

# 10268 - 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:** 08/02/2021 - 12/31/2024

**Initial Submit Date:** Aug 14, 2021 9:07 AM  
**Initially Submitted By:** Jerry Waagen  
**Last Submit Date:** Sep 17, 2021 1:23 PM  
**Last Submitted By:** Jerry Waagen  
**Approved Date:** Sep 29, 2021 9:43 AM

## Contact Information

### Primary Contact Information

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### Organization Information

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

**Organization Type\*:** Public LEA

**Tax Id:**

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

**Address\*:** 214 7th Ave.  
  
Montpelier North Dakota 58472-\_\_\_\_  
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**SAM.gov Entity ID:** EUQEM4GW42G8

**SAM.gov Name:** Montpelier School District

**SAM.gov Entity ID Expiration Date:** 12/07/2021

## ESSER III Application - Stakeholder Consultation

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### *Stakeholder Consultation*

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

Students in grades 5-12 were sent an email with a link to a Google Form survey seeking their input. However, this was not posted until June 2 and school was out for the summer. Received only two surveys back from the students. The survey link was resent through our listserv seeking additional feedback. There were three additional responses when the survey was resent. Students indicated they wanted facility improvement, being choice ready and a concern for bullying. This will be addressed through social/emotional programs and relationship building. A student was a member of our stakeholder committee that met during the summer. The student provided their perspective of the needs of our high school building.

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

NA

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

Montpelier is a small town with no such organizations. The superintendent is the Title I authorized representative and our 504 coordinator served on the stakeholder committee. Appropriate staff members attend training on Title IX and 504 to ensure student needs are met. The school website contains the policy manual indicating the grievance procedure for possible civil rights violations. Input to the expenditure of funds was requested from parents and other stakeholders through a letter shared on May 18, 2021.

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

The superintendent was involved in all aspects of the feedback process with other stakeholder members. They were a member of the stakeholder team and provided the agenda for the meetings. Facilitated stakeholder meetings as well as sharing survey links to students and parents. Superintendent shared the need to be prudent and efficient in the spending of these once in lifetime funds. The superintendent had multiple conversations with staff members listening to varied viewpoints for use of the funds. The conversations provided a core background of information to develop a plan for ESSER fund expenditure.

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

Teachers and other staff were provided a survey in the spring of the year that included many possibilities of ESSER funds usage. Survey results were included in stakeholder committee discussions. Conversations throughout the spring occurred with staff members. Teachers were members of the stakeholder committee providing critical information to the process. Teachers provided valuable insight in ways that an after school program may be implemented. Also shared the day to day concerns peers had with the building. Teachers and other members of the team expressed a concern for the need of space that both students and paraprofessionals could work. The need to update/improve the hundred year old high school building was shared. A need for an improved science room facility, energy efficient rooms, and improved stairways was discussed.

#### **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\*:**

A parent of a child with an IEP was included on our stakeholder committee and provided feedback to ESSER fund use. Specific feedback was requested of the special education instructors. The school's foster care liaison was included in the feedback cycle for the grant. All other areas are NA.

## ESSER III Approved Applications

**District confirms the approved ESSER III application will be posted to their website for public access.\*:** Yes

## ESSER III Application

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### Prevention & Mitigation Strategies

**Return to In-Person Instruction Plan\*:** <http://www.montpelier.k12.nd.us/wordpress/wp-content/uploads/2020/08/Health-and-Safety-Plan-8-4-2020>  
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.\*:**

Our school developed the In-Person Instruction and Continuity of Services Plan with the stakeholders given the opportunity for feedback regarding the plan. It is posted and stakeholders are encouraged to review it any time and may contact the superintendent. This plan will be reviewed every six months with reminder to patrons that feedback will be welcomed. The plan is available on our website and includes all required aspects of the plans.

The district will continue to purchase necessary cleaning supplies for consistent cleaning of frequently touched surfaces such as doorknobs and hand railings. Purchase of additional kitchen supplies to minimize the transmission of the virus and other germs. Example, frequent exchange of spoons and tongs used on the salad bar. Face masks will still be purchased and made available to individuals that choose so. Masks will be available in the case that an outbreak occurs within the building or is recommended by the local health agency.

Installation of touchless fixtures in the bathroom. Improvement of air quality to be achieved through new window installation and/or air conditioning unit installation.

### 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.\*:**

Our school hired an academic interventionist whose focus was to reach out to students that were failing or near failing and those that were falling behind in their assignments. This consistent and positive work lowered the number of students that were failing allowing them to acquire the necessary skills to move on academically. The interventionist works with a small number of students at a time allowing for more immediate questioning, feedback, and some direct instruction if needed. The success of this interventionist has proven the value of this position and will be implemented during the upcoming year(s).

