

# 10190 - 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:** Correcting  
**Status Report Number:** 002  
**Status Report Type:** Application  
**Reporting Period:** -

**Initial Submit Date:** Aug 17, 2021 3:01 PM  
**Initially Submitted By:** Paula Suda  
**Last Submit Date:** Sep 27, 2021 10:05 AM  
**Last Submitted By:** Paula Suda  
**Approved Date:**

## Contact Information

### Primary Contact Information

**Name:** Ms. Paula Beth Suda  
Salutation First Name Middle Name Last Name  
**Title:** Superintendent  
**Email\*:** [paula.suda@k12.nd.us](mailto:paula.suda@k12.nd.us)  
**Address\*:** 12 4th St NE  
PO Box 579  
Hillsboro School District  
Hillsboro North Dakota 58045  
City State/Province Postal Code/Zip  
**Phone\*:** 701-430-0518 Ext.  
Phone  
### ### ####  
**Fax:** ### ### ####

### Organization Information

**Name\*:** Hillsboro Public Schools - DPI  
**Organization Type\*:** Public LEA  
**Tax Id:**  
**Organization Website:** <http://www.hillsborok12.com>  
**Address\*:** PO Box 579

Hillsboro North Dakota 58045-\_\_\_\_  
City State/Province Postal Code/Zip

**Phone\*:** (701) 636-4360 Ext.  
### ### #####

**Fax:** (701) 636-4360  
### ### #####

**SAM.gov Entity ID:** 049132947

**SAM.gov Name:** Hillsboro Public Schools District #9

**SAM.gov Entity ID Expiration Date:** 10/06/2021

## ESSER III Application - Stakeholder Consultation

---

### *Stakeholder Consultation*

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

The building principals visited with students in grades 6-12 to see where they thought the use of ESSER III dollars would make the most impact in our District. Notes were taken and were discussed at the Leadership Committee meetings. The students were also given the opportunity to fill out the Google survey about the ESSER dollars available to the Hillsboro School District and its potential uses. The Leadership Committee used the student responses, the google survey stakeholder feedback, civil right organizations input, and best practices to develop a proposal to bring to the school board to review and discuss. Discussion was held on the utilization of ESSER III funds monthly at the Hillsboro School board meetings. These public board meetings are open to all community stakeholders including our student body.

The school's social media, instant alert to parents and webpage have been used to make parents and the community aware of the ESSER III funds coming to the school district.

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

NA

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

Developing and strengthening collaborative relationships with civil rights organizations, such as our special education unit GST(Griggs-Steele-Trail), is a priority when looking at utilizing federal funds for our students and families. We had our special education unit director complete the Google survey and we discussed what options could look like for students that struggle or need accommodations, due to learning loss. The survey was not public, but was sent to all families in the district. The Leadership Committee used the student responses, the google survey stakeholder feedback, civil right organizations input, and best practices to develop a proposal to bring to the school board to review and discuss. Discussion was held on the utilization of ESSER III funds monthly at the Hillsboro School board meetings. These public board meetings are open to all community stakeholders including our student body.

#### **Superintendents\*:**

The Superintendent is a Hillsboro School District lead decision maker on all things related to ESSER III, included, but not limited to: composition of google survey; runs all school board meetings during which ESSER III has been discussed multiple times; completes all grant information; liaison between all staff, students, parents, and other stakeholders; attendee of ESSER trainings; member of school improvement team; contact for all entities regarding receiving and procuring bids; compiling of survey results; attended webinars and online trainings; other duties regarding ESSER grants as they arise.

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

In April the school administrators reviewed the ESSER application and what services we would be able to utilize. After narrowing down the use of fund areas to focus on in May of 2021 the District emailed an alert with a Google survey link to all students, parents, board members, teachers, health & educational partners, and community members of the District about the ESSER dollars available to the Hillsboro School District and its potential uses. The principals worked with educators in their building to propose ideas based on our student data and assessments with those of special populations.

At every board meeting the Superintendent informs the school board of the dollars available and reports on ideas to support learning loss, ways to maintain high quality instruction, continue mental health supports and facility repairs. The feedback from our stakeholder's matched to these same areas.

At our Title I Year End Meeting we identified our areas of need for these students. We also worked with our Special Education Department to make sure that

the needs of the educators and learners were being covered.

Our local newspaper does a wonderful job printing the facts of our school board meetings so we are able to reach those community readers on how we intend to spend the federal dollars. Right now, with 49% of the ESSER II money going towards learning loss we have had substantial support.

The school's social media, instant alert to parents and webpage have been used to make parents and the community aware of the ESSER III funds coming to the school district.

**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 special education personnel (certified staff and paraprofessionals), English Learner teacher, school counselors, mental health care provider, foster care designee, homeless liaison, High Reliability Schools committees, and school improvement team members have been invited and included to all steps of the process regarding ESSER funds. This includes opportunities to give feedback in surveys, staff meetings, and public board meetings.

