10230 - 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
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Contact Information

Primary Contact Information

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Organization Information

Name*:	Lone Tree - Golva Public School - DPI
Organization Type*:	Public LEA
Tax Id:	
Organization Website:	http://www.golva.k12.nd.us/
Address*:	PO Box 170
	Golva North Dakota 58632-____ City State/Province Postal Code/Zip

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SAM.gov Entity ID:	CNFUMMRB4C36
SAM.gov Name:	Golva School
SAM.gov Entity ID Expiration Date:	03/31/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Students were informally provided opportunities for input via information sent out to all families in the district by mail and on Facebook. Given that we are a small elementary school with the vast majority of our students not even teenagers, we did not receive a great deal of input. The most information came via the PE teacher who talked to the students regarding what they would like on the playground and we received information indicating that more equipment was desired. Due to the lines that are typical at recess as students wait to use the swings, we put this suggestion into action as additional swings would promote student activity and allow for greater distancing.

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

NA

Civil rights organizations (including disability rights organizations)*:

Given our isolation, we have no organizations which meet this definition in our area. However, the administration was trained last year in Title IX investigations and attended additional 504 training to ensure that we are meeting the needs of all. In order to further ensure that everyone in our community is reached, the public has been invited to participate in all board meetings during which reopening plans were crafted, plans for expenditures were discussed, and input gathered from everyone.

Superintendents*:

The "school and district administrators (including special education administrators)" includes just the one part-time administrator in the district. This individual is also the author of this document and has been actively seeking input to the plan and expenditures.

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

Our district consists of 4.4 FTE teachers, 2 paras, .5 FTE business manager, a cook, and two bus drivers. This entire staff has been included in all communications and requests for input since we first met in August of 2020 regarding how to re-open the school. Given that we are such a small group, all considerations that are legal under the provisions of ESSER have been implemented.

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*:

We have a very limited number of children with disabilities and currently have none in the other areas. However, we are keenly aware of what to look out for in the event that we have a student in these other area that are traditionally underserved. One thing that we did do this past year was to send a laptop home to a family with two special education children in order to assist them in staying on top of their schooling while at home on quarantine. We stand ready to provide similar support to ALL students. And as previously stated, ALL parents were informed of board meetings and given the opportunity to participate in the development of our reopening plans, COVID-response, and how to spend our various ESSER dollars.

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.golva.k12.nd.us/files/2016/08/Golva-Elementary-In-Person-Instruction-and-Continuity-of-Se
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.*:

We will use ARP ESSER III funds to support the expenditures previously made with prior COVID-related grants. The hand-sanitizing stations will need refills and batteries. The fogger/mister used in hallways/classrooms/bathrooms will need refills of the chemicals used. And the supply of PPE will need to be replenished in the coming months. All of these anticipated expenditures will be used to continue to support our ongoing prevention and mitigation strategies.

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.*:

While many schools across the country looked for ways to avoid standardized testing, we embraced it and ensured 100% participation in the NDSA testing in addition to our own NWEA/MAP testing. Using this data from last year as compared to the year before, teachers will be aggressive in identifying any deficits in academic abilities. We have been advertising for an intervention specialist for the past 13 months to provide additional instruction time, but we have not been able to hire anyone. As such, it will be the responsibility of each classroom teacher to dig into this data and seek solutions. As part of our strategies toward addressing learning loss, all teachers last year received training in the SLDS data system and prior to the beginning of the 2021-2022 school year, all teachers will be attending the West River Student Services educators conference. This conference is typically just for special education teachers, but the administration has obtained permission to bring ALL of Golva's teaching staff to the training since we do not have a special ed teacher on-site and we want to have ALL staff prepared to offer interventions.

We also are planning on getting a set of iPads for use in the classroom to support classroom instruction and to provide for additional opportunities for interventions to address learning loss and promote advancement.   We have already found several research articles which confirm that iPads have proven to increase student achievement in the classrooms.

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.*:

Low Income Families: Out of our 35 students in the district, 19 of them were identified last year as qualifying for free or reduced lunch. Given this percentage includes more than half of our students, we strive to provide for the needs of EVERY student at Golva, regardless of their income level. But given that administration has access to this information, we do pay special attention to things like access to quality broadband services, transportation, and other things that may have disproportionately affected these low-income families. They will continue to be monitored and addressed as necessary.

Students of Color: Out of our eighteen families in Golva, there is only one that has students of color. This family has been and will continue to be carefully monitored to ensure that their children are not being disproportionately affected by the pandemic.

English learners: We have no students who are ESL, but on the rare occasion when we get a new family in the system, we monitor these students and their language skills. We also confirm with all families annually what language is predominantly spoken at home.

Children with disabilities: We have only a very small number of students with disabilities that qualify them for services under IDEA. As with other very tiny sub-groups indicated above, these children are monitored to ensure that they and their families have not been disproportionately impacted by the pandemic.

Students experiencing homelessness: We have no students experiencing homelessness, but the Superintendent is trained and experienced in this area and will continue to monitor all children in the district in the event that this changes.

