

10015 - 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:	003
Status Report Type:	Application
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Initially Submitted By:	Stacy Bruner
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Last Submitted By:	Stacy Bruner
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Contact Information

Primary Contact Information

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Organization Information

Name*:	Anamoose Public School - DPI
Organization Type*:	Public LEA
Tax Id:	
Organization Website:	http://www.anamoose-drake.k12.nd.us
Address*:	706 3rd St W Anamoose North Dakota 58710-____ City State/Province Postal Code/Zip

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SAM.gov Entity ID: 048739130

SAM.gov Name: Anamoose School District 14

SAM.gov Entity ID Expiration Date: 11/09/2021

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

We have student representation on our COVID 19 Instruction and Continuity of Services Response Team and we solicited feedback from our student representatives. Using ESSER dollars to maintain and expand student supports was discussed and implemented in the budget. The use of funds to address learning loss, creating additional courses, implementing new Math Curriculum, adding additional resources, address deferred maintenance, and help reduce the spread of COVID was addressed.

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

na

Civil rights organizations (including disability rights organizations)*:

Our Principals are also trained as a 504 coordinators and our Superintendent is our TITLE IX and all other Federal Program decision maker. We have had discussion on how these funds can help support our students who have disabilities and how services can be equitable.

These members are also a part of our Cognia Committee in which the use of ESSER II and III dollars was discussed on April 20, 2021. Culture and climate data was reviewed.

Survey on use of federal funds was produced on Survey Monkey to get input from all school patrons.

Cognia review with student and parent interviews and survey was initiated in the spring of 2021 and the feedback we received from the surveys and feedback from Cognia interviewers was utilized in the planning for the consolidated ap.

Discussion took place at school board meetings with input encouraged from board members and the public.

Input from school staff at fall in-service on use of federal funds was conducted during the fall in-service with all teachers in attendance.

Superintendents*:

School Administration has met several times to go over ESSER dollars. Reviewed school goals and feedback from staff and families. Identifies priorities and how these dollars could help us achieve these priorities.

The Administration is also represented on our COVID 19 Response Team Committee.

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

A survey was disrupted on May 6th asking for input on the use of ESSER funds. The administration reviewed the input from the survey at the School Board Meetings on May 12th and 13th. It was identified that the loss of learning and sufficient staffing was important to our school staff. We have expanded our supports for student interventions with additional staffing. We are also implementing new curriculum in both our elementary and high schools for in school and home instruction and increase professional development to address learning loss.

Met with all teachers on Aug 13th to discuss needs, address learning loss and areas for improvement.

There are discussions as part of the budget to construct a Work Load bonus policy for 2021-2022 This would reimburse teachers for extra time outside their contracted hours devoted to issues caused by COVID 19 or addressing the loss of learning. It is hopeful this will help retain staff and to compensate certified staff for the additional work caused by the pandemic and its repercussions.

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 superintendent solicited feedback from the different parties representing student subgroups at the school. Added additional staff to help address learning loss and identify priorities. By expanding the certified staff support for these programs our hope is to provide a lower student-to-teacher ratio for small group student interventions. By expanding time for these positions it also allows those staff to give those tasks more attention.

ELL we have one family who is an employee of the school. Gives us the opportunity to visit with her and get her input in the use of funds.

We don't currently do not have any homeless, foster, students of color or migrant students. Our homeless coordinator will continue to monitor the student body for students who fall under those categories and supports will be put in place to insure those students are given the same opportunities that exist for our other students. Funding will be made available and extra services will be provided just as they are with our ELL and low income students.

Data was thoroughly analyzed for all sub groups during the Cognia review and this information was utilized in the Consolidated Application completion process.

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*: <http://www.drake-anamoose.k12.nd.us/>
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.*:

How the LEA will implement, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (?CDC?) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff Describe how ARP ESSER III funds will be used by the district to implement prevention and mitigation strategies.

The Drake and Anamoose school districts will continue to follow guidelines from the ND DPI, NDDoH and First District Health Unit to keep our students and staff safe.

We have a contract with Chasing Abundant Life to work with our staff on mental health issues. Staff have access to this service during the school year and

also during the summer.

Health Policies

Based on community surveys and input at board meetings, our communities do not approve of mandated mask requirements. We recommend the use of masks but do not require them.

Staff is required to separate desks and promote physical distancing as our facilities allow.

Handwashing is taught in the elementary grades and encouraged along with sanitation stations scattered around the buildings.

Classrooms are sanitized multiple times a day by both instructors and janitorial staff.

Air purifiers were installed in rooms.

Contact tracing will take place through the Covid Coordinator's office in conjunction with FDHU and NDDoH personnel.

Vaccination information is forwarded to all employees from FDHU. Efforts are made to allow time to get vaccinated.