Student academic progress is important, especially for struggling students. We currently have MTSS in place but would like to have more consistent monitoring of students. Ensuring proper student growth, we plan on hiring an individual that one day a week will progress monitor students that have been assigned to interventions and replacement programs. Students identified as not demonstrating sufficient growth to lower their achievement gap will be reevaluated and assigned a new intervention if deemed necessary.

An effort will be made to improve Tier I language arts learning for elementary students through available professional development. The LETRS (Language Essentials of Reading and Spelling) training provided by SEEC will be explored for our lower elementary teachers. Other professional development may be attended if the appropriate training for our school's needs is made available.

Not all the needs of students can be met during the regular school day. An after school program will be made available at least two days a week with teachers available to assist struggling students. The program will run with from 3:30-5:00 with transportation available if possible. Teachers working from 4:00-5:00 will be compensated as well any bus drivers if needed and/or available.

Student engagement was an area of struggle throughout the past year creating an environment where learning loss occurred and students that normally did

well academically did not meet their potential. A need to accelerate student growth for all students will be addressed with the implementation of a SmartLab. The lab is STEM based hands-on activities for students of all ages. The goal is to renew the interest in learning and achieving academically.

The positive effects of the SmartLab were demonstrated through studies by the NDCDE. The scores from the Digital Learning Assessment showed an overall increase in scores over a six-month period during SmartLab implementation. Students reported impacts in learning, opportunity, and equity. Other learning areas showing positive results included teamwork, time management, perseverance, and confidence.

Our school currently uses MTSS to help identify students that are struggling academically. Staff members are in need of an update of MTSS and will attend MTSS training when available. An MTSS program properly implemented will help identify students at a younger age that may be struggling with reading and mathematics.

The mental well-being of the students is an overlooked aspect of a child's success in their education. The school will look to expand the availability of counseling services to the students. Currently we have a counselor one day a week but want additional availability .

**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.\*:**

Our school has an approximately 50% free and reduced lunch rate based on previous years' information. These students will be provided laptop computers they will be able to have the technology to meet the academic requirements of the classroom. The laptops will also allow them to be able to participate in distance learning if the need occurs. These students will have consistent access to our academic interventionist to provide the additional support they may need to experience success. The after school program will have transportation services available so the students may be active participants. Individuals that have concerns or input regarding ESSER fund use may contact the superintendent.

Children with disabilities have a variety of needs that may need to be addressed to help them grow and succeed academically. The students will have access to same services listed in the previous paragraph in addition to the regular services they may receive in the learning center. The learning center will be able to purchase the necessary materials to support the students. The SmartLab naturally supports the students with activity, hands-on engagement, and real-world problems. Individuals that have concerns or input regarding ESSER fund use may contact the special education instructors or the superintendent.

Although we did not have any homeless or students in foster care our liaison for future individuals is Mr. Ben Hannasch, high school principal.

All other groups are NA.

**Estimated Use of Funds Plan**

**Allowable Use of Funds**

<b>Allowable Use of Funds</b>	<b>Estimated Expenditure Amount</b>	<b>Estimated Amount to address Learning Loss under this Use of Funds (20% of Budget Total MUST be spent on Learning Loss)</b>
Supplemental learning	\$78,176.00	\$78,176.00
Educational Technology	\$80,225.00	\$70,225.00
Professional development	\$20,000.00	\$5,000.00
Mental health supports	\$15,000.00	\$5,000.00
High quality instructional materials and curricula	\$15,000.00	\$15,000.00
Purchase cleaning supplies	\$5,000.00	\$0.00
Improving Air Quality	\$20,000.00	\$0.00
Additional pay	\$10,000.00	\$0.00
School facility repairs and improvements	\$156,975.00	\$0.00
	<b>\$400,376.00</b>	<b>\$173,401.00</b>

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***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?\***

A barrier for our students and parents is that we have been traditionally around a 50% free and reduced lunch rate. This indicates that families may have difficulties in having all resources such as technology available for their children.

Students and staff will have access to programs and facilities throughout the normal school day. Multiple classes may want access to the SmartLab at the same time. A barrier of concern is the opportunity for students to participate in the after school programs due to lack of transportation. A challenge we have is that approximately half of our students are open enrolled and this can cause less parental involvement.

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

Montpelier School will ensure that all students have access to technology so they may participate in class and have the opportunity to succeed academically.

Ensuring that all classes have opportunity to utilize the SmartLab a Google calendar will be designed and shared to the staff. The staff will be able to sign up for the use of the lab. The calendar will be reviewed on a regular basis to monitor for over use by a single class/teacher.

An after school program will give additional opportunities to have access to teachers who can provide extra support that may not be available at home. After school program access will occur with a coordinated effort by the district to arrange transportation for participants. District buses and drivers will be used when possible.

The school strives to provide multiple means for communication with the parents and community. The school's website and Facebook pages are updated promptly and frequently. The school also utilizes a listserv to connect with stakeholders.