### 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 9, 2021 2:05 PM  
**Initially Submitted By:** Steven Morben  
**Last Submit Date:** Oct 5, 2021 2:24 PM  
**Last Submitted By:** Steven Morben  
**Approved Date:** Oct 5, 2021 2:47 PM

### Contact Information

#### Primary Contact Information

<table>
<thead>
<tr>
<th>Name*</th>
<th>Mr. Steven James Morben</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salutation</td>
<td>First Name Middle Name Last Name</td>
</tr>
<tr>
<td>Title</td>
<td>High School Principal</td>
</tr>
<tr>
<td>Email*</td>
<td><a href="mailto:steve.morben@k12.nd.us">steve.morben@k12.nd.us</a></td>
</tr>
<tr>
<td>Address*</td>
<td>PO Box 239</td>
</tr>
</tbody>
</table>

**Phone**: 701-774-8221 Ext.  
**Phone**: ###-####-####  
**Fax**: ###-####-####

#### Organization Information

<table>
<thead>
<tr>
<th>Name*</th>
<th>Eight Mile School District #6 - DPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization Type*</td>
<td>Public LEA</td>
</tr>
<tr>
<td>Tax Id</td>
<td></td>
</tr>
<tr>
<td>Organization Website</td>
<td><a href="http://www.trenton.k12.nd.us">http://www.trenton.k12.nd.us</a></td>
</tr>
<tr>
<td>Address*</td>
<td>PO Box 239</td>
</tr>
</tbody>
</table>

**Trenton North Dakota 58853**  
**City**  
**State/Province Postal Code/Zip**
ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*

Students have been both formally and informally provided opportunities for input in the development of the district's planning for program initiatives. These opportunities primarily took the form of conversations with students over the course of the 2020-2021 school year in "advisory" settings, but also included surveys seeking student input regarding programming. Results from these conversations and surveys helped formulate decision making regarding programming and funding.

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

NA

Civil rights organizations (including disability rights organizations)*

While the district's outreach to "civil rights organizations" is somewhat limited, the school district regularly reaches out in ways that could be described as "aligned" to the work of such organizations. The school district consulted with leaders from the Trenton Indian Service Agency (TISA) and its affiliated programs, including the Trenton Community Clinic, to ensure that the needs of our students and stakeholders were being met. In addition the district consulted with the leadership of the Wilmac Multi-District Special Education Unit, as their input is very often sought on matters of school programming, including conversations related to the COVID-19 pandemic.

Superintendents*

As stated in the previous response, the superintendent, as the lead district administrator, is intimately involved in EVERY aspect of programming, planning, and funding.

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

Principals, teachers, and other school staff are involved in our building's leadership team and this group is the primary driver for grade level and district reforms and initiatives. When recommendations come from this group, other "stakeholders" in the building are consulted before final implementation occurs. These groups would include any ancillary staff and the leadership of the teachers' union. Considering the substantial amounts of funding available, there is not an area of our school district that will not benefit from planned programs, so their input has been invaluable.

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*

As stated previously, we are a very small school. All of the stakeholders listed are known well by our school district's administration, and the teachers and school staff who work with them. While the school district did not specifically reach out to each individual group listed, that does not mean that their input wasn't sought or welcomed. As an example of our school's outreach to EACH of these groups for which we have students, our elementary school implemented a Vacation Academy this summer specifically designed to target students identified as having likely suffered learning loss due to the COVID-19 pandemic. A target student population representing roughly 1/3 of our K-8 was called personally to discuss the program and its goals. In response to the pandemic, school staff regularly reached out to families to ensure that we were meeting their needs as well as seeking input relating to future or expected
needs. In addition, our school board members reached out to community members to discuss our community's needs and that input was shared with our planning team. Even in non-COVID times, this outreach has been common for our district when programs are identified for targeted groups.

**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://drive.google.com/file/d/1_ZIzMbvkR4YxHVIcvn_k4n_MtIuujHi/view

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 challenges we faced in the spring of 2019-2020 and that continued through the 2020-2021 school year were daunting, but our school community joined together and worked hard to continue to educate the students of Trenton. While we had hoped that the COVID-19 pandemic would diminish due to increased levels of vaccinations and we could return to a more "normal" school year in 2021-2022, it is evident that we must continue to create a quality and meaningful learning environment for our students while ensuring that we are safe in the process.

For academic, social-emotional, and economic reasons, we continue to be compelled to offer an in-person learning model for our school. However, we also cannot disregard that the threat of this virus remains, and we will continue to take all practical steps to keep our schools from contributing to virus spread in our school and community. The district's Smart Restart Plan document presents our most current action plan and represents hours of dedication from the staff, parents, and the community. We solicited and reviewed feedback from various groups in developing this plan.

While recognizing that some of the concepts may be polarizing, and there may be strong opinions about the path in front of us as we continue to follow guidance from our state and nation, we must remain open to what is possible and consider all options as we move forward and work to ensure the safety and well-being of our students, our staff, and our public.

