

10327 - 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 16, 2021 12:38 PM
Initially Submitted By: Daniel Warcken
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Last Submitted By: Daniel Warcken
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Contact Information

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Sargent Central Public School

Forman North Dakota 58032
City State/Province Postal Code/Zip

Phone*: 701-724-3205 Ext.
Phone
####

Fax: ### ### ####

Organization Information

Name*: Sargent Central Public School -

Organization Type*: DPI Public LEA

Tax Id:

Organization Website: www.sargentcentral.org

Address*: 575 5th St SW

Forman North Dakota 58032-____
City State/Province Postal Code/Zip

Phone*: (701) 724-3205 104
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SAM.gov Entity ID: HDCLWTS1KKY3

SAM.gov Name: Sargent Central Public School District 6

SAM.gov Entity ID Expiration Date: 07/12/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

An ESSER Funding Stakeholder Feedback survey was sent out on June 3rd via the school's notification system and was also publicly available on the school's website for a couple of weeks along with the opportunity to address the board during regular school board meetings. Discussions were held on ideas for the use of the funds. Student input was not provided during regular school board meetings.

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

NA

Civil rights organizations (including disability rights organizations)*:

There are no civil rights organizations within the communities that make up Sargent Central Public School.

The school has a 504 coordinator, homeless liaison, foster care liaison, and two special education teachers in collaboration with the South Valley Special Education Unit. Each was provided an opportunity to provide input on the plan. An ESSER Funding Stakeholder Feedback survey was sent out on June 3rd via the school's notification system and was also publicly available on the school's website for a couple of weeks along with the opportunity to address the board during regular school board meetings.

Superintendents*:

The superintendent met weekly with school administration and informally with a variety of stakeholders during the spring of 2021. Many discussions were held regarding ESSER monies. The superintendent also kept the school board informed of the requirements of the grant money and made recommendations as to the best uses with the available funding. An ESSER Funding Stakeholder Feedback survey was sent out on June 3rd via the school's notification system and was also publicly available on the school's website for a couple of weeks along with the opportunity to address the board during regular school board meetings.

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

Teacher and classified staff input were gathered during formal and informal staff meetings in collaboration with school administration. Information was sent out via email with an open-door policy providing an opportunity for all stakeholders to provide feedback and thoughts towards the spending of ESSER funds. An ESSER Funding Stakeholder Feedback survey was sent out on June 3rd via the school's notification system and was also publicly available on the school's website for a couple of weeks along with the opportunity to address the board during regular school board meetings. Teachers and classified staff did not address the school board regarding ESSER monies.

Top priorities with ESSER funding from school personnel included: purchasing educational technology (including hardware, software, and connectivity) for students, high-quality instructional materials and curricula, and related professional development, addressing learning loss among students (high-quality assessments, evidence-based activities, information and assistance to parents and families, tracking student attendance and student engagement), mental health services and support, and additional employee pay (recruitment, retention, additional compensation).

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 school has a 504 coordinator, homeless liaison, foster care liaison, ELL instructor, and two special education teachers in collaboration with the South Valley Special Education Unit. Like many small schools in the state, Sargent Central's school administration wear a variety of hats, including 504 coordinator, homeless liaison, and foster care liaison. An ESSER Funding Stakeholder Feedback survey was sent out on June 3rd via the school's notification system and was also publicly available on the school's website for a couple of weeks along with the opportunity to address the board during regular school board meetings. Stakeholders, not including the superintendent, and school principals 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 did not address the school board regarding ESSER monies.

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.sargentcentral.org/continuity-of-services-plan>
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.*:

Project 1

- Kitchen cafeteria remodel with stainless steel countertops, shelving, work tables, appliances, exhaust hood with fan/AC, dishwasher, and serving counters. The kitchen remodel would increase sanitation and clean air in the kitchen area for improved prevention and mitigation.

Project 2

- Bathroom remodel with new touchless sinks/toilets/soap/towels, flooring, lighting, and dividers in the Activity Center bathrooms. The bathroom remodel would increase sanitation in the Activity Center bathrooms for improved prevention and mitigation.

