

# 10242 - ESSER III 3/20-9/24 84.425U - 2021

## Status Report Details

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### 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 13, 2021 11:53 AM

**Initially Submitted By:** Travis Engen

**Last Submit Date:** Sep 16, 2021 11:25 AM

**Last Submitted By:** Travis Engen

**Approved Date:** Sep 16, 2021 11:34 AM

## Contact Information

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### Primary Contact Information

**Name:** Mr. Travis Engen  
Salutation First Name Middle Name Last Name

**Title:**

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Max Public School

Max North Dakota 58759

City State/Province Postal Code/Zip

**Phone\*:** 701-679-2685 Ext.

Phone

###-###-####

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

### Organization Information

**Name\*:** Max Public Schools - DPI

**Organization Type\*:** Public LEA  
**Tax Id:**  
**Organization Website:** <http://www.max.k12.nd.us>  
**Address\*:** PO Box 297

Max North Dakota 58759-\_\_\_\_  
City State/Province Postal Code/Zip  
**Phone\*:** (701) 679-2685 Ext.  
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**SAM.gov Entity ID:** F2RDRVAQBTU5  
**SAM.gov Name:** Max School District 50  
**SAM.gov Entity ID Expiration Date:** 11/23/2021

## ESSER III Application - Stakeholder Consultation

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### ***Stakeholder Consultation***

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

Meetings were held with students to identify needs in our school. The meetings included Administrators, staff, and students. Student concerns were mental health and having classes held face to face. We also created two surveys on ways to allocate the grant money. From the student surveys, students would like time for "relief" or down time to relax. From these surveys and meetings we are creating more mental health in our day and time to seek out advice from our Counselor.

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

NA

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

The LEA/Civil Rights coordinator informed and advertised when meetings were taken place, by instant alert, and posting in the post office, library, gas station but there are no Civil right organizations in our town. We do have a 504 coordinator, homeless liaison, foster care, liaison, and special education teachers that have been given the opportunity to provide feedback and are part of the ESSER funding committee. We provide COVID updates on our website and send out "alert" messages for all of our families and students.

**Superintendents\*:**

The Superintendent meets weekly with the Principal, business Manager, and technology coordinator, and Special education teacher and has discussion on the ESSER funds and needs for the district.

The Superintendent also keeps the School Board informed of the requirements and recommendations.

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

School staff have been kept informed through meetings, and being on committees with COVID. Two teams were created. One for educating students, and one for allocating of funds. Then we came together and created our plans. All staff has provided input from meetings, surveys, and public meetings. During In-services we had part of the agenda set aside to discuss COVID, ESSER funding, and what is best for our school.

**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\*:**

All communications related to COVID were made publicly through a variety of media. There were no barriers to any individual being informed and being consulted as to providing feedback to the school district on the use of ESSER funds. Max Public School does not have any students in these categories except for learning disabilities and foster care. These students, along with their parents/guardians had the same opportunities to provide feedback as all other stakeholders. The school Administrators that serve children with disabilities is our Principal, English learners is through CREA (Maranda Orbavick), Homelessness is our Principal, Foster care is our Superintendent, and any other is our Principal and Superintendent. Even though we do not have some of the underserved students listed all of our students met with the Principal and or the Superintendent in informal meetings to receive input from these particular students.

***ESSER III Approved Applications***

District confirms the approved      Yes  
ESSER III application will be  
posted to their website for  
public access.\*:

**ESSER III Application**

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***Prevention & Mitigation Strategies***

## **Return to In-Person Instruction**

### **Plan\*:**

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1343828/2021\\_Max\\_Restart\\_plan\\_update.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1343828/2021_Max_Restart_plan_update.pdf)

LEA Website Link (copy from browser-must include http)

**District confirms the plan will be     Yes  
updated at least every six  
months through September  
2024 and will seek ongoing  
public input on the plan.\*:**

**Describe how ARP ESSER III  
funds will be used by the district  
to implement prevention and  
mitigation strategies.\*:**

