

# 10350 - 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 12, 2021 3:49 PM  
**Initially Submitted By:** Gloria Odden  
**Last Submit Date:**  
**Last Submitted By:**  
**Approved Date:** Sep 21, 2021 1:44 PM

## Contact Information

### Primary Contact Information

**Name:** Ms. Gloria Middle Name Odden  
Salutation First Name Last Name

**Title:** Superintendent

**Email\*:** [gloria.odden@k12.nd.us](mailto:gloria.odden@k12.nd.us)

**Address\*:** 301 1ST ST N

STRASBURG North Dakota 58573  
City State/Province Postal Code/Zip

**Phone\*:** 701-336-2667 Ext.  
Phone  
### ### ####

**Fax:** ### ### ####

### Organization Information

**Name\*:** Strasburg Public School - DPI

**Organization Type\*:** Public LEA

**Tax Id:**

**Organization Website:** <http://www.strasburg.k12.nd.us>

**Address\*:** PO Box 308

Strasburg North Dakota 58573-\_\_\_\_  
City State/Province Postal Code/Zip

**Phone\*:** (701) 336-2667 Ext.  
### ### #####

**Fax:** (701) 336-2667  
### ### #####

**SAM.gov Entity ID:** DQTPX1MHEPN4

**SAM.gov Name:** Strasburg School District 15

**SAM.gov Entity ID Expiration Date:** 05/20/2022

## ESSER III Application - Stakeholder Consultation

---

### *Stakeholder Consultation*

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

Students received a google survey that allowed for their input. The survey included:

Under the Elementary and Secondary School Emergency Relief (ESSER) fund, the ND Department of Public Instruction will award grants for the purpose of providing local educational agencies (LEAs), with emergency relief funds to address the impact that Novel Coronavirus Disease 2019 has had, and continues to have, on our elementary and secondary schools across the state. As part of the ESSER funds, that are being made available to schools, stakeholders are being asked to voice input as to how you feel ESSER funds should be utilized.

How do you feel ESSER monies should be spent? examples: curriculum, professional development, renovation, air quality, technology, etc. (for a complete list of allowable expenses see the link below, click on resources, then allowable expenses). Please be specific.

For more information on ESSER, including allowable expenses visit:

<https://www.nd.gov/dpi/sites/www/files/documents/Covid-19/ESSERLEAUseofFunds.pdf>

Additionally, ESSER was discussed at multiple school board meetings where input could be heard/given.

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

NA

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

ESSER has been and will continue to be discussed at board meeting where Civil Rights organizations are welcome to attend and have their input heard. There are no current Civil Rights organizations in our community.

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

Superintendent received a google survey that allowed for their input. The survey included:

Under the Elementary and Secondary School Emergency Relief (ESSER) fund, the ND Department of Public Instruction will award grants for the purpose of providing local educational agencies (LEAs), with emergency relief funds to address the impact that Novel Coronavirus Disease 2019 has had, and continues to have, on our elementary and secondary schools across the state. As part of the ESSER funds, that are being made available to schools, stakeholders are being asked to voice input as to how you feel ESSER funds should be utilized.

How do you feel ESSER monies should be spent? examples: curriculum, professional development, renovation, air quality, technology, etc. (for a complete list of allowable expenses see the link below, click on resources, then allowable expenses). Please be specific.

For more information on ESSER, including allowable expenses visit:

<https://www.nd.gov/dpi/sites/www/files/documents/Covid-19/ESSERLEAUseofFunds.pdf>

Additionally, ESSER was discussed at multiple school board meetings where input could be heard/given.

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

These stakeholders received a google survey that allowed for their input. The survey included:

Under the Elementary and Secondary School Emergency Relief (ESSER) fund, the ND Department of Public Instruction will award grants for the purpose of providing local educational agencies (LEAs), with emergency relief funds to address the impact that Novel Coronavirus Disease 2019 has had, and continues to have, on our elementary and secondary schools across the state. As part of the ESSER funds, that are being made available to schools, stakeholders are being asked to voice input as to how you feel ESSER funds should be utilized.

