

# 10236 - 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:** 08/04/2021 - 06/30/2024

**Initial Submit Date:** Aug 13, 2021 8:25 PM  
**Initially Submitted By:** Tara Thomas  
**Last Submit Date:** Oct 5, 2021 3:46 PM  
**Last Submitted By:** Carolyn Bluestone  
**Approved Date:** Oct 5, 2021 3:49 PM

## Contact Information

### Primary Contact Information

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### Organization Information

**Name\*:** Mandaree School District - DPI  
**Organization Type\*:** Public LEA  
**Tax Id:**  
**Organization Website:** <http://www.mandaree.k12.nd.us/>  
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**SAM.gov Entity ID:** PBSJD8HZ27R1  
**SAM.gov Name:** Mandaree School District 36  
**SAM.gov Entity ID Expiration Date:** 03/24/2022

## ESSER III Application - Stakeholder Consultation

### *Stakeholder Consultation*

#### **Students\*:**

Members of the School Improvement Team consulted with students to drive the creation of this plan. Social-emotional and mental health needs, assistance with substance abuse, and more offerings of Career and Technical Education electives were identified as goals of the students.

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

The Superintendent presented our ESSERIII ideas to the MHA Tribal Education Committee on June 29th.

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

The LEA/Civils Rights Coordinator invited the public to participate and plan discussions to ensure the rights of all participants are protected.

A survey was used as well as a public meeting for those who wanted to provide comments in an open forum.

#### **Superintendents\*:**

The Superintendent is trained in 504 requirements, Special Education law, and how to address deficits in learning caused by the pandemic.

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

The School Improvement group composed of staff, parents, Board members is involved with every aspect of planning for the District.

#### **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\*:**

These stakeholders participated in the meeting June 23rd. The District's Special Education Coordinator, Homeless Liaison, Foster Care Liaison, TAT Juvenile Detention Center, and TAT Social Services were consulted via telephone and/or email for comments regarding ESSER applications.

Parents/legal guardians of underserved students were invited through notices sent home, social media, and a telephone call announcing the meeting through the NASIS broadcast system

### **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://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1337956/Addendum\\_II\\_MANDAREE\\_Health\\_Lea\\_Website\\_Link](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1337956/Addendum_II_MANDAREE_Health_Lea_Website_Link)  
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.\*:**

ARP and ESSER III funds will be used by the district to purchase mitigation supplies to prevent the spread of COVID-19. Supplies include cleaning supplies, disinfectant, gloves.

Prevention strategies include, but are not limited to:

-Mandaree School District will follow isolation and quarantine guidelines and directives as set by NDDOH, CDC and MHA IHS.

Mandaree will add three additional custodial staff for the next three years at a cost of \$468,000.

## **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.\*:**

Thirty six percent of the ESSER III funds allocated to Mandaree Public School will go toward addressing student learning loss.

Mandaree Public School will use \$33,670.80 (Code 612) to support assessment through the purchase of supplies and dues and fees of \$10,000 (Code 810) for assessment.

Mandaree Public School will provide services from additional paraprofessionals to assist certified teachers with intervention in math and reading.

Mandaree will hire two one to one paraprofessionals to work with students closely to shrink achievement gaps in academics due to COVID-19.

Mandaree is using \$58000 to purchase additional electronic devices for students.

Mandaree will allocate \$107,000 to fund a Career and Technical Education Teacher until the end of SY2025. This will support the post-secondary goals of the student population. Research shows that participation in CTE classes strengthens the connections between at risk students and secondary education.

## **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, 100% of Mandaree elementary students qualifies for free or reduced lunch. With such a high percentage of students qualifying as low-income, the district plans to use ESSER funds to address the needs of ALL students, since nearly all are low-income.

MPS has two English learners enrolled. The district does have an understanding with GNWEC, who will provide English learner support should a student with this need enroll.

MPS currently has no students on a 504 plan.

Plans for use of ESSER III funds will include students with learning disabilities.

MPS does have students experiencing homelessness. A homeless liaison monitors these students and identifies needs as they arise.

MPS has several students in foster care. MPS does have a McKinney Vento liaison to identify needs as they arise.

MPS has no migratory students, but does have a McKinney Vento liaison should the need arise. Mandaree Public School works with community leaders from MHA Segment to provide needed supplies to our indigenous student population.

We have two special education teachers with four paraprofessionals serving our children with disabilities. Our EL teacher meets with each of the EL students individually to provide one-on-one, personalized services based on language needs. MPS provides equitable educational opportunities through the RTI process where students receive appropriate reading and math instruction at their level. Shall students move into or out of the district, the instructional coach or intervention teachers immediately screen the students using the NWEA test to begin a pathway placement for the student to receive curriculum at their personalized learning level. Students with disabilities are provided with one-on-one support.

The District intends to contract will a Substance Abuse professional to provide individualized services to our students and have allocated \$100,000 for the next three school years. Mandaree will coordinate with MHA Tribal Drug and Alcohol programs to alleviate substance abuse that has been acerbated by the isolation and emotional distress of the pandemic.

Mandaree has directed \$100,000 to provide high quality family engagement and instruction for the next three academic years until the end of SY2024. Students and families can share afterschool opportunities for learning and enrichment in career and technical education and the local indigenous culture.

## 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)
Purchase cleaning supplies	\$50,000.00	\$0.00
Perkins (Career & Technical Education)	\$107,000.00	\$107,000.00
Mental health supports	\$180,000.00	\$180,000.00
IDEA (Special Education)	\$264,000.00	\$264,000.00
Ensure preparedness and coordination	\$468,000.00	\$468,000.00
Adult Education and Family Literacy Act	\$100,000.00	\$0.00
Added needs of at-risk populations	\$100,000.00	\$0.00
High quality instructional materials and curricula	\$33,670.80	\$33,670.80
High quality instructional materials and curricula	\$20,000.00	\$20,000.00
Other Activities to maintain operation & continuity of services	\$21,037.50	\$0.00
Other Activities to maintain operation & continuity of services	\$241,500.00	\$0.00
Other Activities to maintain operation & continuity of services	\$82,390.50	\$0.00
Other Activities to maintain operation & continuity of services	\$75,331.20	\$0.00
Ensure preparedness and coordination	\$20,000.00	\$0.00
Educational Technology	\$58,000.00	\$58,000.00
	\$1,820,930.00	\$1,130,670.80

## 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 primary barrier that will prevent access or participation is the lack of human resources that will do the work of these projects. Mandaree is in a remote region and finding qualified employees to fill positions is challenging. The remoteness adds another level of difficulty to providing necessary services.

The district understands the six types of barriers that can impede equitable access/participation: gender, race, national origin, color, disability or age. The district's current policies and practices have been established to eliminate barriers that may prevent students, educators, leaders to access or participate in the Federal Title programs.

In the event a student household does not have the technology device or connectivity needed to access programs the district will coordinate services to ensure the student has what he/she needs to be successful.

All teachers and students will have access to the activities provided with the Federal Title 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 male and female students.

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

The District is using prior ESSER funds to recruit staff. Programs that will help our stakeholders must be sustainable and the addition of more staff increases the District's ability to provide those services in a manner that is both equitable and sustainable. The District is willing to invest resources in growing our own staff through additional educational opportunities offered to our employees.

Using previous survey data that identified households that have connectivity issues and limited access to devices the district will make contact to ensure there are no barriers. If barriers exist the district will resolve the issue by providing mifi, devices, or other access.