

10144 - 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 16, 2021 2:12 PM |
| Initially Submitted By: | Philip French |
| Last Submit Date: | Sep 30, 2021 3:27 PM |
| Last Submitted By: | Philip French |
| Approved Date: | Oct 1, 2021 9:03 AM |

Contact Information

Primary Contact Information

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|------------------|---|
| Name: | Mr. Philip B. French Salutation First Name Middle Name Last Name |
| Title: | Superintendent |
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|----------------|--|
| Phone*: | Enderlin North Dakota 58027 City State/Province Postal Code/Zip (612) 360-7523 Ext. Phone ### ### #### |
| Fax: | ### ### #### |

Organization Information

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|------------------------------|---|
| Name*: | Enderlin Area Schools - DPI |
| Organization Type*: | Public LEA |
| Tax Id: | |
| Organization Website: | http://www.enderlin.k12.nd.us/ |
| Address*: | 410 Bluff St |

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|-------------------------------------|
| Enderlin North Dakota 58027-____ |
| City State/Province Postal Code/Zip |

Phone*: (701) 437-2240 Ext.
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SAM.gov Entity ID: MUKKR8NX1G73
SAM.gov Name: Enderlin Area School District 24
SAM.gov Entity ID Expiration Date: 03/27/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

The Enderlin Area School District administrative team met with the students throughout the Spring of 2021 to gain their input into the districts use of available ESSER funds. Our interest was to determine the students perspective on their vision as to what is best for our school. The students shared their desire for moving toward a 1:1 platform for computers. We implemented the 1:1 for grades 7-12. We also acquired enough devices so that we could go 1:1 for all grades if necessary. We discussed classroom remodel ideas with the students and teachers and as a result we are in the process of remodeling a number of classrooms.

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

NA

Civil rights organizations (including disability rights organizations)*:

As a school district we are open to collaborating with any, and all, civil rights organizations. We have monthly school board meeting that are open to the public. We are a small rural school district and do not have any civil rights organizations locally to consult with. However, we do make a priority of addressing the needs of our students regardless of race, ethnicity, or disability.

Superintendents*:

The superintendent collaborates with our principals, school board, tech coordinator, task force committee, and business manager to develop our schools vision and intentions for appropriate spending of ESSER funds. In addition, the Superintendent of our school district serves on the Community Development Committee to discuss and share ideas to promote and grow our community and school.

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

Our school principals works closely with our Committee for School Improvement. The CSI is a staff led leadership group that meets twice a month to discuss the school's strategic plan relating to our mission and vision.

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*:

Our elementary and 7-12 principals work closely with our Special Education staff in verifying that our school meets all the needs of our special education staff and students. Our school counselor is very active in providing opportunities for our students in terms of mental health services. The superintendent and school counselor have arranged for additional counseling services from an outside organization to provide counseling to our students that can benefit from additional mental health support.

We have formed a task force committee of school staff and community members to discuss topics related to the pandemic such as prevention techniques, learning loss, and funding distribution. Our monthly school board agenda is shared through our school website and Facebook page. Through these media sources we encourage community members to voice their thoughts and concerns.

Our special interest liaisons (Morgan Jones, Homelessness and LEP/ELL; Philip French, Foster Care, Title and ADA coordinator demonstrate a representation of these student populations. Students identified as homeless, in foster care, or as migrants are provided supports soon after being identified. These supports include local resources for food banks, clothing, basic need products, and assistance with housing. As a small school district we have the ability to provide all students regardless of color, ethnicity, sexual orientation, or ability (disabled students) to have access to all supports and services as needed, with proper representation. Our special education department consists of four teachers and seven paraprofessionals for an overall student body of approx. 300 K-12. Our superintendent is the district representative to the South Valley Special Education Cooperative. We also employ a part-time school psychologist to represent our students with additional mental health needs.

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.enderlin.k12.nd.us/ourpages/auto/2020/8/12/43560290/Enderlin%20Area%20School%20Response%20Plan_State%20Approved_March%2031_%20md=1597245780000

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.*:

Enderlin Area School District intends to use ESSER III dollars to support methods to keep our students safe. We will replace carpeting throughout the building, install touchless faucets and toilets in all bathrooms and locker rooms, install a new commercial dishwasher in the kitchen, purchase a new floor machine for the custodians, and various devices and products to support our custodial staff in the sanitation of our school and buses. We intend to purchase fogger machines to sanitize classrooms and school buses.