ARP ESSER III funds will be used by the district to continue to ensure that our school's prevention and mitigation efforts regarding cleanliness, safety, and hygiene meet all expectations of local and federal health agencies. Funds will be used to purchase mitigation supplies to prevent the spread of COVID-19 such as disinfectant, gloves, cleaning supplies and equipment, regular checks on air quality in our facility, and other measures deemed essential. In addition, the district will continue to follow isolation and quarantine guidelines and directives established by the NDDoH.

**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.*:

Our school follows a multi-tiered system of support model to effectively provide targeted services to students. Allocation of resources, selection and implementation of curricula, assessment of learning, and evaluation of programs follow a MTSS approach.

The services mentioned below were identified in our ESSER II narrative and will be continued and/or built upon through our ESSER III funding as well.

LITERACY: The district engaged in extensive literacy initiatives during the 2020-2021 school year and provided substantial professional development opportunities to all K-8 staff. As a result, a new Tier 1 ELA curriculum and a core intervention program for students in Tiers 2 and 3 was developed. This work will be continued and enhanced by the following initiatives in 2021-2022 and beyond:

Core Knowledge Language Arts for grades K-5
Core Knowledge English Language Arts for grades 6-8
The Third Quest for grades 5-9
Content Area Reading (graduate level course through NDSU) for all teachers of High School classes
Digital ELA programs will also be used to support and challenge students.
Accelerated Reader for Grade 1-8 students
Freckle ELA for Grade 1-8 students
Vocabulary.com for all students grades K-12 and all content areas

MATHEMATICS: Professional development for teachers and paraprofessionals working with students in grades K-8 was offered during the summer of 2021. Staff chose from various training to increase fidelity of implementation of our core program, to expand instructors? mathematical knowledge, and to align instruction with ND Standards.

VACATION ACADEMY: Approximately 50 students from grades 1 through 10 attended a six-week summer program in 2021. Eligibility requirements based on family income, ethnicity, IEP category, and academic achievement ensured that under-served populations are given priority to attend. Vacation Academy follows a full-day schedule with transportation and meals provided. The program included evidence-based reading and math instruction, Project-based, hands-on learning activities, as well as recreation and play activities.

ASSESSMENT: Teachers continue to increase their knowledge and understanding of North Dakota?¢s Priority Standards and Proficiency Scales through two professional development trainings: Prioritized Instruction & Learning with Zearn Math and a graduate-level course through NDSU on Standards-Based Grading Basics.

MTSS: The district's K-8 Leadership Team will attend training in the months of August, November, February and June of 2021 and 2022 to determine the overall effectiveness of our MTSS process and will also attend the MTSS summer conference.

EXTENDED SCHOOL WEEK: We implemented a 4-day school week for the first time in 2020-2021 and will now enter year two. This allows us to offer enrichment and remedial activities during most weeks of the school year on the 5th day, called "Flex Friday." In addition to offering academic-oriented activities, we want to provide experiences that explore various cultures and develop students? social-emotional awareness.

CLASS-SIZE REDUCTION: In 2021-22022, we will add seven new staff positions including classroom teachers, paraprofessionals, and intervention teachers to lower student-to-teacher ratios and provide more personalized instruction and social-emotional support as well as to increase student engagement.

SUBSTITUTE TEACHER STAFFING: Recognizing our severe shortage of substitute teachers, we will employ paraprofessionals with substitute teaching licenses to broaden our pool of guest teachers. We will also familiarize these staff members with the expectations/procedures in various classrooms so that their guest teaching will be most effective.

AFTER-SCHOOL PROGRAM: We will employ certified teachers to work as tutors to increase the effectiveness of our After School Program.

LICENSED DAYCARE: Early childhood topics such as family literacy and social-emotional awareness will be presented to families whose children attend our school daycare and will receive ongoing information/training. We will add a ?lending library? to our daycare to provide books, educational toys and games, and parenting resources to families.

FEDERAL GRANTS COORDINATOR: A position will be created to administer grant programs. Drafting applications, developing and monitoring budgets, identifying evidence-based programs and strategies, and writing annual evaluation reports will be included in the job description.

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:*

As evidenced by the details expressed in our "Learning Loss" response, it is evident that almost all of our initiatives are targeted at students who may have been impacted by the COVID-19 pandemic. Many of our students come from low-income families as evidenced by our district's almost 50% free/reduced lunch population, our 50% Native American population, and our nearly 20% population of students with disabilities.

