## Status Report Details

<table>
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<tr>
<th>Funding Opportunity:</th>
<th>9830-ESSER III - Elementary and Secondary School Emergency Relief Fund III</th>
</tr>
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<tr>
<td>Program Area:</td>
<td>CARES-CRRSA-ARP</td>
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<td>Status:</td>
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<td>Status Report Number:</td>
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<td>Status Report Type:</td>
<td>Application</td>
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<td>Reporting Period:</td>
<td>07/27/2020 - 09/01/2024</td>
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| Initial Submit Date:      | Aug 12, 2021 12:08 PM                                                  |
| Initially Submitted By:   | David Sjol                                                             |
| Last Submit Date:         | Sep 17, 2021 10:55 AM                                                  |
| Last Submitted By:        | David Sjol                                                             |
| Approved Date:            | Sep 28, 2021 12:21 PM                                                  |

## Contact Information

### Primary Contact Information

<table>
<thead>
<tr>
<th>Name:</th>
<th>Mr. David Sjol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salutation First Name Last Name</td>
<td>Salutation First Name Last Name</td>
</tr>
<tr>
<td>Title:</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Email*:</td>
<td><a href="mailto:David.Sjol@k12.nd.us">David.Sjol@k12.nd.us</a></td>
</tr>
<tr>
<td>Address*:</td>
<td>PO Box 789</td>
</tr>
</tbody>
</table>

Dunseith North Dakota 58329-0789
City State/Province Postal Code/Zip
Phone*: (701) 244-0480 228
Ext.

Fax: ###-###-####

Organization Information

Name*: Dunseith Public Schools - DPI

Organization Type*: Public LEA

Tax Id:

Organization Website: http://www.dunseith.k12.nd.us

Address*: P.O. Box 789

Dunseith North Dakota 58329-
City State/Province Postal Code/Zip

Phone*: (701) 244-0480 228
Ext.

Fax: (701) 244-0480

SAM.gov Entity ID: PYNKU2HJDXA3

SAM.gov Name: Dunseith Public School District #1

SAM.gov Entity ID Expiration Date: 06/28/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:
We will solicit feedback via Survey Monkey. This will include teachers, administration, parents, community members, and board members. We compared the availability of these dollars to our school’s improvement process. Using these dollars to maintain and expand student supports will be discussed and implemented in the budget. The use of the funds to address previously identified building issues that could improve indoor air quality, address deferred maintenance, and help reduce the spread of COVID. Additions to the existing building or the construction of a new structure have been discussed. We are in the process of comparing operating costs for each option.

Students were and are able to participate in the discussion for use of ESSER dollars through the Student Liaison who attends Board meetings, consults with the Superintendent and Principals and relays information back to the student council. Students also participate by completing surveys and suggesting ways to mitigate learning loss and increase the environmental safety of all students and staff.

Student representation to the Board conveys the concerns, desires, and needs of students to the Board and administrators at Board meeting and meeting with administrators.

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

Dunseith Public School's administration has met with Tribal Counsel members twice to discuss a building project in which ESSER funds will be used. The Tribal members are 100% on board with the plan for an additional building with a strong CTE component.

Civil rights organizations (including disability rights organizations):

Dunseith Public School District's superintendent and a Social Worker are trained as 504 coordinators and Title IX Decision makers. Our Superintendent is our Title IX investigator. One of our Social Worker also serves as title IX coordinator. The administrators, Social Workers, SPED Dept., and the counselors had a meeting about the ESSER II and III budget. We discussed how these funds can help support our students who have disabilities and how services can be equitable. These employees are also a part of our Cognia Committee in which the use of ESSER II and III dollars were discussed on.

Each of our representatives (Homeless Liaison, SPED, Foster Care worker, Tribal Culture teachers, ELL Representative for civil rights were present as we discussed equality in meeting the needs of all students. We discussed the culture and climate within each school building. The conversation was tied to our MTSS program which provides Dragon Time times for all students. Dragon Time provides targeted instruction for students. To help extend the quality of these services we will hire a Student Wellness and Family Facilitator to our staff. Community Liaisons have reached out to community members through meetings that serve a dual purpose. Example: CTE meeting often include Tribal Council Members, community members, parents and students. These meetings are used to discuss ESSER funding, CTE considerations, and community involvement and participation considerations. In other words how can the use of ESSER dollars help our students, community, and stakeholders.

