

10162 - 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 10, 2021 3:42 PM
 - Initially Submitted By** Lisa Zenker
 - Last Submit Date** Sep 20, 2021 12:56 PM
 - Last Submitted By** Mark Berg
 - Approved Date** Sep 28, 2021 2:58 PM

Contact Information

- **Primary Contact Information**
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 - **Organization Information**
 - **Name** Gackle-Streeter Public School - DPI
 - Organization Type** Public LEA
 - Tax Id**
 - Organization Website** <https://www.gacklestreeter.k12.nd.us/>
 - Address** PO Box 375

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SAM.gov Entity ID CCGJ8NYT5SJR8

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students

The Gackle-Streeter School District consulted with students regarding the ARP ESSER funds via an online survey. The survey consisted of five questions that covered the important topics such as the top issue facing students/schools as a result of COVID-19, and the highest priority needs for the 2021-22 school year. The survey link was emailed and also sent out via our school-wide alert system. The same survey was sent to all groups. Some of the identified needs were one-to-one devices, use of technology, mental health, extra-curricular and social opportunities, updating curriculum and scheduling.

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

NA

Civil rights organizations (including disability rights organizations)

The Gackle-Streeter School District consulted with students, staff, special education director, administration and community stakeholders regarding the ARP ESSER funds via an online survey. The survey consisted of five questions that covered the important topics such as the top issue facing students/schools as a result of COVID-19, and the highest priority needs for the 2021-22 school year. The survey link was emailed to families, staff and board members and also sent out via our school-wide alert system. The same survey was sent to all groups. However despite multiple attempts we did not receive any input from civil rights organizations. Stakeholders representing civil rights organizations were the special education director, , 504 liaison, the Title IX team, Occupational therapist, speech therapist and physical therapist. These stakeholders attended or were invited to attend all planning meetings regarding ESSR III budget spending. Some of the identified needs were one-to-one devices, use of technology, mental health, extra-curricular and social opportunities, updating curriculum and scheduling.

Superintendents

The Gackle-Streeter School District consulted with the superintendent regarding the ARP ESSER funds via an online survey. The survey consisted of five questions that covered the important topics such as the top issue facing students/schools as a result of COVID-19, and the highest priority needs for the 2021-22 school year. The survey link was emailed to staff and board members and also sent out via our school-wide alert system. The same survey was sent to all groups. The superintendent sits on many of the mentioned committees and plays an advisory role in most all aspects being considered regarding the responsible distribution of the ESSR III funds. Some of the identified needs were one-to-one devices, use of technology, mental health, extra-curricular and social opportunities, updating curriculum and scheduling.

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

The Gackle-Streeter School District consulted with administration and staff regarding the ARP ESSER funds via an online survey. The survey consisted of five questions that covered the important topics such as the top issue facing students/schools as a result of COVID-19, and the highest priority needs for the 2021-22 school year. The survey link was emailed to staff and board members and also sent out via our school-wide alert system. The same survey was sent to all groups. Administration and teaching staff also met on a regular basis too review the needs and the plan to address those needs. Some of the identified needs were one-to-one devices, use of technology, mental health, extra-curricular and social opportunities, updating curriculum and scheduling.

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 Gackle-Streeter School District consulted with stakeholders regarding the ARP ESSER funds via an online survey. The survey consisted of five questions that covered the important topics such as the top issue facing students/schools as a result of COVID-19, and the highest priority needs for the 2021-22 school year. The survey link was emailed to staff and board members and also sent out via our school-wide alert system. The same survey was sent to all groups. Administration also talked at length at multiple school board meetings about how to responsibly spend the ESSER funds. Some of the identified needs were one-to-one devices, use of technology, mental health, extra-curricular and social opportunities, updating curriculum and scheduling.

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.gacklestreeter.k12.nd.us/documents/LEA Website Link](https://www.gacklestreeter.k12.nd.us/documents/LEA%20Website%20Link)
(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.

The Gackle-Streeter School District plans to use ARP ESSER III funds to install touchless faucets and toilets, purchase cleaning supplies, install new carpeting and replace a leaking roof. All of these measures will help prevent the spread of COVID-19 as well as other viruses. Along with the items listed above our custodial staff will stay on top of sanitizing all surfaces to help keep our students and staff safe.

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 Gackle-Streeter Public School plans to use the mandatory 20% set-aside to pay for a variety of educational items.

- 1) Additional elementary teacher so all of our classrooms can be self-contained.
- 2) Purchase new math curriculum for grades K-8.
- 3) Financially support additional CDE opportunities for students in grades 9-12.
- 4) Increase counselor time from 1 day a week to 2 days a week to facilitate Choice Ready mandates, aid students in career and/or higher education choices and provide addition support of mental health.
- 5) Add additional technology and programing in the SMARTLAB and classrooms with laptop computers and a Newline board.
- All of these items will directly address learning loss.

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 Gackle-Streeter Public School provided summer school in 2021 and plans to provide summer school again in 2022. This helps with learning loss and it helps students who were disproportionately impacted by the COVID-19 pandemic. We had students attend summer school from low-income families and also children with disabilities. We invited students of color to join in summer school but they did not show up. We do not currently have any English learners, students experiencing homelessness, children in foster care or migratory students.

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)
Supplemental learning	\$112,864.00	\$110,452.00
School facility repairs and improvements	\$182,327.00	\$0.00
Educational Technology	\$30,000.00	\$0.00
Purchase cleaning supplies	\$10,000.00	\$0.00
High quality instructional materials and curricula	\$12,000.00	\$12,000.00
Professional development	\$3,000.00	\$0.00
Supplemental learning	\$2,000.00	\$0.00
Mental health supports	\$5,825.00	\$0.00

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?**
 - 1) One barrier that exists is the need for internet access in homes that currently do not have it. With the new math curriculum having a strong online component and the increased number of online classes being taken it will be necessary to fortify that need.
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 - 2) Due to the small enrollment at Gackle-Streeter, the need of sharing a counselor is real. In the past we have contracted out of district for 1 full day of career counseling and a couple hours a week of mental health counseling. This year we have contracted for 2 full days of counseling. The barrier is that need for counseling every day. The calendar can also be a barrier in that scheduled days may fall on days we do not have school.
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 - 3) Updates to the SMARTLAB have been made but the barrier is finding available time to all teachers/students to use it.
- **What steps are being taken to address or overcome these barriers?**
 - 1) The district has purchased hot spots from a cellular communications vendor which allows families to access the internet.
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 - 2) To provide more uniform access to the counselor the District has worked with other districts who share the contract to rotate the days he will be in each school during the week.
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 - 3) Staff have been relocated within the building to provide more access to the SMARTLAB. Administration will use a scheduling calendar to promote participation and insure equal access to all teachers and students across the curriculum.
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 - 4). Purchased additional chrome books
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 - 5) shifted daily schedules to provide a staggered use of additional staff so that every class has protected time for additional MTSS time.
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 - 6). professional development for mental health and crisis prevention.