

10152 - 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 12:57 PM
Initially Submitted By: Kent Dennis
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Last Submitted By: Kent Dennis
Approved Date: Sep 28, 2021 2:04 PM

Contact Information

Primary Contact Information

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Organization Information

Name*: Fessenden-Bowdon 25 - DPI

Organization Type*: Public LEA

Tax Id:

Organization Website: <http://www.fessenden-bowdon.org>

Address*: PO Box 67

Fessenden North Dakota 58438-____
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SAM.gov Entity ID: F67MA6NPPFP76

SAM.gov Name: Fessenden-Bowdon School Dist #25

SAM.gov Entity ID Expiration Date: 02/08/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Administration conducted meetings with students to obtain their opinions. Student council members were also used as a means to gather recommendations/incites from the students. Students provided ideas for facilities improvements, technology and instructional improvement. As our district is a small district, many of these discussions were carried out informally.

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

N/A

Civil rights organizations (including disability rights organizations)*:

Our superintendent is the district's 504 coordinator and the Title IX Decision Maker. The principal is the Title IX investigator. Both individuals have been trained on Title IX procedures. The Superintendent is a member of the board of the East Central Center of Exceptional Children, who also provides resources to our students and staff. At a special board meeting in July, the board created an ESSER committee to plan the use of the funds. The committee meeting agenda was posted for patrons and was sent out to the newspaper. There were administration and 2 board members on this committee. The committee created the plan for the usage of the funds.

Superintendents*:

The superintendent is the leader of the process for our school. He has attended both in-person and virtual trainings regarding the process. He has worked with the business manager and the school board committee to create a plan and process for these funds. He will continue to provide stakeholders with updates on the needs of our district. As our district is small, communication is done at a more personal level and many of the duties of the Superintendent and Principal are the similar.

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

Time was dedicated during staff meetings to discuss ESSER ideas with the staff. The committee and administration used this data to create their ESSER plan. The faculty and staff was also included in the survey sent out to the patrons. The superintendent works with the custodial and transportation staff to ensure healthy and sanitary guidelines are being followed.

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*:

Discussions were at at the special education board meetings. As the administration is also the homeless, ELL and migratory representative, these groups were included. The committee and administration used this data to create their ESSER plan. The IEP process was streamlined to offer the alternative to in-person meetings and meet via Zoom. Our district meets regularly with the East Central Center for Exceptional Children. At this time, we do not have ELL, foster care, migratory and incarcerated students. If this should change, we will alter our plans to be inclusive of these students. Parents and students were surveyed as part of the initial ESSER funding. Approximately one-third of our families responded to the survey. This data was considered when making all of the ESSER applications.

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://www.fessenden-bowdon.org/>
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.*:

Our school district has a COVID plan on our website. It will be approved every six months. The latest approval was August 9, 2021. Funds will be used to provide necessary posted signage and materials for our students and patrons. These funds will also be used to provide continued training for staff and administration on the best practices.

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.*:

Fessenden-Bowdon will use the 20% in three main ways:

1. After school program - We plan to use approximately \$6000 to provide after or before school services. This will provide students with the opportunity for one on one or small group assistance.
2. Curriculum - We plan to use approximately \$50,000 to revise our curriculum with updated materials. This will include components for students who will be forced to work from home for extended periods of time.
3. Professional Development - We are planning to use \$5000 for professional development for our 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.*:

Our district will respond to the needs of the various sub-categories through the following means:

1. We will provide additional learning loss time for students in school. Students will work with a teacher or paraprofessional to assist with learning loss that occurred. These students will be diagnosed through means such as Stars and NWEA testing. This will assist with low income families, students of color, children with disabilities, homeless, foster care and migratory students.
2. Our district does not currently have ELL students. However, in the event this occurs, we will use the procedures put in place for our ELL coordinator. These students will also have access to the activities mentioned in the prior paragraph.
3. We will also use our school's MTSS guidelines to recommend the necessary interventions to our students. This will also assist with low income families, students of color, children with disabilities, homeless, foster care and migratory students.

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)
Supplemental learning	\$6,000.00	\$6,000.00
School facility repairs and improvements	\$75,000.00	\$0.00
High quality instructional materials and curricula	\$50,000.00	\$50,000.00
Professional development	\$5,000.00	\$5,000.00
School facility repairs and improvements	\$15,000.00	\$0.00
School facility repairs and improvements	\$36,000.00	\$0.00
School facility repairs and improvements	\$13,000.00	\$0.00
School facility repairs and improvements	\$30,935.00	\$0.00
	\$230,935.00	\$61,000.00

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?*

Our district is a very rural district and includes two towns that are 20 miles apart. A barrier will be access to information as approximately 30 percent of our district resides in this rural area. Access to technology for students and families has been an issue in the past.

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

We regularly send both paper and email reminders to parents. Our website contains information and links for parents. We also provide this information on our district facebook page. We send out regular newsletters to our parents. Our district has monthly staff meetings as well as monthly professional development time. This meetings utilize time to work with our staff. Our district has adopted Policy AAC which is the non-discrimination policy. We have also adopted Policy AACA which deals with Section 504 dispute solutions. Policy ABDA states that the Board will make facilities available to all, including individuals with disabilities. Policy FDE includes language that outlines our commitment to education all students, including those with disabilities.

We provide all students' access to school related personal devices to be utilized both at home and at school. These Chromebooks assist students both in school and at home for school related educational purposes, and possible distance learning when face-to-face education is temporarily impossible. Currently, all of our students have chromebooks that may be taken home each day. All students have internet access at home. If they do not, we have funds available through the connectivity grant for hotspots. With all students having devices, it is necessary for us to consider a rotation for replacement.