### **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://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1339100/HPS\\_Return\\_to\\_Learning\\_Plan\\_2021.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1339100/HPS_Return_to_Learning_Plan_2021.pdf)

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.\*:**

Hillsboro District used ESSER dollars to purchase cleaning supplies and equipment to help decrease the spread of COVID. We have adjusted cleaning and disinfecting schedules for our custodians to mitigate the spread of COVID. We also plan to use ESSER dollars to increase square footage and decrease class sizes to allow for more social distancing which has been proven to decrease the spread of COVID.

### **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.\*:**

The District will use \$196,175.28 (24%) of our ESSER III amount to address our at-risk populations and the impact of learning loss.

1 FTE salary and benefits for Elementary Strategist for 2022-2023.

1 FTE salary and benefits for High School Strategist for 2022-2023.

Salary & benefits of afterschool high school tutoring (Aug 2022 - May 2023).

The Village - 2022 Summer Mental Health services to students K-12.  
The Village - 2022-2023 School Year Services to students K-12.

\$160,075.28 is committed for teacher salaries & benefits of our elementary and high school strategist positions. The strategists will utilize the MTSS system and district testing data to find the gaps of the at-risk students who experienced learning loss during COVID. (Tier 1)

Schools and Data: The Educator's Guide to Using Data to Improve Decision Making. Theodore B. Creighton. Corwin Press, Thousand Oaks, Calif., 2000.

At Your Fingertips. Using Everyday Data to Improve Schools. Karen Levesque, Denise Bradby, Kristi Rossi and Peter Teitelbaum. MPR Associates Inc. and American Association of School Administrators and National Center for Research in Vocational Education, 1998.

\$32,000 will be utilized for mental health supports. All students grades K-12 who have parental permission will have the opportunity to see the mental health specialist with or without insurance, at the District. We will have a therapist on-site from The Village two days a week to assist our students with their mental health needs. This assists the families in not having to drive to Grand Forks or Fargo to get these services.

McLean, Joe. "Why Mental Health Education in Schools is So Important?" Published 2/1/2019.

<https://thedoctorweighsin.com/mental-health-education-schools/>

\$4100 has been reserved for an after school tutor at the high school. This service provides one on one or small group tutoring to students that need additional time or help in their academics.

Issue Brief: Academic Tutoring in High Schools, U.S. Department of Education, April 2017.

### ***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.\*:**

In the 2020-2021 school year, 30% of the students in the Hillsboro District qualified for free or reduced lunch. The district plans to use ESSER funds to address the needs of all students.

The Hillsboro District has 446 white, 27 Hispanic, 15 African-American, 5 Asian, and 12 American Indian. The district has non-discrimination policies in place and intends to follow said policies.

Hillsboro District has 25-30 English learners enrolled annually. The district provides English learner support to those learners.

Hillsboro District has ten (10) students on a 504 plan. The district also has students on caseload of our Griggs Steele Traill Special Education Unit and local special education teachers. Plans for use of ESSER III funds will include students with learning disabilities or delays.

Hillsboro District does not have students experiencing homelessness at this time, but does have a homeless liaison should the need arise.

Hillsboro District has two (2) students in foster care, and our foster care liaison Principal Jon Dryburgh.

Hillsboro District has 25-30 migratory students a year (also our EL students). We have a migratory student liaison, EL program, EL para, and additional supports throughout the year.

## **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)
Added needs of at-risk populations	\$160,075.28	\$160,075.28
Mental health supports	\$32,000.00	\$32,000.00
Added needs of at-risk populations	\$4,100.00	\$4,100.00
School facility repairs and improvements	\$105,479.72	\$0.00
Construction Projects	\$500,000.00	\$0.00
	<b>\$801,655.00</b>	<b>\$196,175.28</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?\***

Hillsboro students in certain sub groups may experience barriers such as access to technology, mental health supports, adequate health and nutrition wellbeing, and equitable education assistance. The district has a space issue at both the high school and elementary buildings for future enrollment increases. This creates a barrier for students to have adequate space in their classrooms, commons area, and lunchrooms.

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

In order to address the technology barrier the District has purchased additional technology in order for all students to have one-to-one with technology during the school day.

With our English Language population we provide additional education assistance throughout the school day with our EL teacher. We also provide technology and continue to provide education to them through distance learning when they migrate to Texas and Mexico during the school year from November to April.

Equitable access to education is also being provided by hiring a strategist at the high school and at the elementary to provide educational intervention to meet the student's needs and use the MTSS process. The strategist will also work with the students to meet the needs of their health and nutrition. Additional tutoring at the high school for students in grades 7-12 will assist students in closing the gap in their learning loss during COVID-19.

We will increase our mental health specialist from 1 day on site at the District, to 2 days. This will allow her to see more students and extend the time needed bein on site.

To meet our students health needs we installed carpet in a high school classroom, the elementary library and the elementary hallway in order to make sanitization and cleaning easier and more effective.

The District is looking at construction projects for expansion of the District. More space in the classrooms, labs, band/choir rooms, lunchroom and commons is needed. This would also allow for more fresh air and better air flow with a new HVAC system.

The Hillsboro District has policies in place to protect our subgroups, such as: ABDA Accessibility, AAC Nondiscrimination and Anti-Harassment, AACA Section 504, and ABEA Wellness Policy. The Title IX and 504 coordinator monitors policies and procedures to be sure that equal opportunity is provided to all.