

# 10223 - 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:** 08/10/2021 - 08/17/2021

**Initial Submit Date:** Aug 10, 2021 2:24 PM  
**Initially Submitted By:** Paul Keeney  
**Last Submit Date:** Sep 14, 2021 1:35 PM  
**Last Submitted By:** Paul Keeney  
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## Contact Information

### Primary Contact Information

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Linton Public School

Linton North Dakota 58552  
City State/Province Postal Code/Zip

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### ###-####

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### Organization Information

**Name\*:** Linton Public School - DPI

**Organization Type\*:** Public LEA

**Tax Id:**

**Organization Website:** <http://www.linton.k12.nd.us>

**Address\*:** PO Box 970

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**SAM.gov Entity ID:** V1E2AZS7MNN9  
**SAM.gov Name:** Linton School District 36  
**SAM.gov Entity ID Expiration Date:** 02/24/2022

## ESSER III Application - Stakeholder Consultation

### *Stakeholder Consultation*

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

Linton School District students were sent a survey and text notification requesting their input on various ways that Linton School District might spend ESSER III funds for the betterment of the district and its stakeholders. This survey was sent to students, staff, parents, community members, and others in June. The results of the survey have been reviewed at regular board meetings. The Linton School Cognia team also interviewed student groups in grades 3-12 about ESSER related school improvement needs.

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

N/A

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

The Linton School special education department and their representative organizations have assisted in the development of our ESSER plan, potential spending opportunities, present and future financial needs, and collaborative efforts to address these needs with ESSER III funds where possible. Potential resources include consistent staff training, education technology needs, and equal access to high quality educational staff and materials to name a few. Our LEA President and other civil rights organizations were invited to participate in this plan development through surveys that were created by school staff and made publicly available on our district website and district mobile app.

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

As the leader and primary fiscal agent responsible for ESSER III spending and reporting, the Superintendent has taken part in training webinars, assisted in building ESSER surveys for stakeholders, creating Safe Return to In-Person Instruction and Continuity of Services Plan, completing ESSER applications, and consulted with board members and many others when seeking input for our ESSER III plan of action.

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

Our two building principals have played vital roles in the development of our ESSER plans and applications. Teachers, school leaders, and other educator staff members comprised nearly 30% of our ESSER survey responses. The requests of teachers and their unions, were considered by the Linton School board during the most recent negotiation process and in the development of our ESSER plans.

#### **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\*:**

At this time Linton School has no English learners or children experiencing homelessness. However, our ELL, homelessness, and Foster Care liasons participated in the ESSER survey, had opportunities to provide public input at school board meetings, and regularly meets with school administration about topics that impact these populations - including ESSER III funds. Special education staff members have helped create our ESSER plans, and a new employee has been hired as an MTSS interventionist to target learning loss for underserved students or other Tier II students. Emmons County Social Services, local law enforcement, and public health received our ESSER survey and is consulted regularly on a variety of educational topics. Guardians of underserved students were provided the same opportunity to participate in ESSER III surveys, or provide input at public board meetings regarding potential

uses of ESSER III funds or other ways to address learning loss within the district.

**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.linton.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.\*:**

Linton School District will use ESSER III funds to purchase COVID related sanitation supplies and equipment, provide professional development training to staff about the importance of classroom, building, and school bus sanitation efforts, social distanced seating arrangements, and small group instruction strategies that include frequent movement or transition from one activity to another. The purpose of these prevention and mitigation strategies is to protect the individual health and wellness of all students and staff, while ensuring that the district can maintain our in-person instruction and continuity of services throughout the 2021-2022 school year and beyond.

**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.\*:**

Linton School District will offer summer school, afterschool programs and continue with our extended school year services to targeted students based on student data and assessment results. These evidence-based strategies are intended to close the learning-loss gap for student participants. The district has also hired an interventionist who will target learning-loss prevention strategies for students identified as Tier 2 in our current MTSS process. This position will provide additional individualized support students in need, based on assessment and student data. The interventionist will be funded through the ESSER III 20% set-aside.

