

10354 - 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 16, 2021 6:59 PM
Initially Submitted By:	Erik Sweet
Last Submit Date:	Oct 4, 2021 12:37 PM
Last Submitted By:	Erik Sweet
Approved Date:	Oct 4, 2021 12:46 PM

Contact Information

Primary Contact Information

Name:	Mr. Erik Matthew Sweet <small>Salutation First Name Middle Name Last Name</small>
Title:	Superintendent
Email*:	erik.sweet@k12.nd.us
Address*:	302 2nd St SE Towner North Dakota 58788 <small>City State/Province Postal Code/Zip</small>
Phone*:	701-771-7907 Ext. <small>Phone</small> ###-###-####
Fax:	###-###-####

Organization Information

Name*:	TGU School District - DPI
Organization Type*:	Public LEA
Tax Id:	
Organization Website:	http://www.tgu.k12.nd.us
Address*:	PO Box 270 Towner North Dakota 58788-____ <small>City State/Province Postal Code/Zip</small>

Phone*: (701) 537-5414 Ext. ### ### ###
Fax: (701) 537-5414 ### ### ###
SAM.gov Entity ID: MLJ6LKLJL4P2
SAM.gov Name: TGU School District 60
SAM.gov Entity ID Expiration Date: 05/05/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

TGU School district has made sure that student input was included when developing plans for ESSER funds. During a public input hearing, students were both invited and in attendance during the discussion.

Students are also participants in school improvement surveys, specifically those that involve learning loss and expenditure of esser funds.

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

NA

Civil rights organizations (including disability rights organizations)*:

There are no civil rights organizations in Towner or Granville.

The district does comply with all federal civil rights regulations, and has appointed a 504 coordinator, homeless liaison, and a foster care liaison.

These individuals, as well as the special education teachers have provided input to the TGU ESSER plan.

Public participation in the TGU plan was encouraged. Stakeholder surveys were distributed to all student families in the spring on 2020 and again in the spring of 2021. In addition, the TGU School board has held multiple open public meetings at which participants are encouraged to provide input for the plan.

Superintendents*:

The district superintendent ensures that the school board is well informed of the requirements for the ESSER program and makes frequent recommendations to them about the best use of available funding.

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

Teacher and staff members have weekly staff meetings at which the ESSER Plan is frequently a topic. During these meetings staff are asked for recommendations for improvements to the plan.

All principals in the district meet on a weekly basis. The ESSER Plan is a frequent topic during these meetings, and all are asked to provide input.

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 TGU School District does have a homeless liaison, foster care liaison, 504 coordinator, ESL teacher, and Special Education teachers. Each of these individuals has been involved in the creation of the ESSER Plan for TGU.

All guardians in the TGU School District were encouraged to provide input on the ESSER III plan. Surveys were sent to each household in 2020 and again in 2021.

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/1419491/Return-to-inperson.pdf
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.*:

The TGU School District will use ESSER III funds to improve the HVAC and air quality of its schools.

The current HVAC system in Towner is original to the building and is no longer efficient. It does not provide enough fresh air into classrooms and common areas which is an issue when attempting to prevent or mitigate the spread of disease.

TGU will also utilize ESSER funds to purchase additional cleaning supplies for our facilities. Classrooms and common areas will be sanitized on a regular basis.

PPE will also be made available for both students and staff members.

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 TGU School District utilizes a multi-tiered system of support (MTSS) for students in both reading and math. The MTSS utilizes a district wide screener and an evidence based curriculum. Data is utilized by staff members to create a proficiency pathway for each student using the Star Renaissance testing.

Set aside funding will be utilized to purchase both curriculum and testing materials.

In order to implement the MTSS with fidelity, TGU staff members will receive continual professional development on assisting students experiencing 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 TGU School District is a schoolwide Title I school, due to the high numbers of local families that qualify for free or reduced lunch. Due to the general disbursement of low-income families, the TGU ESSER Plan will be utilized to address the learning needs of all TGU students.

An MTSS system will be used to mitigate the impact of the COVID-19 pandemic on our students. A behavioral and mental health component will also be

added to our MTSS framework. The TGU School District will utilize ESSER funding to purchase curriculum and testing materials for this program.

The TGU School District has several families of color within our district. Building administrator have done an excellent job of contacting these families directly to ensure that any needs for those students are specifically met.

TGU has no EL students enrolled for the upcoming school year.

TGU has several students on a 504 plan. Building administrators have done an excellent job of contacting these families directly to ensure that any needs for those students are specifically met.

TGU has numerous students on an IEP for learning disabilities. Special Education case managers will work with families, administration, and Peace Garden Special Education Unit to ensure that the needs of those students are met within the TGU ESSER Plan.

TGU has no students experiencing homelessness, but has a homeless liaison in the event that one of our students should require that specific assistance.

TGU has no students in foster care, but does have a foster care liaison should the need arise.

TGU has no migratory students, but does have a migratory student liaison should the need arise.

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	\$674,676.00	\$0.00
Professional development	\$20,000.00	\$20,000.00
High quality instructional materials and curricula	\$100,000.00	\$100,000.00
Mental health supports	\$18,670.00	\$18,670.00
Perkins (Career & Technical Education)	\$20,000.00	\$20,000.00
Supplemental learning	\$10,000.00	\$10,000.00
	\$843,346.00	\$168,670.00

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?*

An identified barrier for students within the TGU School District is poverty. This can have an adverse impact on students learning. One recognizable effect of is a lack of access to a personal electronic device. This will reduce the students access to course content.

The HVAC systems in our facility may also cause an equity issue, as many of the classroom ventilators no longer allow for fresh air to enter the room. This can have an adverse impact of student health and thereby student performance.

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

The TGU School District has moved to a one to one ratio for technology. Each student in grades 2-12 will be provided a Chromebook which they will keep for the duration of the school year. Grades K-1 are provided with access to a tablet device. The district has included within the budget an allowance to continually update devices and purchase seat licenses for students.

Teachers will utilize Google Classroom in order to offer students continual access to course content. Teachers will also receive professional development that encourages the use of web based content embedded into purchased curriculum.

The TGU School District has also budgeted resources to upgrade the HVAC system in their facilities. This will have a dramatic impact on our students, as it will create a more comfortable and healthy learning environment.