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.*:

Enderlin Area School District has added paraprofessional staff members to provide our students with additional support. Several of our elementary teachers have added certifications in the LETRS program to provide additional support to our students. We offer an after-school program to help struggling students with the help needed to overcome any potential learning loss due to the pandemic. Last school year, 2020-2021, we were face-to-face learning throughout. We conducted additional testing to determine any learning loss that may have affected our students due to the school closer in the Spring of 2020. Our Committee for School Improvement (CSI) analyzed data throughout the school year to track learning gaps. We utilize an outside counseling organization for additional mental health support. We have contracted with The Village Counseling Services to come to our school two full days each week for this purpose.

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.*:

Enderlin Area School is a small district.

We are looking to hire an EL teacher to assist students exhibiting a language barrier. This is a benefit as it allows us to provide more individualized instruction to any student with specific needs. We intend to hire additional instructional aides (paraprofessionals) to assist with more individualized instruction. We are in the process of contracting with The Village Counseling services to serve our students with mental health concerns. An outside counselor from The Village will come to our school two days per week to meet with students. This service addresses allows for counseling access for students of low income families as well as all students identified with a need for mental health supports.

This allows the students to remain in school and saves the family from missing work and travel time to see a professional counselor. The availability of more counseling time will allow students to improve their social/emotional skills and therefore have more success in schools.

Students identified as homeless, in foster care, or as migrants are provided supports soon after being identified. These supports include local resources for food banks, clothing, basic need products, and assistance with housing. On an as-needed basis these students are provided additional academic support by our paraprofessionals. These also receive any services and/or supports that we provide to all of our students.

As a small school district we have the ability to provide all students regardless of color, ethnicity, sexual orientation, or ability (disabled students) to have access to all supports and services as needed. Our special education department consists of four teachers and seven paraprofessionals for an overall student body of approx. 300 K-12. We also employ a part-time school psychologist and also belong to a special education cooperative.

We have a homeless liaison - school counselor Morgan Jones. We have a foster care liaison - Superintendent Phillip French.

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) |
|----------------------------|------------------------------|--|
| Renovation Projects | \$300,000.00 | \$0.00 |
| Supplemental learning | \$160,000.00 | \$160,000.00 |
| Transportation | \$150,000.00 | \$0.00 |
| Mental health supports | \$44,000.00 | \$12,000.00 |
| Professional development | \$21,000.00 | \$6,000.00 |
| IDEA (Special Education) | \$8,000.00 | \$8,000.00 |
| Purchase cleaning supplies | \$15,000.00 | \$0.00 |
| Educational Technology | \$53,668.00 | \$0.00 |
| | \$751,668.00 | \$186,000.00 |

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?*

Many of our students do not have access to internet at home and other technology options. Many of our students lack adequate nutrition at home. Many of our students also deal with mental health issues. Our school varies from 38% to 42% free and reduced.

Learning loss due to Covid was addressed throughout last school year. We were in face-to-face instruction throughout the 2020-2021 school year. We place a high priority on individualized instruction and differentiation. As a small school district we have the benefit of a low student to teacher ratio. We also employ eight paraprofessionals to assist our students of need.

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

Internet and other technology at home:

we are providing hot spots for families to access the internet and we are moving to 1:1 student/computer for grades 7-12. We will have enough devices to

provide 1:1 for all grades if necessary.

Adequate nutrition:

the breakfast and lunch program is provided for all students by the federal government. In addition, we have a backpack program to provide students of need access to additional meals. This is done in a confidential manner.

Mental health issues:

Our school counselor is very active in working with students and identifying new students that may benefit from additional mental health supports. We contract with The Village Counseling Services to come to our school two days per week to work with students that exhibit social emotional needs. We are open to providing more than two days as more students are referred to our counselor. This service allows our students to remain in school while getting the support they need. This allows saves the student's families from having to miss work and travel to a counseling session for their child.