Max Public School, through our surveys and meetings will address these areas:

Replace faucets and flushers with automated controls throughout the school

Upgrading the software and providing maintenance to improve our air quality throughout the school

Purchasing two buses to provide more spacing with our students

Purchase a sanitizer sprayer to use in the school and buses

HA Thompson has added a control filter to kill germs throughout the school

Hired a custodian to help clean and sanitize areas throughout the school

## ***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.\*:**

Max School has set aside for the mandatory learning loss in the following areas

Subscribing to STARS Renaissance testing- This will identify students that have needs in certain areas of education, and allows us to continue to support their needs

We have incorporated a tutoring program through AmeriCorps that will booster our reading and math for students that are struggling

Purchased High quality instructional materials for all grade levels (K-12) to assist with students in their learning loss

Hire a non certified staff to focus on students that are at-risk

Hired mentors for Administrators and staff

## ***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.\*:**

At Max School our low income students, students of color, English learners, children with disabilities, homelessness, foster care, and migratory students needs will range from basic school supplies (pens, pencils, paper, crayons, rulers, folders) to higher needs (shoes, clothes deodorant, soap, shampoo). Each of our students that fit into this category have all been taken to our food pantry in Max for any food supplies they may need. Our food pantry is open once a month. We also have donated items from patrons that range from basic school supplies to clothes/shoes. These donated items are in our school and available year round. Our summer school program was created for students with disabilities, this allows all of our students for an extended school year regardless of their needs. We are a small district, so numbers in the various groups are small. The use of instructional aides will allow for more individualized instruction. The availability of more counseling time will allow students to improve their social/emotional skills and therefore have more success in schools. RTI training will allow teachers and administrators to provide a more individualized plan for students who are having issues in school. This will be the same strategy the District will be using for all of our students.

## Estimated Use of Funds Plan

### *Allowable Use of Funds*

<b>Allowable Use of Funds</b>	<b>Estimated Expenditure Amount</b>	<b>Estimated Amount to address Learning Loss under this Use of Funds (20% of Budget Total MUST be spent on Learning Loss)</b>
Professional development	\$12,332.00	\$12,332.00
Supplemental learning	\$8,074.00	\$8,074.00
Supplemental learning	\$128,715.00	\$128,715.00
High quality instructional materials and curricula	\$60,000.00	\$60,000.00
Mental health supports	\$67,820.00	\$0.00
Transportation	\$111,925.00	\$0.00
Improving Air Quality	\$48,000.00	\$0.00
Additional pay	\$7,000.00	\$0.00
Implement public health protocols	\$14,500.00	\$0.00
	<b>\$458,366.00</b>	<b>\$209,121.00</b>

## 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 in our district that is unique is the fact that a large percentage of our students come from four small communities. While those students' attendance is typically similar to the students in Max, parents may have more trouble coming to conferences or meetings to address needs. Another barrier is that we are a very rural district. Being rural can affect our students that are poor, disabled, race, or gender.

Being very rural this can impede a family that is in poverty, our families will not have the ability to get to school unless a bus transportation is provided. Age is also a factor within families. If families do not have a licensed driver they also will need bus transportation. Having students of color, national origin and gender has an impact of being isolated. Being the only person (or very few) in a rural community can have an effect on whether or not you are accepted or fit in the community and school.

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

The District does provide information on-line through our web-site, our app and Facebook pages. We make an effort to inform parents through newsletters and other communications of all benefits available to all students. Meetings are held monthly with all teachers to discuss issues and provide information and programs and plans that are available for teachers.

Max school is a 1 to 1 school, meaning all students have a computer and are able to use them at home. Communication through these devices has allowed the school to allow all patrons access to school information. We offer all of our students the opportunity to ride a bus to and from school. We have added a route to accommodate all of our students, this allows less time on the bus for every student.

Our Social of Strengths coordinator works with our communities to make sure students are welcomed and have activities/sports to be part of. Our coordinator also meets within the school year to include students in providing activities that promotes acceptance, citizenship, and tolerance.