

# 10081 - 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:** 03/13/2020 - 09/30/2024

**Initial Submit Date:** Aug 16, 2021 1:03 PM  
**Initially Submitted By:** Dana Ekren  
**Last Submit Date:** Sep 30, 2021 10:00 AM  
**Last Submitted By:** Dana Ekren  
**Approved Date:** Sep 30, 2021 10:39 AM

## Contact Information

### Primary Contact Information

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### ### ####

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### Organization Information

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

**Organization Type\*:** Public LEA

**Tax Id:**

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

**Address\*:** 803 1st Ave

Kensal North Dakota 58455-\_\_\_\_  
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**SAM.gov Entity ID:** SRLBSKETLBE8

**SAM.gov Name:** Kensal Public School District # 19

**SAM.gov Entity ID Expiration Date:** 02/16/2022

## ESSER III Application - Stakeholder Consultation

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### *Stakeholder Consultation*

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

The impacts of COVID 19 are discussed by teachers with their students in their classrooms and especially during health class. The transmission of disease and steps that need to be taken to prevent the spread of disease are discussed. Materials and supplies needed to continue to learn and remain in school are discussed with students.

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

N/A

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

Special needs staff and students are consulted to determine any special circumstances requiring specific resources. The principal is the 504 coordinator and Title IX administrator and is included in the planning process. This person attends the annual Civil Rights training session to be sure that our district stays in compliance with all federal Civil Rights legislation. The public was invited to participate in planning by attending the April 28, 2021 Parent-Teachers conferences.

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

The superintendent meets regularly with the principal and business manager to discuss ESSER funding. The school board is informed monthly of ESSER grant requirements, options for using ESSER funds, and receives recommendations from the superintendent.

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

The principal meets weekly with teachers and paras to discuss their needs to help students with any learning loss, provide additional student educational opportunities, technology needs, and to maintain safety and proper health protocols. The cook and janitor are individually consulted to determine their needs for hot lunch delivery and sanitation concerns.

#### **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\*:**

Special needs staff and students are consulted to determine any special circumstances requiring specific resources. The principal is the 504 coordinator and Title IX administrator and is included in the planning process.

Notifications were sent to all parents to attend the last parent teacher conference of the year to provide input in our planning process to address the educational needs of all students, identify areas where learning seems to be lagging and assist in developing a plan to address those needs.

### **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.kensal.k12.nd.us/covid-19-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.\*:**

Additional pay for staff that are required to spend extra time for planning, student interventions, and classroom organization.

Additional counselor time is needed to address individual student concerns.

Supplemental learning programs, educational technology, and cleaning supplies are being purchased

Supplies purchased to include cleaning supplies, disinfectants, gloves, masks, utilizing a cleaning company to disinfect large areas and classrooms by misting if determined to be necessary.

Repairs and improvements to the facility will be made for easier sanitation and better utilization of space. Eliminate excess clutter and limit congested areas for example. Kensal Public School will follow isolation and quarantine guidelines and directives as set by NDDOH and Central Valley Health.

Funds will be used to better serve preschool students and to continue to server our early childhood development program.

### ***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.\*:**

Kensal Public School utilizes several data gathering methods to determine the learning loss of students associated with Covid-19. NDSA results, MTSS language arts grouping assessment, Renaissance Language arts/math testing and classroom assignments/testing to determine academic progress. The IXL program was added to assist students that are restricted to alternate learning programs. Additional staff time will be increased for assessment meetings, identify any learning loss situations, and develop intervention strategies for individual students or groups of students. This process will be used to move all students to the proficient level in reading and math. ESSER funds will be used to provide employees with additional pay which is needed to address recruitment and retention challenges encountered and to provide additional compensation to teachers and other staff that have assumed new duties because of COVID-19. Educational technology software and or connectivity will be purchased for teachers and students to aid in educational interaction between students and teachers. Counselor time will also be increased to address students' social and emotional concerns as a result of Covid-19.

### ***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.\*:**

38% of Kensal Public School students qualify as low-income students. Their specific needs along with all students needs are being addressed and funded as necessary.

Special need students are closely monitored and any specific needs are met.

Stakeholders representing the interests of children with disabilities, color, English learners, homelessness, disabled, foster care, migrants, and any other underserved students parents will be contacted to determine the appropriate method to meet their needs. Due to our small size we currently do not have any students meeting students in those categories with the exception of special needs students. We have a very small number of special needs students, and through the IEP process their needs are met. Meetings with parents and staff have been completed and plans are in place for each special education student.

## 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)
Additional pay	\$25,000.00	\$11,500.00
School facility repairs and improvements	\$6,000.00	\$0.00
Other Activities to maintain operation & continuity of services	\$7,500.00	\$0.00
Supplemental learning	\$2,500.00	\$2,500.00
Purchase cleaning supplies	\$500.00	\$0.00
Educational Technology	\$3,500.00	\$2,000.00
	<b>\$45,000.00</b>	<b>\$16,000.00</b>

## 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?\***

Some limited access to technology/Educational access seemed apparent for some students. Laptop computers or iPads have been provided for all students to address any equity with access to education.

Concern exists for the social-emotional needs for some children who may who may experience anxiety from having COVID 19, quarantine, or isolation. : Additional counselor time has been added to meet any social-emotional needs.

Learning loss for students including lower income students. Teacher observation and testing programs are in place to determine the extent of learning loss if any. Initial findings indicate a slight decline in math achievement. Emphasis on math and additional resources are in place to overcome any deficiencies.

Policies on Sexual Harassment and Discrimination, Non-Discrimination and Equal Opportunity and Equality are in place and present in student handbooks to ensure equal opportunity for all.

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

Providing reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, faculty, community members and other participants.

Laptop computers or iPads have been provided for all students to address any equity with access to education.

Additional counselor time has been added to meet any social-emotional needs.

Specific areas of learning loss have been discovered in math. A school wide plan has been implemented to improve math scores for all students. Weekly staff meetings are held to discuss progress and develop new ideas. Teacher observation and testing programs are in place to determine the extent of learning loss if any. Initial findings indicate a slight decline in math achievement. Emphasis on math and additional resources are in place to overcome any deficiencies.

The District provides information on web-site and Facebook pages. We make deliberate efforts to keep parents informed through these methods as well as in person contract. Our small size becomes an advantage as we are able to communicate with all parents quickly should the need arise.