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 11, 2021 6:49 PM
Initially Submitted By: Tonya Bauer
Last Submit Date: Sep 12, 2021 12:07 PM
Last Submitted By: Tonya Bauer
Approved Date: Sep 13, 2021 8:18 AM

Contact Information

Primary Contact Information

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Organization Information

Name*: Sterling Elementary School - DPI
ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:
At 2 regular school board meetings we invited students/families to attend and give input on how ESSER III funds can be utilized in our school.
The school board held 1 special school board meeting to address ESSER funding.
We posted on Facebook and our website that we are needing input on how to use the ESSER funds.
We had 1 student attend one of the meetings. The student didn't have any input on how funds should be used.

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

NA

Civil rights organizations
(including disability rights organizations)*:
At 2 regular school board meetings we invited everyone to attend and give input on how ESSER III funds can be utilized in our school.

The school board held 1 special school board meeting to address ESSER funding.

We posted on Facebook and our website that we are needing input on how to use the ESSER funds. All agendas for meetings are placed on our website and published in the paper each month. It is also posted at the local post office.

Annually, the NDDPI Child Nutrition and Food Distribution programs office and NDCEL conducts civil rights training for our cook and Principal. This training was held during COVID-19 and addressed relevant issues and obtained feedback. Burleigh County K-8 schools share Title IX roles. The roles are spread through 3 different schools along with our County Superintendent. Local Agencies are required to provide civil rights training to all program employees and volunteers.

Our principal is our Title IX coordinator as well as our 504 coordinator. Our county superintendent is our title IX decision maker. All Burleigh County administrators had a meeting with the County Superintendent about the ESSER II and III budget. We discussed how these funds can help support our students who have disabilities and how services can be equitable.

Superintendents*:

At 2 regular school board meetings we invited everyone to attend and give input on how ESSER III funds can be utilized in our school.

The school board held 1 special school board meeting to address ESSER funding.

We posted on Facebook and our website that we are needing input on how to use the ESSER funds.

The superintendent has been compiling ideas on how use can best use it for our small school.

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

At 2 regular school board meetings we invited everyone to attend and give input on how ESSER III funds can be utilized in our school.

The school board held 1 special school board meeting to address ESSER funding.

We posted on Facebook and our website that we are needing input on how to use the ESSER funds.

Held a meeting with the other fulltime teacher (we only have 2 on staff at our school, 1 fulltime teacher, 1 teacher/admin for 13 kids) at our school and went through where our students needed the most support. We felt more counselor time was needed.

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*:
At 2 regular school board meetings we invited everyone to attend and give input on how ESSER III funds can be utilized in our school.

The school board held 1 special school board meeting to address ESSER funding. We posted on Facebook and our website that we are needing input on how to use the ESSER funds. Currently Sterling has no children (we have a total of 13 students) with in the sub group. If we have any students on an IEP, those services are provided by the Burleigh County Special Education Unit (BCSEU). BCSEU also provides reading intervention for our school. The Sterling School Board has policies for ELL, Nondiscrimination, Foster Care, and Homelessness. If we have incarcerated students, the agency would be responsible for providing the education while the Sterling School would be responsible for paying for those education services. If we have migratory students, we will contact the proper agency for assistance for the those students and provide the proper service for them.

**ESSER III Approved Applications**

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

**ESSER III Application**

**Prevention & Mitigation Strategies**

Return to In-Person Instruction Plan*:

http://www.sterling.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.*:

Describe how ARP ESSER III funds will be used by the district to implement prevention and mitigation strategies.*:

We sent out a survey to our parents on how they feel about returning to school. They crafted the return to school plan around their responses to a healthy return.

Our plan is available on our school website and community Facebook page. Our plan will be updated at least every six months through September 30, 2024, we will seek ongoing public input on our plan and make changes at needed. The ARP ESSER III funds will be helpful in maintaining a healthy and safe environment for all by keeping our school clean. The Staff will be reinforcing that the students must wash their hands every time they enter their classroom. We have hand sanitizer around the school and in the classroom. We also have sinks in every classroom where students can probably wash their hands. They janitor sanitizes and disinfects the school every night and weekend. Each classroom has an UV-C plug in filters. We also have UV-C lights we can turn on during the night. If necessary we can physical distance students and barriers can be placed between students and teachers. Touchless faucets have been installed in the classrooms.