**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.\*:**

ESSER funds have allowed Linton School District to become a 1:1 school with education technology for students. In addition, children with disabilities will be given any assistive technology device or equipment that is needed to provide an equitable opportunity to be successful at school. Children and youth in foster care are immediately eligible for all services provided by Linton School District, including additional "high-level" counseling at our school through an agreement with a company called Together Counseling. This service is also available to English learners, students of color, low-income families, migratory students, students experiencing homelessness, and children with disabilities. Linton School also operates a backpack program to discreetly provide nutritious meals for disproportionately impacted students every Friday afternoon to ensure that these individuals have food to eat each weekend. Some of these populations receive high quality services and instruction through our Title I department, which offers targeted intervention, parent/guardian correspondence, and increased parental involvement.

**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	\$90,000.00	\$90,000.00
School facility repairs and improvements	\$250,000.00	\$0.00
Transportation	\$100,000.00	\$0.00
Professional development	\$40,000.00	\$20,000.00
Educational Technology	\$90,000.00	\$40,000.00
Purchase cleaning supplies	\$10,000.00	\$0.00
High quality instructional materials and curricula	\$23,287.00	\$10,000.00
	<b>\$603,287.00</b>	<b>\$160,000.00</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?\*

Linton School recognizes that potential barriers may exist for staff, students, or other beneficiaries to work in, and learn from, an equitable education facility. Some potential barriers may include: low-income families or individuals, lack of technology in the home, distance from school, or social-emotional hurdles that prevent individuals from fully benefitting from these ESSER III estimated expenditures.

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

Linton School plans to spend approximately \$90,000 on supplemental learning to employ an interventionist that will serve any K-12 student who is considered an MTSS Tier 2 student based on our data, assessments, and other evidence. This interventionist will be working to close the learning loss and achievement gap on all Tier-2 students, or those who have challenges with low-income status, lack of technology, or social-emotional needs, and will be in compliance with Section 427.

Linton School plans to spend approximately \$250,000 on school facility repairs and improvements. These efforts are intended to improve sanitation, safety, and leverage our ability to provide continuity of services and in-person instruction. These repair and improvement projects (carpeting, roofs, kitchen, playground) will positively impact all students and staff that utilize the impacted space within our school building.

Linton School is increasing our bus routes in order to decrease the number of students on each route, reduce the likelihood of COVID transmission, and provide better social distancing for all students on our bus routes. In addition, the district might purchase a new or newer route bus using ESSER III funds that is more energy efficient and larger to permit better social distancing. Our increased routes will allow students to be picked up later each morning, regardless of their distance from school.

Linton Public School plans to spend approximately \$90,000 on professional development for our staff. Professional development opportunities will be provided in the following areas: training on social-emotional teaching strategies, team building, implementation of new curriculum, and efforts to continually strengthen our professional learning communities. All of the professional development trainings for Linton Public staff will help to ensure that best teaching practices are utilized for all students regardless of race, gender, national origin, disability, or age. Our new Wonders and Sonday Essentials curriculum are designed with intervention strategies to ensure all students, Tier 1, Tier 2, and Tier 3 are learning at high levels. In addition, our PLC training will help our staff develop common formative assessments aligned to state standards making sure we provide a guaranteed and viable curriculum to all students. These strategies are designed to improve learning loss and are in compliance with Section 427.

Linton School is continuing our efforts of 1:1 technology for all students to improve in-person learning, as well as prepare for the continuation of instruction in a distance learning or online learning modality if necessary. Regular education classrooms, special education classrooms, libraries, and all other instructional spaces are receiving interactive flat-panel smartboards, to be used for dynamic in-person learning or in a distance education environment. Teachers will receive new laptop computers to make them more mobile and to better meet the needs of all learners (in-person and distance learners). All instructional staff and students have received or will benefit from this technology. All K-8 students receive a HP Chromebook, while 9-12 grade students receive a Microsoft

Surface Go 2. Other funds will help maintain these devices through service agreements or additional technology duties of staff.

Linton School will continue in our increased COVID sanitation efforts to help ensure the safety of everyone in our building and on our buses. Supplies include chemicals for our foggers for classroom desks, flooring, and buses. In addition sanitizer and wipes will help limit our exposure to COVID airborne particulates. The district anticipates no barriers to ESSER funds spent in this area.

Linton School has purchased new curriculum to address learning loss, close achievement gaps in certain subject areas, or better align curriculum.

Instructional materials and curriculum include: IXL Learning, Wonders, Sonday Essentials, Renaissance Learning, Habitudes, Second Step, Resiliency curriculum, and Lexia. Staff training has taken place for these programs and curriculum to remove any instructional barriers. No other barriers exist.