Schools will work with individual families to provide accommodations for individuals with disabilities.

Our In-person Instruction and Continuity Plan is posted to our School Webpage. The Plan will be update every six months through September 30, 2024 and will seek input on plan and revisions.

ESSER II and III dollars are being used to improve the indoor air quality of the school which is shown as an effective mitigation strategy. We are improving our building ventilation system to manage the indoor environment and to provide a high quality of indoor air quality. This prevents the COVID virus from hanging in the air, increases the risk of spread.

We also are continuing with our COVID committee. This committee consists of board members, parents, community members, health professionals, teachers, and administration. We review the use of ESSER dollars, the refinement of our Smart Restart Plans (Continuity of Services Plan), as well as other developments related to COVID. ESSER dollars help reimburse these individuals for their time.

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.*:

We are expanding our staffing supports for our Special Ed Unit by adding another full Time Special Ed Teacher and to expand student support systems. Our special education instructors will provide input on how to meet a diverse range of needs. Our counselor is also a member of the team who is also our homeless and foster care liaison. We have hired 2 paraprofessionals to assist with learning loss. There are times when all students receive small group instruction based on individual needs. This will help increase the teacher/staff ratio during this targeted instruction as well as allow for more skilled staff in the execution of these interventions. We have added an additional Career and Technical Class called Construction Trades which is approved through ND CTE

and have hired an additional teacher to instruct this class. This will give more opportunities of learning to our students. We are purchasing new Math curriculum for both the elementary and high school and will be providing teacher training to better utilize the in person and online components of the curriculum. Our ACT, STAR and State Assessment Math Scores have decreased, so we will be training and implementing new math curriculum to fit the needs of our students. The material that the staff is being training on are bases on researched based principles of sound math instruction. We will be tracking attendance and reporting to parents thru our Swift notification system to increase student attendance.

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.*:

Our Districts continue to stress moving forward and meeting the standards that we are expected to meet for the 2019-2020 school year. We have a low population of ELL students who have made small gains in the area of English proficiency. We continue to give those students additional resources to improve their English proficiency. We have a free and reduced population that hovers around 40-45% typically. Our biggest key in meeting the needs of our diverse student population groups is through our data. In our teacher meetings we review both standardized data (STAR and NWEA testing), teacher observations, and support staff observations. From here students are identified as in need of support.

The needs of different stakeholder groups will be supported through a number of available avenues. Students who are in the following categories: low income, of color, ELL, disabled, homeless, foster students or migrant students will be allowed additional support including but not limited to additional help in the resource room, access to our school counselor, opportunities for additional time with teachers or tutors. It is our goal to meet the needs of all students who need additional resources in order to be successful to have the opportunity to show educational and social growth.

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)
Ensure preparedness and coordination	\$53,640.79	\$0.00
Educational Technology	\$30,000.00	\$30,000.00
Mental health supports	\$4,299.46	\$0.00
Supplemental learning	\$21,100.00	\$21,100.00
Perkins (Career & Technical Education)	\$44,100.00	\$44,100.00
Supplemental learning	\$93,683.49	\$93,683.49
Improving Air Quality	\$114,000.00	\$0.00
Additional pay	\$29,452.26	\$0.00
High quality instructional materials and curricula	\$15,920.00	\$15,920.00
	\$406,196.00	\$204,803.49

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?*

All of our students having access to a school provide device for both in school and home use. In particular, for those families with less financial resources. These students did not have the same resources available to them at home. During the pandemic, we assisted students with accessing additional online

resources. Our classrooms in the elementary and high school have been updated with new air purification systems. Our high school has air ventilation issues that need to be addressed.

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

In our budget, we plan to address the needs of students, staff and community through the data that we have reviewed. We assess all students using standardized measures, from these assessments and teacher input, we identify students in need of support. Our Principals monitors the progress of interventions. They meet with representation from the counselor, special education, elementary high school. Between these checks and team members, we make sure the needs of all students are met. The funds we are using to address our indoor air quality will improve the classroom environments of all school classrooms. Similarly, the funds being used to purchase technology devices and subscriptions will be used to provide access for all students to these resources. The funds being used to help address learning loss will provide more one on one services to our students, including our students with special needs. The funds being used to improve our CTE courses will also affect all high school students. The funds being used to purchase new curriculum to help improve content area comprehension. We have policies in place to help protect our different subgroups. We have board policies Nondiscrimination and Anti-harassment, Discrimination and Harassment Grievance Procedure. We also have student handbook policies on sexual harassment & discrimination, a non-discrimination policy, and Equal Opportunity and Equality Regulation. Parents and staff are required to read and acknowledge the handbook policies at the beginning of the year. This is documented in the main office. Our 504 and title IX coordinator monitors school activities, policies, and procedures to make sure they are providing all students and staff equal opportunities.