

# 10228 - 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:** Aug 16, 2021 3:46 PM  
**Initially Submitted By:** Thomas Nitschke  
**Last Submit Date:** Sep 21, 2021 1:19 PM  
**Last Submitted By:** Thomas Nitschke  
**Approved Date:** Sep 22, 2021 8:21 AM

## Contact Information

### Primary Contact Information

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### ###-####

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### Organization Information

**Name\*:** Litchville-Marion School District 46 - DPI

**Organization Type\*:** Public LEA

**Tax Id:**

**Organization Website:** <http://www.litchville-marion.k12.nd.us>

**Address\*:** PO Box 159

Marion North Dakota 58466-\_\_\_\_  
City State/Province Postal Code/Zip

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**SAM.gov Entity ID:** NQ6ZZA4CCCS8  
**SAM.gov Name:** Litchville-Marion School District 46  
**SAM.gov Entity ID Expiration Date:** 05/05/2022

## ESSER III Application - Stakeholder Consultation

### *Stakeholder Consultation*

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

We met with individual classes as well as with student government to gain students perspective on items needed to counter not only learning loss but also items needed to better counter the treat of covid within our schools. Student were able to give us insight on the technology needs they feel were important. We feel this input helped determining technology needs using ESSR III funds.

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

NA

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

We do not have any local Civil Rights Organizations. However, we collaborate regularly with James River Special Education Services on the needs of our students qualifying for special education services. Litchville Marion Public Schools also participates in the Office of Civil Rights Data Collection which helps us review our equity in services on a regular basis. The ESSER I, II and III Allowable Uses are available on the school website. The Litchville Marion Public School Board held a public forum on March 25th and March 29th, 2021 for all constituents to discuss guidelines and brain storm ideas. A survey was also sent out to gather input for those who could not attend the meeting. Individual invitations to the public forum and survey link were sent out to the the school EL Director and support staff. The survey saught feedback on intended use of the funds by the school board as well as an opportunity for all to present ideas to the board.

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

Again as a small school our only superintendent is on the admin team and meets with the admin team weekly.

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

We held numerous all staff meetings (again in a small school this is a simple task) and received much input from all staff members including union reps on the use of ESSR III funds.

#### **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\*:**

The ESSER I, II and III allowable uses were verbally shared with our teachers, support staff, homeless and foster care liaisons before the 20-21 school year ended. We met numerous times to gather input. After further ESSER training after school was released, they were surveyed to provide further feedback. This survey included a sliding scale for feedback on intended use of the funds by the school board as well as an opportunity to present ideas to the board. In addition, the Litchville Marion Public School Board held a public forum on March 25th and 29th 2021 for all constituents including staff to discuss guidelines and brain storm ideas. Individual invitations to the public forum and survey link were sent out to all staff including the liaisons, school resource officer, EL director, SPED teachers and support staff. ESSER III allowable uses and how LMPS planned to expend the funds. Specific plans were presented at numerous public board meetings this past summer.

## 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.litchville-marion.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.\*:

Using ESSER III funds we have hired an extra custodial (half time) to help with cleaning in each building.

We will also continue to run extra bus shuttles between our buildings to keep the numbers down on busses so we can better social distance students.

We also plan to upgrade our air ventilation systems in our buildings since they are currently old and not operating properly.

### 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.\*:

For the elementary school we have hired a Title I para to help with the additional students

Our testing data showed we had learning loss in the middle level (grades 6th - 8th.) 9th - 12th testing data indicated very little issues at that level. We decided to focus on the middle level classes. We added 1 FTE in the middle school in order to better serve students at that level. We will be doing leveled work in those grades.

We are also implementing a new K-12 ELA curriculum. K - 5 it is Core Knowledge Language Arts and 6th - 12 it is Study Sync.

### 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.\*:

Since we are a very small school district, we have been able to literally look at every student's testing data from last school year. In the elementary any deficiencies will be addressed in the title program and thus the need for the additional title I para.

At the 6 - 12 level the needs are in the middle level grades and thus the need to add the middle level teacher.

Litchville Marion Public School will respond to the needs of students disproportionately impacted by the pandemic in the following manners. Low-income families and students experiencing homelessness: LMPS has partnered with DRN to supplement the monthly cost of internet for families who need help to be ready for any possible quarantines or illnesses in the upcoming year as well as provide connectivity in off school hours to work on homework, one to one virtual tutoring, credit recovery or any educational programs available. LMPS has a Homeless Liaison who works closely with students and families experiencing homelessness to provide resources to address all needs including: hygiene such as showers before or after school, food needs - we have our own food bank that all students have access to. provide clothing, school supplies, and/or anything needed to participate in extra curricular activities. English learners: LMPS collaborates with SEEC to provide EL assessments and learning strategies for EL students. Children with disabilities: LMPS is a

member of the James River Special Education Unit to provide all student needs for any disabilities. Children and youth in foster care: The LMPS Foster Care Liaison works with both Barnes and Lamoure County Social Services Department to provide all student needs for any students in foster care. Migratory Students: LMPS has policies and student portfolios in place to provide support for the success of migratory students. We communicate with former and new schools of the students to lessen the learning curve of attending different schools. Students of color: LMPS prohibits discrimination based on a student's race, color, religion, sex, gender identity, national origin, ancestry, disability, age, or other status protected by law. The different cultures in the school are acknowledged in the environment including the celebration of different heritage in cafeteria with culture days chosen by the students.

## 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)
High quality instructional materials and curricula	\$30,000.00	\$30,000.00
Supplemental learning	\$175,000.00	\$175,000.00
Transportation	\$9,000.00	\$0.00
Implement public health protocols	\$45,000.00	\$0.00
Improving Air Quality	\$238,311.00	\$0.00
	<b>\$497,311.00</b>	<b>\$205,000.00</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?\***:

Since we are a very small district, we fortunately find implementation much easier. We personally know every student and every parent so we have a better picture of needs of individual students. That being said, our biggest barrier is the ability to hire quality teachers and paras.

The other barrier may be \*quarantined time or illness; \*devices or connectivity issues; \*mental health

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

We have taken a different approach to hiring. We realize we have to be recruiters. Gone are the days when you open a job and have 20 applicants. We have made solid relationships with both VCSU and with University of Jamestown. We continually search for good candidates rather than let them find us.

We have a complete tech support staff that has and will continue to help familiars with any tech issues during quarantine periods. We have also partnered with Dickey Rural network to provide internet service to any families that may need connectivity during times of quarantine.

We have added an extra day to our counseling time to help elevate any mental health issues stemming from the pandemic.