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Status Report Details

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10174 - 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:	08/12/2021 - 08/13/2021
Initial Submit Date:	Aug 13, 2021 4:53 PM
Initially Submitted By:	Derek Simonsen
Last Submit Date:	Sep 16, 2021 1:13 PM
Last Submitted By:	Derek Simonsen
Approved Date:	Sep 28, 2021 3:42 PM

Contact Information

Primary Contact Information

Name:	Salutation Derek	Middle Name Simonsen
	First Name	Last Name
Title:	Superintendent	
Email*:	derek.simonsen@k12.nd.us	

Address*:

1207 Foster Ave NE



<%%//if(allowedAccess(context, "UtilitiesAccess")) {%> <%%//}%>

Cooperstown North Dakota 58425
City State/Province Postal Code/Zip

Phone*: (701) 797-3114 Ext.
Phone
###-###-####

Fax: ###-###-####

Organization Information

Name*: Griggs County Central School District - DPI

Organization Type*: Public LEA

Tax Id:

Organization Website: <http://www.griggscountycentral.org>

Address*: 1207 Foster Ave NE

Cooperstown North Dakota 58425-____
City State/Province Postal Code/Zip

Phone*: (701) 797-3114 Ext.
###-###-####

Fax: (701) 797-3114
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SAM.gov Entity ID: NXBCSC4Q3TN8

SAM.gov Name: Griggs County School District 18

SAM.gov Entity ID Expiration Date: 01/08/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:



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Griggs County Central School District provided students an opportunity to fill out an online survey that was posted to the school district website and school district social media. Hard copies of the survey were available in the school office, upon request, for those without internet access.

Griggs County Central held two separate school board meetings that discussed ESSER funds and COVID response. In those meetings, there was an opportunity for public comment from anyone at the meeting. Students are welcome to attend school board meetings and the student council president is invited to all school board meetings. The student council president is given a spot on the agenda to give a report from the students at GCC. They could have used that time at any meeting to comment on ESSER funding and/or COVID response.

School administrators received informal feedback from students during the spring and they maintain an open door policy for students to provide a wide-variety of feedback including, but not limited to, ESSER funds and COVID response.

Griggs County Central took feedback from student into account by addressing specific technology and learning opportunities in the ESSER III application.

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

N/A

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

We do not have a Civil Rights organization that is recognized in the small rural communities of Cooperstown and Hannaford.

GCC did reach out to the entire community through surveys, opportunities for groups or individuals to comment at open board meetings, and to provide formal and informal feedback to administrators. These were opportunities provided for any group, organization, community member/partner, or individual.

We do have a 504 coordinator, homeless liaison, and foster care liaison that has had opportunities to fill out ESSER funding and COVID response surveys. They also have participated in staff meetings where ESSER funding and COVID response was discussed at length. They have more than ample access to both building principals and the district superintendent to provide comments/feedback. Direct feedback from our 504 Coordinator was considered in the ESSER III application.

Superintendents*:



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The superintendent meets weekly, if not daily, with the building principals, business manager, and technology coordinator, and has had many discussions on ESSER funding and COVID response.

The superintendent has held committee meetings, district-wide staff meetings, building level meetings, and administrative meetings to keep everyone informed on ESSER funding and COVID response.

The school board has been well-informed with finance committee and building/grounds committee meetings that dealt with ESSER funds and COVID response. Every school board meeting for the last 12 months has had either ESSER funds or COVID response on the agenda and most have had both.

The superintendent had plenty of chances to provide recommendations to the various committees and board members at meetings for needs associated to ESSER III. Those needs were addressed accordingly in the ESSER III application.

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

Griggs County Central School District provided all school staff and local unions with an opportunity to fill out an online survey that was posted to the school district website and school district social media. Hard copies of the survey were available in the school office, upon request, for those without internet access.

Griggs County Central held two separate school board meetings that discussed ESSER funds and COVID response. In those meetings, there was an opportunity for public comment from anyone at the meeting. Comments/feedback from those meetings was documented and taken into consideration.

School administrators received informal feedback from school staff and local union representatives throughout the school year and in the summer months. They maintain an open door policy for for school staff to provide a wide-variety of feedback including, but not limited to, ESSER funds and COVID response.

Teacher and local union feedback was considered and needs for those groups were addressed in the ESSER III application.

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 homeless liaison, foster care liaison, 504 coordinator, special education teachers, migratory student liaison, and parents/guardians of students in any of these categories have opportunities to provide feedback/comments through online surveys, at school board meetings during public comment, or through informal opportunities with school administrators.