How do you feel ESSER monies should be spent? examples: curriculum, professional development, renovation, air quality, technology, etc. (for a complete list of allowable expenses see the link below, click on resources, then allowable expenses). Please be specific.

For more information on ESSER, including allowable expenses visit:  
<https://www.nd.gov/dpi/sites/www/files/documents/Covid-19/ESSERLEAUseofFunds.pdf>

Additionally, ESSER was discussed at multiple school board meetings where input could be heard/given.

**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\*:**

These stakeholders received a google survey that allowed for their input. The survey included:  
Under the Elementary and Secondary School Emergency Relief (ESSER) fund, the ND Department of Public Instruction will award grants for the purpose of providing local educational agencies (LEAs), with emergency relief funds to address the impact that Novel Coronavirus Disease 2019 has had, and continues to have, on our elementary and secondary schools across the state. As part of the ESSER funds, that are being made available to schools, stakeholders are being asked to voice input as to how you feel ESSER funds should be utilized.

How do you feel ESSER monies should be spent? examples: curriculum, professional development, renovation, air quality, technology, etc. (for a complete list of allowable expenses see the link below, click on resources, then allowable expenses). Please be specific.

For more information on ESSER, including allowable expenses visit:  
<https://www.nd.gov/dpi/sites/www/files/documents/Covid-19/ESSERLEAUseofFunds.pdf>

Additionally, ESSER was discussed at multiple school board meetings where input could be heard/given.

### **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.strasburg.k12.nd.us/files/2021/06/Fall-2021-Restart-Plan.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.\*:**

Strasburg Public School may utilize ESSER III funds to help prevent and mitigate the spread of COVID and to maintain the health and safety of our students, educators, and staff by (list is not exhaustive):

\*Bathroom renovations to include automatic flush systems to help mitigate and prevent the spread of illness. Replace elementary bathroom countertops for easier cleaning and disinfecting.

\*Installation of water bottle filling water fountains in the elementary.

\*School repair/renovation and improvements to reduce exposure to environmental hazards- such as asbestos abatement, replace interior and exterior doors and windows.

\*Air quality- AC units in gymnasium and multipurpose room with iWave filtration systems to filter the air and help prevent the spread of disease/illnesses. Replacement of interior and exterior doors and windows.

\*Cleaning supplies to help with sanitizing and disinfecting heavily used areas.

\*Retention pay for all full and part-time employees. COVID brings with it extra challenges for school staff, retention pay is needed to help cover all the extra duties assigned.

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

SPS will utilize the 20% set-aside in many areas. Here are some of those areas:

Professional Development- to ensure our staff is staying on top of high-quality teaching methods and skills and to utilize their curriculum with fidelity. We will also utilize monies to help bring in presenters on mental health and other social-emotional needs of students. SPS staff will be trained in the "I am Resilient" program and students will also be taught these life skills from the program. Evidence: Benefits of Faculty Professional Development <https://chaschool.org/benefits-of-faculty-professional-development/>

Afterschool program (Supplemental Learning)- SPS will provide afterschool tutoring to students to help close gaps, reinforce what is being taught in the classroom, and provide students an outlet for getting homework supports to prevent further learning decline. We would also like to provide transportation if needed. Summer school- SPS would like to provide summer school based on student/family interest. We would also like to provide transportation if needed. Evidence: Effectiveness of Before and After-School Tutoring Programs as Measured by the Mississippi Curriculum Test <https://core.ac.uk/download/pdf/301299256.pdf>

Dual Credit/Early Entry/ITV/Distance learning courses (Supplemental Learning)- Supporting students taking dual credit/early entry courses gives our students the ability to take courses that we are unable to provide and these courses will help to expand their future choices to be college, military and career ready. Being able to offer this service will be a great advantage to our students in poverty and those that need to be challenged further than typical high school courses. Evidence- Dual Enrollment: Lessons Learned on School Level Implementation <https://www2.ed.gov/programs/slcp/finaldual.pdf>

Use of high quality instructional materials and curricula such as: Mathematics curriculum for grades 9-12- SPS needs to put into place a new math curriculum that follows ESSA research guidelines. This curriculum will help our mathematics teacher provide high-quality, rigorous instruction that will meet the present and future math needs of our students. (Curriculum is still being researched but will meet ESSA guidelines.

