

10050 - 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 07/01/2021 - 09/30/2023

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- **Initial Submit Date** Aug 17, 2021 4:05 PM

Initially Submitted By Tracy Peterson

Last Submit Date Sep 15, 2021 1:23 PM

Last Submitted By Tracy Peterson

Approved Date Sep 28, 2021 11:21 AM

Contact Information

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Center-Stanton School District #1

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- Organization Information

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- NameCenter-Stanton Public School - DPI

Organization TypePublic LEA

Tax Id

Organization Website<http://www.center-stanton.k12.nd.us>

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SAM.gov Entity IDLKUKN98MGP85

SAM.gov NameCenter-Stanton School District 1

SAM.gov Entity ID Expiration Date07/12/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

- Students

- Center-Stanton Public School students were surveyed and consulted with Center-Stanton Public School students during the Spring of 2021 school year on the use of ESSER funds and held conversation regarding the use of these ESSER funds.
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- Public board meetings were held regarding ESSER funds in June and July. Several students attended these meetings.
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Students are involved in committee to look at school improvement plans and technology usage. These committees shared use of ESSER funds in their meetings.

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

NA

Civil rights organizations (including disability rights organizations)

In Center-Stanton Public School we provide a 504 coordinator, homeless liaison, foster care liaison, and special education teacher through Oliver Mercer who were given the opportunity to provide valuable input into the ESSER plan and are part of our school leadership committee(s). Our liaison staff members reached out through phone correspondence to individuals within our local, regional, and state level to verify participation and necessary input.

Superintendents

The superintendent and Principals meet on a weekly basis with business manager and technology coordinator to give input into the ESSER plan(s). They are all part of the school leadership team that continues to address ways to resolve learning loss.

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

Teacher, principals, paras, input was gathered during weekly staff meetings to help guide the development of our ESSER plans and budgets.

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

Other than learning disabled and ELL, Center-Stanton does not have students in these categories. Center-Stanton does work with CREA to provide for ELL students and has involved the necessary parties to be cognizant of the needs for these subgroups and how ESSER monies could benefit these underserved students down the road.

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.center-stanton.k12.nd.us/browse/201817> 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.

Center-Stanton will replace a airhandling system that provides outside air throughout the facility to help mitigate the spread of the COVID virus and other variants.

The Center-Stanton School District purchased two school buses with ESSER II and ESSER III dollars to help provide better spacing in our school transportation for students.

Air cleaners will be installed throughout the facility using ESSER III dollars to continue to provide sterilization and cleaning throughout high traffic and high usage areas of the facility.

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.
- Through survey and feedback received, the district has hired a pair of teachers to serve as interventionist to work with students in elementary, middle, and high school. These teachers will do math intervention and reading intervention. This will benefit us at Center-Stanton by providing more time and opportunity to address learning loss in these two areas. We have also purchased curriculum supports for elementary school to help with learning loss in mathematics and reading.

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- Evidence provided by:

- <https://www.edsurge.com/>

- <https://www.reflexmath.com/research>

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Yu, L., & Rachor, R. (2000, April). Presented at the annual meeting of the American Educational Research Association, New Orleans, LA. Retrieved from: <https://eric.ed.gov/?id=ED441831>

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.
- Center-Stanton reviewed our data and saw a high number of students qualifying for free and reduced lunch. With a high percentage of students as low-income, the district plans to use our ESSER III dollars to address the needs of all of our students.

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- Center-Stanton Public School did not record any students of color in 2020-2021 school year. We have non-discrimination policies in place and will intend to follow these policies to support students of color or other areas that may face discrimination.
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- Center-Stanton Public School has two ELL students enrolled. We continue to work with our CREA to provide English Learner support using ESSER III dollars.
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- We will continue to provide ESSER III dollars to support students who will be listed with learning disabilities and will work with our Oliver-Mercer Special Ed unit to identify and support these students and staff.
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We provide a homeless, foster care, and migratory liaison to meet the needs of these students in these groups should they enroll in our school district.

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)
Professional development	\$15,000.00	\$0.00
Improving Air Quality	\$118,837.00	\$0.00
Perkins (Career & Technical Education)	\$10,000.00	\$0.00
High quality instructional materials and curricula	\$20,000.00	\$0.00
Educational Technology	\$50,000.00	\$25,000.00
School facility repairs and improvements	\$50,000.00	\$0.00
Purchase cleaning supplies	\$50,000.00	\$0.00
Ensure preparedness and coordination	\$1,500.00	\$0.00
High quality instructional materials and curricula	\$35,000.00	\$15,000.00
Implement public health protocols	\$10,000.00	\$0.00
Other Activities to maintain operation & continuity of services	\$15,000.00	\$0.00

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)
Transportation	\$10,000.00	\$0.00
Additional pay	\$100,000.00	\$75,000.00
	\$485,337.00	\$115,000.00

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 within the Center-Stanton school district and communities of Center and Stanton may include technology equitable access, adequate nutrition needs, income, health needs, social-emotional wellness, and access to educational supports.

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

Educational access will be addressed through the addition of buses to help transport students to and from school as well as provide for those students access to after school programs. The spacing on these buses will provided for safer more reliable transportation.

Equitable access is addressed with the purchase of technology and internet access at home and on the bus to allow students to access education similarly across the district.

Social emotional needs are being met through the hiring of extra interventionists teachers which will allow for our guidance counselor to spend time in addressing the counseling needs necessary instead of having to provide academic supports.

Income as a barrier is addressed through providing funds available to those who do not have access to the technology access, transportation, or technological needs; as well as, impact programming for mental/behavioral health covered through school funds where income is noticed as a possible barrier.

The health and well being of our students is provided through the installation of a new air handling system as well as air purifiers/cleaners throughout the high traffic areas of our facility.

Center-Stanton has policies in place to address nondiscrimination, harassment, wellness, and accessibility. We also address these and monitor them through the Title IX and 504 coordinator to help ensure equal opportunity to all students in our district and communities.