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.griggscountycentral.org/apps/pages/index.jsp?uREC_ID=974894&type=d&pREC_ID=1864570
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.*:

Griggs County Central School District will use funds to pay for the new HVAC fresh air unit that was installed in the K-12 building. The HVAC fresh air unit provides up to 100% fresh air to classrooms, offices, and hallways. The unit provides better air quality for the students, staff, and visitors in the building.

Funds will support bathroom renovations in four bathrooms in the K-12 building. Those bathrooms will include touchless faucets and touchless toilets and replace old stalls with updated stalls that are easier to clean and sanitize. The bathrooms will also have sensors for lights instead of light switches to limit the amount of surfaces that could transmit COVID to others in the bathroom setting.

A larger propane tank with proper piping and connections will be installed with funds to provide consistency and efficiency to the new fresh air HVAC unit. The older propane tanks had constant issues and would leak shutting them down for stretches of the school day. That caused the HVAC unit to shut down completely. Propane also runs our tankless hot water system. When the propane tanks had issues, the school would not have hot water for bathrooms or the kitchen. This was an obvious issue for individual sanitation and school-wide sanitation. The new tank and piping will provide consistency and it will resolve those issues completely.

New floors were installed in two classrooms and a couple other areas of the building with funds. The old floors were very difficult to clean. The new floors will be easier to clean and sanitize. This will free up the limited custodial staff to have more time and supplies to clean and sanitize other areas of the building during the school day and after school hours.

Learning Loss



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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.*:

Griggs County Central School District will be using a portion of the 20% learning loss funds to support an after school program for elementary students. The after school program will provide additional academic and social-emotional support for students by licensed elementary teachers. GCC will be partnering with Valley City Public Schools and Edgeley Public Schools to share ideas, program planning, and work together to maximize the time and resources available after school for students. This will provide additional academic interventions for students as well as provide an opportunity for 1-on-1 check in for social-emotional support.

Studies/research that supports the impact that after school programs have on students:

The Benefits of Afterschool Program

<https://nccppr.org/benefits-afterschool-programs-conversation-deborah-low-vandell/>

Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs

<https://eric.ed.gov/?id=ED499113>

A portion of the 20% learning loss funds will be used to pay staff for programming to specifically address academic and social-emotional needs in the classroom through interventions, small group sessions, and additional multi-tier systems of support in academic and behavior areas. Social emotional learning standards and researched based MTSS curriculum and planning will be the primary focus of content.

Resources that support multi-tier systems of support and social emotional learning as an added focus to address learning loss in academic and social-emotional areas:

North Dakota's Multi-Tier Systems of Support

<https://www.ndmtss.org/>

Social Emotional Learning

<https://www.nd.gov/dpi/districtschools/safety-health/youth-behavioral-health/social-emotional-learning>

What is SEL?

<https://casel.org/what-is-sel/>

Learning loss funds will be used to purchase needed curriculum and supporting instructional materials to address academic and social-emotional losses. The curriculum will replace vastly outdated curriculum and fill gaps where no curriculum was available. The areas of curriculum addressed will be: math, literacy, and health.

Research for curriculum in those areas:

Every Student Succeeds Act - Evidence-Based Solutions (Math)

<https://www.savvas.com/index.cfm?locator=PS3zYc>
[savvas.com/index.cfm?locator=PS3zYd](https://www.savvas.com/index.cfm?locator=PS3zYd)

Literacy Footprints - A Researched-Based Guided Reading System (Literacy)

<https://www.literacyfootprints.com/literacy-footprints-a-research-based-guided-reading-system/>

Health Smart Supports Social-Emotional Learning (Health)

<https://www.etr.org/healthsmart/standards/sel-skills/>

Social-Emotional Learning: What Are the Core Competence Areas?

<https://casel.org/sel-framework/>

Learning loss funds will also be used for teacher training in the area of literacy. The title reading teacher and literacy instructional coach will attend trainings for VoWac that will help improve instructional methods, strategies, and implementation of literacy foundations in the elementary classrooms.

Resources for teacher training:
VoWac Publishing Company offers a decoding and spelling curriculum based on the Orton Gillingham (OG) approach.
<https://vowac.com/pages/orton-gillingham-approach>

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, 40% Griggs County Central school students qualified for free or reduced lunch. With four out of ten students qualifying as low-income, GCC made a direct effort to reach out to those families by surveying their needs in relation to ESSER funds, COVID response, and technology needs/access. Students that are considered low income have activity fees waived to encourage participation in extra-curricular and co-curricular activities, additional transportation has been offered and utilized by low income families beyond the regular bus routes, and priority to the after school program is made for low income students to better support those families during after school hours.