Mental Health Support: School counselor- SPS will use part of the ESSER III monies to pay for our school counselor's salary. The school counselor is a vital part of our staff, to help students and staff with social/emotional needs.

Educational Technology: SPS will maintain 1:1 devices. ESSER III monies will help SPS make sure our students have up-to-date devices and access to technology.

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

For all the students listed below ESSER funds will help us to provide high-quality curriculum and instruction.

Low-income families: SPS typically sits around the mid 40's for percentage of low-income families. Therefore, we will provide transportation, technology, interventions, title services, etc. as needed for each child.

Students of Color: SPS will continue to monitor any gaps. At this time, we have a low percentage of students of color, all of which are performing at or above their peers.

SPS has all the required liaisons/resources in place for foster care, homeless, migratory students, and behavioral health.

English Learners: SPS does not have any EL; however, we will maintain our EL contract with our REA in order to be ready if this situation arises.

Children with Disabilities: Our students with disabilities are monitored throughout the year according to their IEP's and 504 plans. All these students are given high-quality instruction, accommodations, and differentiation based on their individual needs.

Students experiencing homelessness: SPS does not have any homeless students at this time; however, we will maintain our annual homelessness survey to continue to monitor students living situations.

Children and youth in foster care: SPS's students in the foster care system will be provided the same resources as all our students and will be monitored to see if there is a need for additional supports and differentiation instruction.

Migratory students: SPS does not have any migratory students but will be vigilant of this potential and will have provide placement tests if the need arises in order to meet the student where they are at.

## 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	\$25,000.00	\$25,000.00
Improving Air Quality	\$32,599.00	\$0.00
Supplemental learning	\$50,000.00	\$50,000.00
Renovation Projects	\$84,500.00	\$0.00
Mental health supports	\$100,000.00	\$100,000.00
Professional development	\$5,000.00	\$5,000.00
Purchase cleaning supplies	\$5,000.00	\$0.00
Educational Technology	\$30,000.00	\$30,000.00
Transportation	\$1,000.00	\$0.00
Additional pay	\$25,000.00	\$0.00
	<b>\$358,099.00</b>	<b>\$210,000.00</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?\***

Barriers that may exist in our community that could prevent stakeholders from accessing or participating in funded projects include:

- Transportation
- Technology needs
- Curriculum adaptations
- Academic Support

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

Steps taken to address above concerns:

Transportation- to solve this we will utilize some of our ESSER funding to pay a driver that will provide transportation to any student that is in need of transportation from the after school program

Technology- SPS will continue to provide all students and teachers with updated 1:1 devices in order to ensure equal access

Curriculum- SPS ensures that all curriculum will be adaptable to all students at SPS. SPS works closely with the school for the blind to ensure all our new and existing curriculum is adapted for students that have a vision impairment. SPS also works in consultation with the school for the deaf and hard of hearing to ensure we have all the proper equipment in place for any students that need this service.

Academic Support- All students will be given the opportunity to attend SPS's after school program in order to provide additional supports in reading, math, and writing. These supports will complement and enhance the standards being taught in the classrooms during the school day.

Additionally, we have policies in place to ensure equitable and equal access. These policies include: ACC- Nondiscrimination and Anti-Harassment, FDB- Education of the Homeless Student, FDC- Education of Migrant Students, FDD- Education of Pregnant and Parenting Students, FDE- Education of Special Education/Disabled Students, FDH- Students in Foster Care