These meeting have been highly successful and have produced both goodwill among the community and great ideas for moving the district and community forward while addressing the needs of our student population with higher needs.

Superintendents:
School administration and Board members have met several times to determine the use of ESSER dollars. We looked at school goals and feedback from staff and families. We identified priorities and how these dollars could help us achieve those priorities. We will meet in early September with community members, parents, board members, and staff to get input on the use of ESSER dollars.

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

A survey will be launched in September asking staff members for ideas on the use of ESSER dollars. The administration will review the input from this survey and the open public meetings. A committee that consists of Board members, parents, ancillary staff, teaching staff, administration, and students will discuss further uses of ESSER dollars. It was identified that the loss of learning and Mental Health was important to our school staff. We have expanded our Mental Health Capacity by contracting with a psychologist one day per week. We also have a Behavioral Health Professional in house once a week. This is in addition to our two Counselors and two Social Workers. This year we plan to add a Student Wellness, Family Facilitator, and At Risk Liaison. We expanded our supports for student interventions with additional staffing. Our COVID committee consists of our two nurses, administration, Public Health, staff members, the local hospital, parents, and community members. This committee meets as needed or at least once a month. To address Learning Loss Dunseith Public will Extend Summer School, expand the Afterschool Tutoring Program including transportation. Because we are on a four day school week we will initiate Friday School with transportation. Teachers and staff members will be paid for the additional hours worked above their contracted hours.

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*:

Feedback gathered from different parties representing student subgroups at the school. The 504 Coordinator, the MTSS Coordinator, the counselors, our Title IX coordinator, our foster care liaison, our homeless liaison, our two Social Workers, our ELL Coordinator, PGSS Director, and our Special Education Dept. From these conversations, it was determined that enhancing our MTSS and student intervention supports would provide many student subgroups additional supports. Underserved student parents are sometimes difficult to contact due to disconnected phones, in ability to travel, other constraints. To mitigate to effect of the barriers to participation for these parents we used and continue to use, phone calls, surveys, and opportunities to connect about ESSER Funding when parents come to the school for other issues.

ESSER III Approved Applications

District confirms the approved ESSER III application will be posted to their website for public access.*:
ESSER III Application

Prevention & Mitigation Strategies

Return to In-Person Instruction Plan*: https://www.dunseith.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.*:

Our ESSER dollars will continue to be used to provide masks, hand sanitizer, disinfecting formula. We will continue to disinfect both school building every work day evening. Nurses will provide updated information about COVID to administrators and staff.

We have purchased fifty air purification units for the classrooms. The purification units kill the COVID virus and many other viruses and pollutants. We will update our Return-to-Learning Policy every six months as well as provide information to the public.

As a method of reducing Learning Loss and to recover lost ground as well as promote advanced learning Dunseith has implemented enhanced tutoring and Summer School Programs. Summer School runs for two months with a reduced student-to-teacher ration approximately 5 to 1. The same ratio hold true for tutoring for most students. We also have the capacity to offer one-to-one tutoring for students in need. We have hired additional teachers and bus drivers to achieve this goal as well as providing transportation for students. This undertaking greatly increases costs and our set aside for Learning Loss will allow Dunseith to provide these extra and intense services.

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.*:
Dunseith Public School District will run an after school tutoring program during the school year. ESSER Funds will be used to staff the program. Dunseith Public School District has a four-day school week. Students begin class at 8:00 am and end at 4:00 pm. We use 14 Fridays during the school year for Professional Development. Our plan is to offer students opportunities on Fridays to learn. We will use ESSER Funds to staff Friday School. Professional Development sessions this year will include methods to reduce Learning Loss. ESSER Funds will be used to provide these opportunities to our staff. The district will provide transportation for students in Friday School and After School Tutoring Programs.

