

10134 - 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 16, 2021 10:16 AM
Initially Submitted By:	Frank Schill
Last Submit Date:	Oct 4, 2021 1:44 PM
Last Submitted By:	Frank Schill
Approved Date:	Oct 4, 2021 3:15 PM
Approved By:	Valerie Willis

Contact Information

Primary Contact Information

Active User*:	Yes
Type:	External User
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Comments:	

Organization Information

Status*:	Approved
Name*:	Edmore Public School - DPI
Organization Type*:	Public LEA
Tax Id:	

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

Address*: PO Box 188

Edmore North Dakota 58330-____
 City State/Province Postal Code/Zip

Phone*: (701) 644-2281 Ext. _____
 ###-###-####

Fax: (701) 644-2281
 ###-###-####

Benefactor:

Vendor ID:

PeopleSoft Supplier ID: 0000008443

Comments:

Location Code: SCHOOL DIS

SAM.gov Entity ID: FTNNHY69JAN6

SAM.gov Name: Edmore School District 2

SAM.gov Entity ID Expiration Date: 04/05/2022

State Issued ID: 36-002

Category #: 1032

Year Begin: 1999

Year Closed:

NCES#: 3805950

Restricted Indirect Cost Rate: 0.0%

Unrestricted Indirect Cost Rate: 0.0%

Document Approval

Level	Approved By	Approved Date	Approval	Comments
1	Valerie Willis	Oct 4, 2021 3:15 PM	Approved	

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

The Edmore School administration met with student representatives to discuss the use of ESSER dollars to best meet the needs of students and school personnel. Student input included continued use of PPE, social distancing, periodic BINAX testing, face masks when social distancing could not be achieved, use of technology when on-line learning was necessary, and improved ventilation to increase air flow and reduced noise. Students wanted whatever was necessary to ensure and maintain in-person learning. Online learning would be utilized as a "last resort".

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

NA

Civil rights organizations (including disability rights organizations)*:

The Edmore superintendent serves as the 504 coordinator and Title IX coordinator. The administration met with special education personnel to discuss additional services that may be necessary to meet the need of students attending the Edmore school. Personnel agreed to focus on additional staff training as necessary to meet the unique needs of our students. In addition to professional development, the group echoed the need to continue to maintain a clean environment and utilize the present procedures in place.

Superintendents*:

The Edmore school superintendent with the principal, staff and school board processed the best use of ESSER dollars to benefit students and personnel. Possible uses included: additional PD for staff, PPE, hardware/software to accommodate on-line learning, and infrastructure improvements to improve ventilation.

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

The Edmore administration provided a staff survey to discuss the best use of ESSER dollars. Staff responses echoed student responses and encouraged school leadership to utilize ESSER funds to purchase PPE supplies, maintain social distancing, periodic BINAX testing, face masks when social distancing could not be achieved, improved ventilation to increase air flow. Staff were also were in favor of any infrastructure improvements that would allow continued in-person learning and reduce the spread of the COVID virus among staff and students. Staff stressed the need for continued professional development to assist them in dealing the changing academic needs and social emotional needs of students as a result of the pandemic.

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 principal serves as the homeless coordinator and the superintendent serves as the foster care coordinator. Both administrators serve students with disabilities, and underserved children. The administration believe suggestions from other stake holder groups will also benefit the fore-mentioned students. Parents including parents of underserved students were contacted via surveys and phone conversations to determine individual and family needs. The public were contacted via phone conversations to solicit input on how the ESSER monies should be spent throughout the district.

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.edmore.k12.nd.us>
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.*:

The Edmore school district administration and school board will discuss the present Smart Restart Plan at each month's board meeting or special board meeting if the Ramsey Public Health unit provides an update that requires board action. ESSER III funds will be utilized to assist with logistical changes that will result from a change in the Smart Restart Plan. Families of low income status without wifi will continue to receive wifi access in the home environment thus allowing their children to complete homework/online learning at the district expense.

Renovation plans will include infrastructure updates to improve sanitization and improved/enhanced learning environment for learning loss.

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.*:

The Edmore school district will utilize ESSER III funds for the training of all staff to receive additional training regarding emotional health and well-being of themselves and students. Staff will also receive additional training related to Language Arts and Mathematical instructional strategies to assist in making additional academic gains for students.

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 Student Supports - The Edmore School personnel will evaluate the needs of each individual student and provide both personnel and financial resources necessary for academic and social/emotional success. This could include, but is not exclusive of clothing, wifi access at home, electronic device, additional tutoring time after school which would result in additional transportation home, and counselor access.

Students of Color Supports - The Edmore School personnel will evaluate the needs of each individual student and provide both personnel and financial resources necessary for academic and social/emotional success. This could include, but is not exclusive of clothing, wifi access at home, electronic device, additional tutoring time after school which would result in additional transportation home, and counselor access.

English Learners Supports - The Edmore School personnel will evaluate the needs of each individual student and provide both personnel and financial resources necessary for academic and social/emotional success. This could include, but is not exclusive of clothing, wifi access at home, interpreter services, electronic device, additional tutoring/ time after school which would result in additional transportation home, and counselor access.

Disable Student Supports - The Edmore School personnel will evaluate the needs of each individual student and provide both personnel and financial resources necessary for academic and social/emotional success. This could include, but is not exclusive of clothing, wifi access at home, electronic device, additional tutoring time after school which would result in additional transportation home, and counselor access.

Homeless Student Supports - The Edmore School personnel will evaluate the needs of each individual student and provide both personnel and financial resources necessary for academic and social/emotional success. This could include, but is not exclusive of clothing, wifi access at home, electronic device, additional tutoring time after school which would result in additional transportation home, and counselor access.

Foster Care Student Supports - The Edmore School personnel will evaluate the needs of each individual student and provide both personnel and financial resources necessary for academic and social/emotional success. This could include, but is not exclusive of clothing, wifi access at home, electronic device, additional tutoring time after school which would result in additional transportation home, and counselor access.

Migrant Student Supports - The Edmore School personnel will evaluate the needs of each individual student and provide both personnel and financial resources necessary for academic and social/emotional success. This could include, but is not exclusive of clothing, wifi access at home, electronic device, additional tutoring time after school which would result in additional transportation home, and counselor 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)
Supplemental learning	\$28,906.00	\$28,906.00
Professional development	\$50,000.00	\$50,000.00
Renovation Projects	\$200,425.00	\$0.00
	\$279,331.00	\$78,906.00

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?*

Barrier #1 - The Edmore School district is located in a rural setting and has a high percentage of social/economically disadvantaged families in attendance. As a result several families do not have wifi access in the home setting. This is a challenge for these students as they need wifi to complete homework/projects outside the academic day.

Barrier #2 - Several of the Edmore School families have difficulty with providing transportation for their child/children. Both parents work or they only have one vehicle or no vehicle available for the family.

Barrier #3 - Several students are victims of trauma. As a result these students need additional understanding from staff and also counseling resources.

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

#1 - The Edmore School will provide wifi access and cover monthly fees associated with wifi access in the residences of those families unable to afford wifi access.

#2 - The Edmore School will provide transportation home for students that need to remain after school for additional instruction, tutoring, completion of projects, or counseling time. Separate transportation will be provided to assure academic success & social/emotional gains are attained.

#3 - The Edmore School has purchased services from the "HOPE" institute. Personnel from this organization has and continues to provide professional development for staff in understanding and dealing with trauma students. Trauma students also receive additional counseling to help them deal with their unique personal circumstances.