

# 10164 - 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:** Jul 22, 2021 10:55 AM  
**Initially Submitted By:** Nick Klemisch  
**Last Submit Date:** Sep 30, 2021 2:30 PM  
**Last Submitted By:** Nick Klemisch  
**Approved Date:** Sep 30, 2021 2:41 PM

## Contact Information

### Primary Contact Information

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### Organization Information

**Name\*:** Garrison Public Schools - DPI

**Organization Type\*:** Public LEA

**Tax Id:**

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

**Address\*:** PO Box 249

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<b>SAM.gov Entity ID:</b>	FLN4TUWF8G53
<b>SAM.gov Name:</b>	Garrison School Board
<b>SAM.gov Entity ID Expiration Date:</b>	11/28/2021

## ESSER III Application - Stakeholder Consultation

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### *Stakeholder Consultation*

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

Students were given opportunities to provide input throughout the year doing periodic check-ins with them. It was repeatedly said they want to remain in "in-person" learning, which we were able to achieve. Grades 7-12 experienced some of the greatest changes, as they were eating breakfast and lunch at the high school for the first time in the 70+ years of existence in this building. They again reiterated that they do not want to go back to the elementary school for lunch. In turn, we have created a multipurpose room, which will be where we serve lunch. This caused the displacement of our metal shop and we are now building a new metal and wood shop to account for the space along with attaching it to our existing building to ensure safety.

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

n/a

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

Funding, budget, and discussions were all discussed in the planning process for ESSER funds. We strived to ensure all students, especially those on 504's and IEPs, receive equitable services. The superintendent serves as the Title IX coordinator and he actively participated in all meetings held including stakeholder input, funding, and budget development. Ads were placed in the local paper to garner input as well as a flyer was sent home to all students to ensure all received the information.

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

I work exclusively with my principals and collaborate regularly with my peers across the state. We are all doing our part to keep our heads above water and continue to what is best for students.

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

Teachers and staff were afforded the opportunity to be part of our stakeholders meeting. They made up the majority of those in attendance along with their input to provide what is necessary over this summer and the upcoming school year.

#### **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\*:**

As a former special education director, along with special education teachers and title, we all provided input during our stakeholders meeting. The stakeholder meeting consisted of parents, teachers, and administration to review data in order to lay out our plan to address the needs of underserved students. The plan was implemented this summer and several students participated in both EdMentum and Dreambox. These programs were incentivized and we had several participants. Additionally, the carryover of skills was then applied at the beginning of this school year, which will then be carried forward for the entire school year to ensure continued fidelity of implementation.

### **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/1409926/Garrison\\_Public\\_School\\_COVID\\_19\\_Return\\_to\\_In-Person\\_Instruction\\_Plan.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1409926/Garrison_Public_School_COVID_19_Return_to_In-Person_Instruction_Plan.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.\*:**

The creation of a lunchroom/multipurpose room at the high school will allow us to adequately space students during this time. These funds will assist in the payment of this space along with the replacement of this space for the creation of a new ag shop. Preliminary approval these construction has already been completed and we are now waiting on construction to finish. As for other mitigation strategies, we are continuing our deep cleans along with daily sanitation of all areas within our schools to prevent the spread of COVID 19. We have had very few cases in the past year and we intend to keep doing these measures to ensure the safety of those in our buildings.

Additionally, funds will be used to assist in the more mental health training by a licensed psychiatrist. We believe this is imperative to meet the needs of our students, as well as our staff. We began this process this past spring and we will continue to delve deeper into this because of the mental health needs seem to be growing.

### *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.\*:**

In order to address learning losses, we are continuing the use of Dreambox for math intervention along with Edmentum for reading skills. Additionally, staff will be completing year 2 of Cultivate 21 training that encompasses project-based learning as another tool to provide instruction. The use of our instructional coach also continuing. This year we are exerting a great deal of effort into improving our MTSS supports within both schools. Lastly, we are working with a trained Psychiatrist to train our staff by implementing trauma informed schools. Our principals is also a certified instructor for this, but we felt it was more pertinent coming from a trained psychiatrist to allow staff opportunities for greater connections. The utilization of Dreambox, Edmentum, MTSS (ramping up), Cultivate 21 (PBL Training and Implementation), and new curriculum for both math and reading in grades K-8 will continue. Both Dreambox and Edmentum are structured to ensure they adjust to the student's life to ensure they make progress based on their needs. Time is devoted to both dreambox and edmentum throughout our school district and it has also been incentivized. Additionally, we are in need of replacing our reading and math curriculums this year due to them being no longer published. District teams will be reviewing resources prior to making the leap to the change along with ongoing PD will be had once a new curriculums are selected for the next school year.

### *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.\*:**

Title I and MTSS will continue to provide these supports and supports for those who are disadvantaged in addition to the rest of our staff. Being part of a small community with small class sizes, we are able to address these needs on an individual basis. Homeless and Foster Care Liaisons will address needs

on a case by case basis given the few students this encompasses. Foster Care is generally the most impacted and we follow the guidelines when enrolling these students. We then work with these families to identify specific supports needed to assist in their transition process to ensure a successful transition to our schools. In addition, we work directly with a local psychiatrist to not only address the mental health needs of our students, but also to provide much needed training to our staff.

Ongoing regular meetings with our admin team (Superintendent, Principals, Counselor, and SRO) along with our MTSS Teams from both buildings will continue to provide consistent and regular staff input, feedback, and evaluation of how well student subgroups are achieving. This information will then be utilized to develop appropriate interventions based on the individual needs of students. In addition, activities will continue to be promoted to increase student involvement whether on a sports team or other activity-based program.

## Estimated Use of Funds Plan

<i>Allowable Use of Funds</i>		
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)
High quality instructional materials and curricula	\$90,000.00	\$90,000.00
Educational Technology	\$5,000.00	\$5,000.00
Construction Projects	\$617,967.00	\$0.00
Professional development	\$35,492.00	\$35,492.00
Mental health supports	\$24,000.00	\$24,000.00
	<b>\$772,459.00</b>	<b>\$154,492.00</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?\***:

Through data Transportation can be one of the greatest barriers as almost one third to half of our students live outside city limits. Another barrier that has come to fruition as of late it the inability to receive adequate notice from the ND Department of Health for COVID positive cases.

In order to provide adequate distancing, the new shop space and the remodeled old shop space (now multipurpose room/lunch room) will provide students with greater opportunities be cognizant of their surrounds and space between one another.

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

Our greatest potential barrier may be transportation given the location of where some students live and having to use the bus for transportation. This paired with a driver shortage may be a difficult challenge; however, thus far we have been able to ensure all are receiving the supports and services they may require. We have also worked hard with West River Transit to provide additional transportation needs for select students.

To overcome the lack and/or delayed notice from the department of health, we have had to adjust our health and safety plans for quarantine. In addition, we have relied heavily on frequent communication with our parents to ensure they are following the appropriate guides to ensure they are not sending students who may have COVID into our buildings.

We have built a new shop space and also remodeled our old space to convert it into a lunchroom.

We will be purchasing new reading and math curriculum for next year to provide appropriate instructional materials along with providing staff with more direct professional development. Local dollars will be supplanted in areas of greater need, especially when targeting transportation, homeless, foster care, and other minority subgroups.