Our biggest asset in meeting the needs of our diverse student population groups is through our MTSS (Multi-Tiered System of Supports) system. Our teachers meet regularly (at least monthly) to review student assessment data, and to discuss teacher and support staff observations for the purpose of identifying students in need of additional support. This system provides opportunities throughout the school day to provide targeted instruction in both reading and mathematics. At our MTSS meetings, we identify student successes as well as those in more need of support in the classroom. These supports can be delivered in the classroom through a variety of accommodations, such as larger print, guided reading, or if there is a greater need for “pull out” services to be organized by our intervention staff. In addition, our special education instructor is part of our MTSS team and provides valuable input on how to help meet a diverse range of student needs. Another critical member of our MTSS team is our school counselor who serves as our School-to-Families Liaison and works
with our students who are in homeless situations, in foster care, and who are English language learners.

While our MTSS system actively meets to assess the needs of ALL of our students, regardless of background, other identified groups not specifically addressed in the description above are addressed accordingly as follows: 1) we work with low-income families through our Title I and homeless programs; 2) students of color are educated the same way as students of other ethnicities in our school, unless specific cultural considerations necessitate additional intervention; 3) we work with the Great Northwest Education Cooperative and their ELL liaison to address the needs of our very few ELL learners; 4) we work with students with disabilities through our special education staff with support from the WilMac Multi-District Special Education District. In addition, a second special education teacher was added to our school in 2020-2021 to help meet the needs of some of our older students with disabilities in grades 7-12; 5) we work with Williams County Social Services as needed to address the needs of our homeless families as well as those in the foster care system; and 6) since we do not and have not had any migrant students for several years, we are not currently serving this population, but if we did, we would work with the families and any community agencies to meet the needs of their children.

Estimated Use of Funds Plan

### Allowable Use of Funds

<table>
<thead>
<tr>
<th>Allowable Use of Funds</th>
<th>Estimated Expenditure Amount</th>
<th>Estimated Amount to address Learning Loss under this Use of Funds (20% of Budget Total MUST be spent on Learning Loss)</th>
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</thead>
<tbody>
<tr>
<td>Coordinate emergency response</td>
<td>$24,300.00</td>
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</tr>
<tr>
<td>Ensure preparedness and coordination</td>
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<td>Purchase cleaning supplies</td>
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<td>Educational Technology</td>
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<td>Mental health supports</td>
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<td>Added needs of at-risk populations</td>
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<td>Additional pay</td>
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<tr>
<td>High quality instructional materials and curricula</td>
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$1,048,490.00 $415,000.00

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?*

While we do not anticipate significant barriers to equitable access for any identified group, we do realize that some may exist or may arise. The COVID-19 pandemic has most certainly created many challenges to our systems, but it has also provided an opportunity for us to better identify students in need of additional supports as well as better identify the professional needs of our staff to address real and perceived learning losses of our students.

There is no question that the pandemic has impacted students differently based on several factors such as socio-economic status and individual household demographics. Our review of learning data does indicate that some of our students did suffer learning deficits that are most likely due to the impact of the pandemic, and this could create inequity if achievement gaps of certain student groups are identified.

At the onset of the pandemic, a significant barrier existed in the area of equitable access to technology and adequate technology infrastructure. In response, the school worked with local partners to ensure that all students could have a reliable device and adequate connectivity. However, even with those barriers being addressed, another barrier existed in the area of adequate professional development for our staff. In March of 2020, before the shutdown, we were a 100% “in-person” school and in a very short amount of time, we were forced to move to a 100% virtual school and our staff needed the tools and training to carry this through. As we moved into the 2020-2021 school year, it became evident that the pandemic was still vibrant and, as a school, we needed to
continue to address the technology barriers that we were faced with. The school district, in addition to providing guided professional development opportunities for staff, also provided stipends to staff for any and all additional work that needed to be completed in order to bring forward high quality instruction while confronting shifting expectations related to the pandemic. Without the ability to work with our staff and best prepare them to meet the newly unique needs of all of our students, we would not have had the success we did.

Because of the small size of our district and the levels of support that we have had in place in the past that have been reinforced and expanded during the pandemic, we believe that we have been very diligent in addressing barriers that have arisen and are prepared to address any that may emerge.

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

We will address the learning needs of our students through our Multi-tiered System of Supports (MTSS) programming and by increasing staffing for our learning interventions. In this system, all students are assessed using high quality measurements and through these measures, along with input from our teachers and teaching assistants, we identify students in need of support. Our MTSS lead teacher regularly monitors the progress of students and the quality of interventions and meets with the principal, school counselor, and classroom teachers to seek input and discuss recommendations for improvements and continued interventions.

Our district has purchased technology devices and subscriptions for high quality, research-based programs so that all students can have equitable access to quality curriculum. Along with this, the district has provided funds for training and stipends to both teachers and support staff related to these programs to ensure that every staff member can provide equitable instruction and interventions to all students.

Finally, we have policies in place to help protect our different subgroups. We have board policies AAC Non-discrimination and Anti-harassment, AAC-BR Discrimination and Harassment Grievance Procedure, and GAAD Selection and Adoption of Instructional Materials. In addition, have policies represented in our Student Code of Conduct relating to sexual harassment & discrimination, the non-discrimination policy, and Equal Opportunity and Equality Regulation.