

10275 - 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: Submitted
Status Report Number: 002
Status Report Type: Application
Reporting Period: 07/29/2021 - 07/31/2024

Initial Submit Date: Aug 14, 2021 10:46 AM
Initially Submitted By: Richard Bjerklie
Last Submit Date:
Last Submitted By:
Approved Date:

Contact Information

Primary Contact Information

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Napoleon North Dakota 58561
City State/Province Postal Code/Zip
Phone*: (701) 754-2244 Ext.
Phone
###-####
Fax: ### ###-####

Organization Information

Name*: Napoleon Public School - DPI
Organization Type*: Public LEA
Tax Id:
Organization Website: <http://www.napoleon.k12.nd.us>
Address*: PO Box 69

Napoleon North Dakota 58561-____
City State/Province Postal Code/Zip

Phone*: (701) 754-2244 12
###-###-#### Ext.

Fax: (701) 754-2244
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SAM.gov Entity ID: ZQG4L9XBKLR5

SAM.gov Name: Napoleon Public School District Building Authority

SAM.gov Entity ID Expiration Date: 03/18/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

With the use of technology, an email was sent out to all students on May 18th, 2021 with the parameters of what we can use the ESSER funds on and asked all students what they think we need to improve our school.

This input was gathered and talked about at our School Board meeting on June 14th. At that time, the board moved this information to further discussion to our Leadership team. Our leadership team consists of superintendent, two principals, three high school teachers, three elementary teachers, special education teacher, counselor, homeless liaison, and EL instructor. The leadership team met on June 14th to discuss all this information and make the best decision for our school.

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

NA

Civil rights organizations (including disability rights organizations)*:

We held an open meeting on May 10th to discuss the use of ESSER fund and everyone was invited to attend. We then sent out a survey on May 18th and asked for input on how to spend our ESSER funds. We held another open meeting on June 14th to discuss the results of the survey.

This input was gathered and talked about at our School Board meeting on June 14th. At that time, the board moved this information to further discussion to our Leadership team. Our leadership team consists of superintendent, two principals, three high school teachers, three elementary teachers, special education teacher, counselor, homeless liaison, and EL instructor. The leadership team met on June 14th to discuss all this information and make the best decision for our school.

Superintendents*:

We only have one Superintendent. The Superintendent was in charge of running the meetings for the ESSER grants on May 10th, June 14th and June 24th, sending out the survey and collecting the data, and taking part in the leadership meeting on June 14th, 2021.

This input was gathered and talked about at our School Board meeting on June 14th. At that time, the board moved this information to further discussion to our Leadership team. Our leadership team consists of superintendent, two principals, three high school teachers, three elementary teachers, special education teacher, counselor, homeless liaison, and EL instructor. The leadership team met on June 14th to discuss all this information and make the best decision for our school.

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

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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*:

We held an open meeting on May 10th to discuss the use of ESSER fund and everyone was invited to attend. We then sent our a survey on May 18th and asked for input on how to spend our ESSER funds. We held another open meeting on June 14th to discuss the results of the survey.

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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.napoleon.k12.nd.us/browse/130181>
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.*:

Funds will be used to continue with extra cleaning supplies, extra cleaning time, masks and guards where necessary, and purchasing of any new materials that will help reduce the spread of the virus.

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.*:

Napoleon Public School will employ a full-time academic interventionist. The person will oversee behavioral and academic issues for all students. Jobs duties include but not limited to monitoring the progress of all the students and identifying those who are having learning issues or other academic problems. They will work with teachers, students and parents to develop a special plan to address these issues. This interventionist will also be part of our Leadership team, MTSS team and SEL team.

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 a small community, we have a minimal amount of students that are included in these categories. We have steps in place to identify students from low-inc

ome families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care and migratory students. We do have an EL instructor in school, two full-time special education teachers and 3 special education paras. All students are surveyed when they enroll or when we are notified by agencies to find out if they fit any of these categories. We have two full-time title teachers for our elementary and we just hired and 7-12 academic interventionist to help students where needed. We also make sure we have general dollars set aside to help these students get what is needed to make sure they successfully graduate from Napoleon Public School. To help meet the needs of these students, all these students will be looked at by our MTSS and SEL teams. Our teachers meet monthly or more often to review students who have been brought to our attention for academic or emotional needs. Supports are delivered in the classroom through accommodations or if there is a greater need, students will be pulled out to work more intensely in one-on-one or in small groups. We have two special education teachers and paraprofessionals serving our children with disabilities. Our EL teacher meets with each of her EL students individually to provide one-on-one, personalized services based on language needs. Students that move in during the year are screened and addressed appropriately by our MTSS team and will receive support if needed.

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)
Other Activities to maintain operation & continuity of services	\$120,000.00	\$120,000.00
Other Activities to maintain operation & continuity of services	\$273,411.00	\$0.00
	\$393,411.00	\$120,000.00

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?*

Barriers that may exist for Napoleon Public School included equitable access to the internet, adequate nutrition, health, social-emotional wellness, and access to programs that are provided by Napoleon Public School.

During the pandemic, we know our students subgroups were affected disproportionately. The academic scores of students with learning needs and those from poor households suffered more than other students. This could create an inequity as it increases the achievement gap between these populations and the rest of the student population.

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

Napoleon Public School has invested in hot spots to ensure that all students will have internet accessibility in their homes.

We have hired an additional staff member with our Learning Loss money to be our Academic Interventionist. We are currently improving our MTSS supports system to make sure all our students are tested and tied correctly so all students will have an equal opportunity to succeed. Our team assess all students using Fastbridge and NWEA Map testing results to Tier our students. We meet at least once a month, sometimes more depending on the status of our students, to address and make adjustments for our students. Our teams consists of teachers, Counselor, Administration, Special Education Instructors, 504 Coordinator, Title teacher, Title IX Coordinator and EL instructor.

We purchased the 7 Mindsets and our staff is being trained on how to use it. This system is going to help us with the Social-Emotional aspects for our staff and students.

We have a full-time counselor, Homeless Liaison, 504 Coordinator, EL instructor, and two full-time Special Education staff to help address all needs.

With that, we have policies that help protect all students, which include: ABDA - Accessibility Policy, AAC - Nondiscrimination & Anti-Harassment, FDB - Ed