**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.*:

As a school district it was decided to double our students time with a counselor. We feel the students will need extra guidance this year to help them overcome emotional problems. We feel our counselor can give extra support to those that are dealing with a learning loss due to COVID-19. Sterling School will a paraprofessional to assist certified teachers with intervention in math and reading.

To help with our learning loss in math we are providing subscriptions to DREAMBOX for all students. This app can be used at school or in the home.

**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.*:

We have no ELL students at this time. Our newly hired para has an endorsement for English Language Learner K-12. We work with CREA and also organize the supports for our ELL students through this system by making sure ILP’s are implemented if needed. Our free and reduced families are around 69% of our population. Since we have a high amount of student approved for free and reduced we will be making sure all families know what resources are available for them. We will be sending home surveys throughout the year to make sure all needs are taken care of. These supports can be delivered in the classroom through accommodations such as larger print or if there is a greater need for pull-out services to be organized utilizing our intervention staff. Our special education instructor is a part of our MTSS team and provides input on how to meet a diverse range of needs. Our principal our homeless and foster care liaison. Currently we have no homeless, foster, or migratory students. Each family fills out a screener to determine if these services are needed. If needed we will provide them with resources they need. We have two special education teachers with one paraprofessional serving our children with disabilities.

**Estimated Use of Funds Plan**

**Allowable Use of Funds**
<table>
<thead>
<tr>
<th>Allowable Use of Funds</th>
<th>Estimated Expenditure Amount</th>
<th>Estimated Amount to address Learning Loss under this Use of Funds (20% of Budget Total MUST be spent on Learning Loss)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental health supports</td>
<td>$3,000.00</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Supplemental learning</td>
<td>$12,000.00</td>
<td>$12,000.00</td>
</tr>
<tr>
<td>Supplemental learning</td>
<td>$300.00</td>
<td>$300.00</td>
</tr>
<tr>
<td>School facility repairs and improvements</td>
<td>$5,000.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Purchase cleaning supplies</td>
<td>$1,000.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Other Activities to maintain operation &amp; continuity of services</td>
<td>$20,000.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>$3,700.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$45,000.00</strong></td>
<td><strong>$15,300.00</strong></td>
</tr>
</tbody>
</table>

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?*

Learning Loss and providing technology will be a focus for Sterling School. Families having access to a device/computer and training for that device. The lack of training for our teachers on TEAM.

We are a very rural/small school. We have a total of 8 families, 13 students in our school. We will be in contact with all families to make sure they all have what is needed.

An academic disability may exist in one or more students.

What steps are being taken to address or overcome these barriers?*:
Sterling School Board has adopted a Nondiscrimination and Anti-Harassment Policy that the school district will maintain a learning and working environment free from discrimination and harassment in all employment and educational programs, activities, and facilities. We have board policies ACC Nondiscrimination and Anti-harassment, AAC-BR Discrimination and Harassment Grievance Procedure. We also have student and employee handbook policies on sexual harassment & discrimination, a non-discrimination policy, and Equal Opportunity and Equality Regulation. Parents and staff are required to read and acknowledge the handbook policies at the beginning of the year. Parents/staff sign a form and return it to the school and it is stored in the office. Our 504 and title IX coordinator and principal monitors school activities, policies, and procedures to make sure they are providing all students and staff equal opportunity. Policies will be reviewed and updated as necessary to overcome any barriers that would impede students from participation in programs or activities funded by ESSER dollars. The school is making sure that all students have a computer/device assigned to them. Each student and family will be trained on how to operate the device/computer. Each teacher has gone through and will continue to take PD on TEAMS. If any student or family doesn't have an internet connection, Sterling School Board, would provide that for the students. If there are any students incarcerated from our school district the school would be responsible for paying for their education but the agency holding them would be required to provide the education. If we have migratory students, Sterling School will reach out to the appropriate agency for guidance so the students can receive the education they need to learn. All students will be assessed to determine if there is a learning loss and, if so, will receive additional instruction to address that loss. Students with IEP's and RTI students receive services from Burleigh County Special Education Unit. Currently Sterling School has no students of color, ELL, homelessness, foster care, or migratory students. If Sterling School would receive these students we have policies in place to service these students.