

# 10037 - ESSER III 3/20-9/24 84.425U - 2021

## Status Report Details

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### 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 9, 2021 3:37 PM

**Initially Submitted By:** Pat Brenden

**Last Submit Date:** Sep 16, 2021 11:36 AM

**Last Submitted By:** Pat Brenden

**Approved Date:** Sep 16, 2021 11:41 AM

## Contact Information

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### Primary Contact Information

**Name:** Mr. Pat Middle Name Brenden  
Salutation First Name Last Name

**Title:** Superintendent

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###-###-####

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### Organization Information

**Name\*:** Bottineau School District 1 - DPI

**Superintendents\*:**

The main role of the Superintendent was to facilitate the process and to relay information gathered to the Board and appropriate Board Committees.

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

The staff was given the information at grade level meetings to discuss the usage of these funds. Again it was had and time consuming to explain allowable uses as everyone had their spin on how to interpret this. After much dialog the emphasis seemed to be on new and better curriculum that help all students in these changing times of content delivery.

**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 LEA had discussions with our local Special Education Director and Board on how they see spending of these funds benefiting this stakeholder group. During the meetings other Board Members (made up of local Superintendents and community member) discussed how they believed the funds could best serve this population of students. The dialog provided much new incite to what others are doing and how our underserved populations can benefit.

We also sought feedback from the following stakeholders representing student subgroups enrolled in our school. This included our 504 coordinator, our Title representatives, as well as our counselor, foster care liaison, homeless liaison, and our District wide Title Director who is also the lead of our MTSS committee. We have increase our para-educator number to aide in meeting the additional needs of our special population students through additional support and small/individual interventions.

Direct guardian input was collected and will continue to be collected via IEP meetings, 504 Meetings and MTSS meetings that occur throughout the school year. The first was a before school meet and greet, and these will continue throughout the year via our Parent/Teacher Conferences.

***ESSER III Approved Applications***

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

**ESSER III Application**

The District has hired one additional special education certified teacher to assist with learning loss that will or has been identified in our student body. Along with this the District implemented a new K-6 Reading Curriculum that incorporated grade level assessments to better help identify learning loss along with an online/virtual component to aid the teachers in provide more quality distance education.

The need for additional mental health support we evident second semester of the 20-21 SY, the District has contracted one day a week with a Mental Health Counselor and is currently advertising for a full time Social Worker.

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

Not all subgroups are currently enrolled in our District. Subgroups identified have been addressed below.

Low-Income and/or Students of Color: The District will provide direct student transportation services to all low-income students to ensure attendance in a learning environment. Additional learning opportunities through summer school and after school activities will be provided.

Children with disabilities: Additional learning opportunities through summer school and after school activities will be provided. Additional access to educational learning opportunities identified through their IEP will be provided.

Foster Care: Students will be given additional opportunities for behavioral health supports and interventions.

## **Estimated Use of Funds Plan**

### ***Allowable Use of Funds***

<b>Allowable Use of Funds</b>	<b>Estimated Expenditure Amount</b>	<b>Estimated Amount to address Learning Loss under this Use of Funds (20% of Budget Total MUST be spent on Learning Loss)</b>
High quality instructional materials and curricula	\$93,000.00	\$46,500.00
Mental health supports	\$298,244.00	\$224,000.00
Educational Technology	\$50,000.00	\$5,000.00
Budgetary shortfalls	\$54,884.00	\$0.00
Other Activities to maintain operation & continuity of services	\$1,064,257.00	\$237,936.00
	<b>\$1,560,385.00</b>	<b>\$513,436.00</b>

In our budget, we plan to address the needs of students through the enhancement of our existing MTSS system, including additional district wide training for all staffing via our Literacy Grant. All students are assessed and from these assessments and teacher input, we identify students in need of support. Weekly meetings are held to discuss progress, areas of strength and where we need to improve or expand services. We have moved an employee into a coordinator position to monitor the progress of interventions on a continual weekly basis. These meetings, we have representation from the counselor, special education, elementary principal, and ELL services as well as classroom Lead Teachers.

We have policies in place to help protect our different 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.

Parents and staff are required to read and acknowledge the handbook policies at the beginning of the year. A responsibility of our 504 and title IX coordinator is to monitor school activities, policies, and procedures to make sure they are providing all students equal opportunity.

The district purchased new k-6 ELA curriculum utilizing ESSER funds. These curriculums have many new components that address learning needs of all students along with PD training to assure full teacher implementation across all abilities / disabilities that their student may possess. The district is now reviewing 7-12 curriculum, specifically in Math and ELA, and will be purchasing for this age group this school year.

We work very closely with our District Special Education Office to meet the needs of our diverse population if they should occur. This includes the use of specialized equipment that may be needed on a case by case basis as well as helping to identify areas of PD for our staff. This office is located across the street from the school which allows us easy access to their services.

The District has in place Policy FDE - Education of Special Education/Disable Students, to assure FAPE for all students.