According to the US Census Bureau, Griggs County is 98.3% Caucasian, 00.4% African-American, 00.7% American Indian, and 00.2% Asian. GCC has an even lower percentage of school age students in those minority categories. The school district reaches out to the minority populations that do make their home in Griggs County for feedback/comments on ESSER funds, COVID response, and technology needs/access. Those surveys were available online or as hard copies at the district office. GCC has non-discrimination policies in place and strictly follows those policies. Training on those policies is provided to GCC staff annually in the fall and as needed throughout the school year.

GCC has no English learners enrolled at the district at this point. The district does have an experience, bilingual, ESL licensed teacher on staff that will provide English learner support should a student with this need enroll. That ESL teacher provides Spanish classes in-person at GCC in the regular schedule and they will support other teaching staff should an English learner enroll at GCC.

GCC has students on IEPs for physical and/or learning disabilities and the district is in a special education unit with seven other school districts in the local area. The special education unit develops and strengthens collaborative relationships for all potential outcomes with these students. Support systems and resources are in place for these students and the special education unit, along with GCC, seek to building stronger connections, with additional training, to strengthen relationships between special education teachers and general education teachers. Projects that are moving forward seek to scale up and implement a comprehensive planning process for school teams, parents/guardians, and community partners to support students with disabilities.

GCC has no students experiencing homelessness, but does have a homelessness liaison should the need arise. That liaison that will advocate for those students and the needs of those students will be addressed accordingly.

GCC has two students in foster care, and does have a foster care liaison that, along with the foster parents/guardians, advocate for the needs of the students. The liaison and foster parents/guardians have opportunities to meet with the administration to express general needs or needs that developed due to COVID-19. Foster families, and the liaison, have had opportunities to fill out online or paper versions of surveys to relay their needs. They also have access to GCC administration, as needed.

GCC has no migratory students, but does have a migratory student liaison should the need arise. That liaison will advocate for those students and the needs of those students will be addressed accordingly.

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	\$113,613.65	\$0.00
Educational Technology	\$82,830.00	\$0.00
Renovation Projects	\$235,015.48	\$0.00
Professional development	\$700.00	\$700.00
High quality instructional materials and curricula	\$10,213.70	\$10,213.70
Supplemental learning	\$120,216.30	\$120,216.30
School facility repairs and improvements	\$89,060.87	\$0.00
	\$651,650.00	\$131,130.00

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?*

Barriers that may exist for Griggs County Central students include equitable access to technology, adequate nutrition, health resources, social-emotional well-being, and extra-curricular/co-curricular opportunities.

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



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Equitable access to technology is being addressed through purchase of active boards in classrooms that are fitted with cameras for recording or live streaming lessons. The district has also recently become 1-to-1 with Chromebooks (grades 4-12) and iPads (grades K-3). These improvements provide equitable access in the building to technological devices. Students that need technology at home are able to check out the devices to take them home for homework or extended absences from the building. Families without internet access are supported by the local phone/internet company and supported by the school upon request.

Nutrition needs are addressed at GCC by offering free breakfast and lunch to all students at the school for the 2021-22 school year. The district also offers breakfast and lunch to any students that are on extended absences due to COVID or any other health/safety related reason and delivery or pick up is provided for those families. GCC also offers a free fresh fruits and vegetables program at the school to provide students with healthy snacks during the school day.

Health resources are addressed by the district purchasing a new researched-based health curriculum that will benefit the entire K-12 student population. GCC also prioritized health education on the class schedule for the 2021-22 school year. Health classes have been added to the class schedule in grades 4-12 that go far beyond what was offered in previous years.

Social-emotional needs will be met through the school district moving from a part-time elementary counselor to a full-time elementary counselor. This move will allow our counselor to devote more time to support all students with their social-emotional needs. In addition, the entire GCC staff will undergo training in MTSS social-emotional learning and will take part in professional development trainings throughout the school year. In total, GCC has 1.6 counselors in the one K-12 building throughout the school year. The elementary counselor is full-time five days per week and the 7-12 counselor is part-time three days per week. GCC also has unlimited access to a licensed addiction counselor that lives in the Cooperstown community that is willing to provide free support and resources to the district in that area of need for students or staff. Along with that, the special education unit will be providing a social worker that spends time weekly helping with the social-emotional needs of the district.

Extra-curricular and co-curricular opportunities are addressed by waiving student activity fees for low income families that qualify for free/reduced status. The district has also started an activity coop with a local school district in an attempt to provide more activities offered for students to participate in. The coop supports more activities and provides a larger pool of community support for our students and programs.



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