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.*:

\$117,369 of ESSER III funding or about 39% will be used to support evidence-based interventions and practices as defined under section 810(21)(A) of the ESEA. Utilizing funds will be used for:

1. Purchas new high-quality instructional materials such as a new math program
2. Pay the salary and benefits for an elementary reading strategist
2. Pay the salary and benefits for staffing an after school program
3. Pay the salary and benefits for a summer school program

Each of the three utilization of funds demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

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 - no cost breakfast and lunch with breakfast and lunches delivered during times of no school, backpack program that provides free meals delivered discreetly to a students locker in preparation for weekends or holiday breaks, free transportation provided along with transportation provided during summer school, free transportation offerings provided to students attending after school program, school offerings such as MTSS, Title, ELL instruction, reading strategist, and special education provide supplemental academic assistance when needed and eligible. Provide all students (PreK-12th) grade with 1:1 to device opportunity for off-site learning and development.

Students of color - no cost breakfast and lunch with breakfast and lunches delivered during times of no school, backpack program that provides free meals delivered discreetly to a students locker in preparation for weekends or holiday breaks, free transportation provided along with transportation provided during summer school, free transportation offerings provided to students attending after school program, school offerings such as MTSS, Title, ELL instruction, reading strategist, and special education provide supplemental academic assistance when needed and eligible. Provide all students (PreK-12th) grade with 1:1 to device opportunity for off-site learning and development.

English learners - no cost breakfast and lunch with breakfast and lunches delivered during times of no school, backpack program that provides free meals delivered discreetly to a students locker in preparation for weekends or holiday breaks, free transportation provided along with transportation provided during summer school, free transportation offerings provided to students attending after school program, school offerings such as MTSS, Title, ELL instruction, reading strategist, and special education provide supplemental academic assistance when needed and eligible. Provide all students (PreK-12th) grade with 1:1 to device opportunity for off-site learning and development.

Children with disabilities - - no cost breakfast and lunch with breakfast and lunches delivered during times of no school, backpack program that provides free meals delivered discreetly to a students locker in preparation for weekends or holiday breaks, free transportation provided along with transportation provided during summer school, free transportation offerings provided to students attending after school program, school offerings such as MTSS, Title, ELL instruction, reading strategist, and special education provide supplemental academic assistance when needed and eligible. Provide all students (PreK-12th) grade with 1:1 to device opportunity for off-site learning and development.

Students experiencing homelessness - n/a

Children and youth in foster care - - no cost breakfast and lunch with breakfast and lunches delivered during times of no school, backpack program that provides free meals delivered discreetly to a students locker in preparation for weekends or holiday breaks, free transportation provided along with transportation provided during summer school, free transportation offerings provided to students attending after school program, school offerings such as MTSS, Title, ELL instruction, reading strategist, and special education provide supplemental academic assistance when needed and eligible. Provide all students (PreK-12th) grade with 1:1 to device opportunity for off-site learning and development.

Migratory students - n/a

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)
School facility repairs and improvements	\$182,665.00	\$0.00
High quality instructional materials and curricula	\$19,818.00	\$19,818.00
Supplemental learning	\$97,551.00	\$97,551.00
	\$300,034.00	\$117,369.00

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 that may prevent students, teachers, and other program beneficiaries from participating in our funded projects and activities include transportation to/from regular/summer school, equitable access to technology/hardware, available curriculum resources, and adequate and equal nutritional opportunities.

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

An additional bus is being purchased. All devices will become 1:1 for all students and staff from PreK-12th grade. Equitable access to education is also addressed by providing reading strategist staffing, after school staffing, and summer school programming that includes transportation to/from all the communities that make up Sargent Central Public School District. Upgrades to the school cafeteria will provide additional mealtime and equitable access to adequate nutrition and fresh air ventilation. A new math curriculum will provide added on-level learning and will help address educational gaps.