Children & youth in foster care: We have no students in foster care, but the Superintendent is trained and experienced in this area and will continue to monitor all children in the district in the event that this changes.

Migratory students: We have no migrant students, but the Superintendent is trained and experienced in this area and will continue to monitor all children in the district in the event that this changes.

Other Barriers? We are unaware of any barriers that may exist for any student due to gender, race, national origin, color, disability or age. We have identified no issues with transportation for any student. We have confirmed that EVERY household with children in our district has high-speed internet access and we have even granted money to the low-income households to assist with paying for it. In the event that we have to go back to a virtual environment, we used ESSER I monies last year to help buy all new all-in-one computers that can be distributed to homes so that everyone has access.

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)
IDEA (Special Education)	$108,000.00	$25,000.00
Purchase cleaning supplies	$1,000.00	$0.00
Coordinate emergency response	$8,505.00	$0.00
Educational Technology	$3,500.00	$3,000.00
Implement public health protocols	$1,160.00	$0.00
School facility repairs and improvements	$11,000.00	$0.00
Other Activities to maintain operation & continuity of services	$56,982.00	$20,000.00
	$190,147.00	**$48,000.00**

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?*:

Barriers previously identified revolve around the low-income status of approximately half of our student body. Specific issues include access to food, and this has been addressed by providing free breakfast and lunch to all students. The other barrier is access to adequate broadband services capable of streaming educational services if necessary in addition to availability of computers to use for education. Surveys done in the spring of 2020 indicated that ALL families had broadband services to their homes and this was confirmed with the local internet provider. To assist these families, we acquired and distributed funds from the Broadband Assistance grant last year to help pay for these services. And while we do not have any indication that they are needed at this time, we are open to assisting families with internet access if necessary. In addition to the potential barrier of families not having technology capable of doing on-line school, we purchased approximately 30 new all-in-one computers which are primarily placed in the school, but can be sent home if necessary.

We additionally believe that we do not have any additional unidentified barriers in our community that may prevent anyone from access or participation in any of the activities listed in the application. But if they are, they will be addressed right away. We are a very tiny school that is quite homogeneous, with the few exceptions noted elsewhere in prior parts of the application. All 35 students from the 18 families in our school are well-known by all school staff and

when any type of barrier is discovered, mitigation efforts take place immediately.
(no students have transportation issues, mobility issues, and the small number of students who have minor medical issues are able to control their illnesses without them being an impact on their education)

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

While we believe that our school culture mitigates any problems, we also have all required policies in place to provide additional protections for all subgroups. NDSBA Policies approved by the board include:

AAB District Goals and Objectives
AAC Nondiscrimination & Anti-Harassment Policy
AAC-BR1 Discrimination and Harassment Grievance Procedure
AAC-BR2 Title IX Sexual Harassment Grievance Procedure
AAC-E1 Filing a State or Federal Discrimination/Harassment Complaint
AAC-E2 Discrimination/Harassment Confidentiality Assessment
AAC-E3 Training Requirements for Responsible Employees
AAC-E4 Reasonable Accommodation Request Physical Form
AAC-E5 Title IX Sexual Harassment Complaint Form
AAC-E6 Website Posting for Title IX Compliance
AACA Section 504 of the Americans with Disability Act
AACA-AR Section 504 Evaluation Standards and Procedures
AACA-E Section 504 Notice of Parent & Student Rights
ABBE Displays of Religious Objects or Documents
ABCE Prohibition on Aiding Sexual Abuse
ABDA Accessibility Policy
ABDA-BR1 Website Accessibility
ABDA-BR2 Website Accessibility Concerns, Complaints, and Grievances
ABDA-E1 Website Accessibility Complaint and Grievance Form
ABDA-E2 Website Accessibility Statement
ACEA Bullying
ACEA-E1 Bullying Policy Adoption Checklist
ACEA-E1 Bullying Reporting Guidelines
ACEA-E3 Staff Bullying Report Form
ACEA-E4 Student Bullying Report Form
ACEA-E5 Bullying/Harassment Investigation Protocol
ACF Whistleblower Protections Policy
BA School Board Ethics
BA-BR1 School Board Ethics Regulation
FCC Student Restraint Policy
FDB Education of the Homeless Students
FDB-BR Education of the Homeless Dispute Resolution Procedure
FDB-E1 Caregiver Authorization Form
FDB-E2 Dispute Resolution Form
FDD Education of Pregnant and Parenting Students
FDE Education of Special Education/Disabled Students
FDE-E Section 504 Eligibility Determination Form
FDH Students in Foster Care
FF Student Conduct and Discipline
FF-AR Student Conduct Standards and Disciplinary Procedures
FF-E Examples of Student Conduct Violations
FFA Student Alcohol and Other Drug Use/Abuse
FFA-AR Alcohol and Other Drug Intervention Procedure
FGA-E7 School Officials? Guide to FERPA and Data Privacy Policy