

10212 - 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 002
Status Report Type Application
Reporting Period -
 -
 - **Initial Submit Date** Aug 12, 2021 11:34 AM
Initially Submitted By Daren Christianson
Last Submit Date Sep 14, 2021 1:27 PM
Last Submitted By Daren Christianson
Approved Date Sep 14, 2021 1:31 PM

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Organization TypePublic LEA
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SAM.gov Entity IDRUVLSWEBC798
SAM.gov NameLangdon Area School District #23

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

- Students

In the spring and summer of 2021 we solicited feedback from the student representatives concerning grant funding opportunities. Using these dollars to maintain and expand student supports was 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 was addressed.

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

N/A

Civil rights organizations (including disability rights organizations)

Our principals are trained as a 504 coordinators and our high school principal is the Title IX Coordinator. Our elementary school principal is our title IX investigator and our superintendent is the Title IX decision maker. The administrators 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. Each of our civil rights representatives was present and we discussed equally meeting the needs of all students. We reviewed culture and climate data as well as student subgroups. This tied back strongly to our MTSS system for all students, providing targeted interventions. We have a full time instructional coach/interventionist to ensure we fill the needs of all of our students regardless of disability. We provide information concerning public meetings to all organizations through the use of email, Facebook, website, publishing in our local paper and direct calling using swift k12 programming and a weekly radio address on our local radio station.

Superintendents

The superintendent met several times with other administrators, teachers, students, family members and community members to discuss the usage of ESSER funds to support the education of the students in the district. A consistent theme expressed by stakeholders was the need to address air quality concerns.

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

An electronic survey was sent out to all staff and evaluated by administration. In person meetings for staff input on COVID related concerns and spending were held. Union representatives and principals were present during the staff meetings. The COVID committee consists of representation from staff members, administration, public health, parents, student council representatives and community members.

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 superintendent solicited feedback from the different parties representing student subgroups at the school. This included the 504 and MTSS coordinator, the Title IX coordinator, foster care liaison, and homeless liaison. Our special education director and our title coordinator were also involved. We coordinate through our Lake Region Special Education unit to serve ELL students. It was determined that working through our MTSS and student intervention supports would provide student subgroups additional supports. The district works closely with the guardians of underserved students through direct phone calls, emails and the multiple means of information delivery afforded to all patrons of 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.langdon.k12.nd.us/files/2021/07/Return-to-Learning-Plan-2021-2022-Final.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.

ESSER II and III dollars are being used to improve the indoor air quality of both school buildings which is shown as an effective mitigation strategy. We are replacing our heating and climate control system at the elementary building and replacing units at the high school. This allows the building HVAC system to do a more efficient job of managing the indoor environment. These units help remove aerosol droplets from the air as well as keep air circulating. This prevents the COVID virus from hanging in the air, decreases the risk of spread.

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. We are expanding our staffing supports for our MTSS, Title, and student support systems. We are adding a more periods to teacher's schedules to provide extra support. This additional staffing time is a tier 3 research-supported intervention. These are times when all students receive small group instruction based on individual needs. This will help increase the teacher/staff ratio during this targeted instruction as well as allow for highly skilled staff in the execution of these interventions. We are moving forward in our implementation of MTSS, which is a research-proven student intervention system. Authors Bielinski, Brown, and Wagner (2020) report that one-way schools can address student needs is Multi-Tiered System of Support. The suggest that more time should be spent on reading and math, especially in the early grades. The district will continue training administrators, teachers at both the elementary and secondary level, and our K-12 special education teacher on MTSS. One of the tiered levels of support is more

one-on-one interaction and time on a learning task. The District feels strongly that we have a well-defined plan to deal with this issue.

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.

Our biggest key in meeting the needs of our diverse student population groups, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students, is through our MTSS system and various liaisons. We have a low population of ELL students and receive guidance from our special education unit when needed. Our teachers meeting monthly to review both standardized data, teacher observations, and support staff observations. From here students are identified as in need of support. Combined with our title program we 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 administrators work closely with student homelessness or foster care.

Estimated Use of Funds Plan

Allowable Use of Funds

Allowable Use of Funds	Estimated Expenditure Amount
Educational Technology	\$85,868.00
Added needs of at-risk populations	\$88,999.00
Mental health supports	\$41,104.00
Improving Air Quality	\$688,839.00
	\$904,810.00

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?

The Langdon Area School District is a large district and very rural, parents may have more trouble coming to conferences or meetings to address needs. Thus people living in our small surrounding communities may not have full access or understanding to what is happening here. Access to the after school program due to distance of travel and parents having to pick up students may be a barrier as school provided transportation is the regular school day routes before and after school.

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

The district provides information on-line through our website and Facebook pages along with mass emails to students, teachers and parents and support staff. Meetings are held with all teachers to discuss issues and provide information and programs and plans that are available for teachers. Communications and a collaborative philosophy is present with teachers and all administrators. The district has Policy AAC deals with Non Discrimination and Anti-Harassment and includes references to Federal laws that deal with discrimination, including Title IX and Rehabilitation. We also have Policy AACA that includes a Dispute Resolution for Section 504. Policy ABDA states that the Board will make facilities available to all, including individuals with disabilities. Policy FDE includes language that outlines our commitment to education all students, including those with disabilities. Langdon Area Public Schools ensures that NDSBA required policies are adopted by the Board and are followed. All of our student have teams accounts and are able to check out electronic devices which would overcome the barrier of distance and allow enrichment activities provided by the after school program as it would be able to be provided virtually.