glenburn Public School - DPI

Organization Type Public LEA

Tax Id

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

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SAM.gov Entity ID UMD6NF1C84N4

SAM.gov Name Glenburn Public School

SAM.gov Entity ID Expiration Date 06/10/2022

## ESSER III Application - Stakeholder Consultation

### ***Stakeholder Consultation***

- Students

We did a survey of our students after they registered for classes. 67% of the students want more focus on getting them career or college ready. 51% of the students would like to see new curriculum. Two other areas of focus from the survey were more SEL supports and possible academic tutoring. We did consult with our student representatives on our Smart Restart committee as well. The 4 main areas of focus that was decided on was SEL supports, purchasing new curriculum, possible tutoring, additional supports to be college or career ready. These 4 areas would be inclusive of all of our students.

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

NA

Civil rights organizations (including disability rights organizations)

We have our administration trained in as a 504 coordinator and Title IX. The administration team discussed how these funds can better support our students who have disabilities and how services can be equitable. We did survey our parents for input as well. The parent survey results were to focus on learning loss, tutoring, and SEL supports.

Superintendents

School administrators met several times to cover the use of ESSER II & III funds. The administration is also represented on our Learning Loss Committee.

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

We formed a learning loss committee which met over the summer to discuss ways to best utilize ESSER Funds. We also held full staff meetings to discuss the use of ESSER Funds.

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 are forming a MTSS team which will include these sub groups. This will include administrators, teachers, and special education teachers. We will be utilizing resources from CREA to help us form this team and getting them trained in properly. The administrators sought feedback from stakeholders representing the student subgroups at the school. From these conversations, it was determined that MTSS would benefit our students the greatest. We also retained support staff to provide additional supports for small group interventions.

### ***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.glenburn.k12.nd.us/schoolpublicationsandformsLEA>  
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.

We used ESSER I to add air ionizers to our air handling units. We will be working with our maintenance staff to purchase and train on the proper use of cleaning supplies which will help with the prevention of the spread of Covid. We have have four maintenance personnel that will focus on the cleaning of our building.

We are looking at using funds to help purchase more ed technology to get us to the point where if we have to close our doors due to covid or any other reason to go to distance learning we can have enough technology for all of our students to use at home.

We are also looking to add a big bus to our fund use. We currently have a short bus route that is full and would be able to spread the students on that bus out better on a big bus and socially distance the kids in a safer manner.

Our budget shortfalls are due to staffing. We increased our janitorial staff for extra cleaning of our classrooms and other areas. We have maintained our increase in support staff to help small group interventions to help recover some of the learning loss that occurred due to covid. These 2 areas of need have caused a strain on our budget and ESSER 3 dollars would help alleviate some of that strain.

### ***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.
- We will be using more than the 20% required towards learning loss.
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- We are expanding our staffing supports for our MTSS, Title, and student support systems. We have rearranged our schedule to help our students receive the necessary interventions at the end of the day. This will fall under Tier 1 of MTSS.
- We will also be using funds to implement reading interventions and training our staff into becoming highly qualified in reading strategies. The materials that we will be training on is based on researched base principles of sound reading instruction.
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- Our district does not have any ELL students currently. Our free and reduced lunch population hovers around 47% from year to year. Our biggest key in meeting the needs of our subgroups will be through our MTSS implementation and use.
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- We will be working with CREA on any trainings we need to fulfill our needs with reading strategies and MTSS.
- We have also purchased a new math curriculum that includes interventions for students that need extra help.
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We will be partnering with The Village to help get our students extra supports for social-emotional needs and learning loss recovery through counseling services.

***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.
- Glenburn Public School works with community leaders from the food pantry to provide disproportionately impacted students with food and supplies, such as clothing when needed. Each week students are provided free food for the weekend from the backpack buddies program provided by the food pantry.
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- We have 2 special education teachers with paraprofessionals serving our children with disabilities. We provide equitable educational opportunities through the MTSS process so students will receive appropriate reading and math instruction at their ability level. We are investigating the implementation of another interventionist to work with our upper elementary students to help them recover any learning loss that may have occurred during Covid 19.
- We are investigating the implementation of a SRO to help with all students, especially students who are disproportionately impacted by Covid 19.
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Our district currently does not have any ELL students. Our free and reduced lunch population hovers around the 42% mark from year to year. Our biggest key in meeting the needs of all our subgroups will be through our implementation and use of MTSS. We are working with CREA on any trainings we need to fulfill our needs with reading strategies and MTSS. MTSS will be our most effective way to meet the needs of our diverse population. Our teachers will meet to review both standardized data (classrooms assessments, STAR testing, NWEA) teacher observations, and support staff observations. SEL status will also be reviewed at the MTSS meetings. From here students will be identified as in need of support and placed into the Tiers. We will also identify those students who will need more classroom support. The district understands the six types of students who may be impacted that can impede access/participation: Gender, race, national origin, color, disability, or age. The district has policies in place to eliminate barriers that may prevent students, educators, leaders to access or participate in all programs. All students and teachers will have access to the activities and programs provided at Flasher Public School.

**Estimated Use of Funds Plan**

***Allowable Use of Funds***

Allowable Use of Funds	Estimated Expenditure Amount	Estimated Amount to address Learning Loss un
Purchase cleaning supplies	\$80,000.00	

Allowable Use of Funds	Estimated Expenditure Amount	Estimated Amount to address Learning Loss un
Mental health supports	\$194,775.00	
Educational Technology	\$110,000.00	
Transportation	\$110,000.00	
Supplemental learning	\$200,000.00	
Professional development	\$60,000.00	
Budgetary shortfalls	\$70,662.00	
	<b>\$825,437.00</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?
- We have a district wide goal to provide all students access to school related personal devices to be utilized both at home if distance education becomes a must again. These laptops will assist students both in school and at home for school related educational purposes, and possible distance learning when face-to-face education is temporarily impossible. At this time the district is at about 80% in attaining this goal. What also needs to be taken into consideration is the rotation of existing outdated devices and students who will be new to our school district.
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- In order to keep up with technology in the classroom, our teachers need to update their promethean boards for classroom work and distance learning. At this time all of our elementary boards are updated but the district will need to continue down this path and replace outdated boards on the high school end.
- Through data analysis, we have discovered 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 populations.
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Through analysis, we have discovered 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

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

In order to overcome these barriers we will set in our budget to address the district's goal for a one to one ratio of laptops to every individual student taking into consideration students who will be new to the district and the rotation of existing devices. We will also place in the budget updated interactive boards with current technology for all classrooms that will be utilized for the delivery of educational material to students for face-to-face, hybrid, and distance learning opportunities. Correspondingly, the funds being used to purchase technology devices and subscriptions will be used to provide access for all students to these resources.

The budget will also reflect the academic, behavioral, and social/emotional needs of students through our MTSS system and extra staffing for that system. 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 will meet regularly to discuss progress. Our MTSS coordinator monitors the progress of interventions. We will also be contracting with The Village to help our students get extra supports that are needed for social-emotional and learning loss. We are also investigating the possibility of adding a SRO to help students that may fall into these barriers.

In order to protect and alleviate any barriers of discrimination and harassment that can impede equitable access or participation, the district has in place policies and procedures that address these situations. The district understands the six types of barriers that can impede a student's access or participation as Gender, race, national origin, color, disability, or age. The current policies and practices have been established to eliminate barriers that may prevent students, educators, and leaders to access or participate in school district activities and programs. All teachers and students will have access to the activities and programs provided by the district. District staff will 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.