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.*:

Dunseith Public School District is in a good position for closing the gap between students with and without disabilities. We have a substantial population of ELL students who have high English proficiency. Our free and reduced population is over 85%. One of the strategies in meeting the needs of our diverse student population groups is through our MTSS system. Creating tiers of intervention and applying the needed strategy for each tier. Individual one-to-one instruction, an intense intervention, will be needed for a substantial number of our students in the beginning of the year. Our goal is to reduce our intense intervention students by 50% in the first quarter of the school year. We will do this through MTSS, After School Tutoring, and Friday School. Our teachers meeting monthly to review both standardized data (STAR and NWEA testing), teacher observations, and support staff observations. From here students are identified as in need of support. Combined with our title program we provide WIN (What I Need) times throughout the day providing targeted instruction in both reading and mathematics. At our MTSS staff meetings, we identify students in more need of support in the classroom. These supports can be delivered in the classroom through accommodations such as larger print or if there is a greater need for pull-out services to be organized utilizing our intervention staff. Our special education instructor is a part of our MTSS team and provides input on how to meet a diverse range of needs. Our counselor is also a member of the team who is also our homeless and foster care liaison. We work through CREA and also organize the supports for our ELL students through this system by making sure ILP's are implemented.

Estimated Use of Funds Plan

Allowable Use of Funds
<table>
<thead>
<tr>
<th>Allowable Use of Funds</th>
<th>Estimated Expenditure Amount</th>
<th>Estimated Amount to address Learning Loss under this Use of Funds (20% of Budget Total MUST be spent on Learning Loss)</th>
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</thead>
<tbody>
<tr>
<td>School facility repairs and improvements</td>
<td>$6,145,196.00</td>
<td>$0.00</td>
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<tr>
<td>Supplemental learning</td>
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</tr>
<tr>
<td>Added needs of at-risk populations</td>
<td>$125,000.00</td>
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<tr>
<td>Professional development</td>
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<tr>
<td>Mental health supports</td>
<td>$161,299.00</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$7,681,495.00</strong></td>
<td><strong>$1,536,299.00</strong></td>
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**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?*  

Dunseith Public School District is a one-to-one district. Each student is issued a device. This is important for the families who have several children enrolled and those with low incomes. We overcame the barrier of having a device shortage last year. This year we will be ready on the first day of school to issue devices to each student. For families that do not have internet access we have worked with local providers to create hot spots within housing units in and around Dunseith. During the pandemic, data indicates that student subgroups (SPED) were affected disproportionately. The academic scores of students with learning needs and those from poor households suffered more than other students. This year we will hire a Student Wellness, Family Facilitator, and At-Risk Liaison. Our student population is increasing causing a lack of space. This could create an indoor air quality issue. The variation in our classrooms’ indoor air quality could potentially cause an equity issue as well. We have purchase air purifications units to place in each classroom.

*What steps are being taken to address or overcome these barriers?*
Dunseith Public School District will address the needs of all students through our MTSS-A and MTSS-B programs. We assess all students using standardized measures such as NWEA. From these assessments and teacher input, we identify students in need of support. Progress is monitored by classroom teachers and reported to committee which includes the counselors and our title IX coordinator representative, our MTSS coordinator, and our Title 504 coordinators.

The funds we are using to purchase air purifiers to address air quality will improve the classroom environments of all high school and elementary classrooms.

The funds being used to purchase technology devices and subscriptions will be used to provide access for all students to these resources. We have worked with local providers to establish wifi hot spots in housing communities to provide internet access to families that cannot afford internet. Our team of two counselors, two school nurses, a Psychologist, a Behavioral Health Professional, our Choice Ready Coordinator, and our new Student Wellness, Family Facilitator, and At-Risk Liaison provide an excellent safety net for all students including our subgroups.

Funds being used to enhance our CTE courses will also affect all high school students. Those students are enrolled in a CTE class at least once in their 7-12 education.

Dunseith Public School District has policies in place to help protect our subgroups. We have board policies ACC Nondiscrimination and Anti-harassment, AAC-BR Discrimination and Harassment Grievance Procedure, and GAAD Selection and Adoption of Instructional Materials. We also have student handbook policies on sexual harassment & discrimination, a non-discrimination policy, and Equal Opportunity and Equality Regulation. Our 504 and title IX coordinator monitors school activities, policies, and procedures to make sure they are providing all students and staff equal opportunity.

Professional Development for Principals, Counselors, Social Workers and staff members on reaching underserved students and they families will be a priority. In addition expanded use of home visits will be used. Home visits may require staff members to work extra hours or weekends to make contact with some of these families. We will make every effort to contact the underserved, neglected and delinquent, and homeless population within our district. The extra cost of this effort is made possible through ESSER funding and is greatly appreciated.