

# 10138 - 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:** 01/01/2021 - 06/30/2022

**Initial Submit Date:** Aug 12, 2021 10:10 AM  
**Initially Submitted By:** Daniel Ludvigson  
**Last Submit Date:**  
**Last Submitted By:**  
**Approved Date:** Sep 8, 2021 9:56 AM  
**Approved By:** Valerie Willis

## Contact Information

### Primary Contact Information

**Active User\*:** Yes  
**Type:** External User  
**Name:** Mr. Daniel Robert Ludvigson  
Salutation First Name Middle Name Last Name  
**Title:** Superintendent  
**Email\*:** [daniel.ludvigson@k12.nd.us](mailto:daniel.ludvigson@k12.nd.us)  
**Address\*:** 110 West St

Elgin North Dakota 58533  
City State/Province Postal Code/Zip  
**Phone\*:** 701-584-2374 Ext.  
Phone  
###-###-####  
**Fax:** 701-584-3018  
###-###-####

**Comments:**

### Organization Information

**Status\*:** Approved  
**Name\*:** Elgin-New Leipzig School - DPI  
**Organization Type\*:** Public LEA  
**Tax Id:**

Organization Website: <https://gcs.k12.nd.us>

Address\*: PO Box 70

Elgin North Dakota 58533-\_\_\_\_  
City State/Province Postal Code/Zip

Phone\*: (701) 584-2374 Ext.  
### #### #####

Fax: (701) 584-2374  
### #### #####

Benefactor:

Vendor ID:

PeopleSoft Supplier ID: 0000008445

Comments:

Location Code: SCHOOL DIS

SAM.gov Entity ID: LXEKKDG7EMJ5

SAM.gov Name: Elgin New Leipzig School District 49

SAM.gov Entity ID Expiration Date: 02/11/2022

State Issued ID: 19-049

Category #: 1034

Year Begin: 1999

Year Closed:

NCES#: 3800045

Restricted Indirect Cost Rate: 0.0%

Unrestricted Indirect Cost Rate: 0.0%

## Document Approval

Level	Approved By	Approved Date	Approval	Comments
1	Valerie Willis	Sep 8, 2021 9:56 AM	Approved	

## ESSER III Application - Stakeholder Consultation

### Stakeholder Consultation

#### Students\*:

We have student representation on our SICC (School Improvement and Curriculum Counsel). At our May 12th meeting, we solicited feedback from the student representatives. This also included teachers, administration, parents, community members, and board members. We compared the availability of these dollars to our school's improvement process. Using these dollars to maintain and expand student supports was discussed and implemented in the budget. The use of the funds to address previously identified building issues that could improve indoor air quality, address deferred maintenance, and help reduce the spread of COVID was addressed. The loud noises of the existing unit ventilators are areas where our building envelope issues were producing a noticeable draft were pointed out by our student representatives.

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

NA

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

Our superintendent/elementary principal is also trained as a 504 coordinator and Title IX Decision maker. Our high school principal is our title IX investigator as well as coordinates 504's in the high school. Our counselor also serves as our title IX coordinator. The administrators and the counselor had a meeting 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.

These members are also a part of our Cognia Committee in which the use of ESSER II and III dollars was discussed on May 5th. Each of our representatives for civil rights was present and we discussed equally meeting the needs of all students. We reviewed culture and climate data as well as student subgroups.

This tied back strongly to our MTSS system which provides WIN (What I Need) times for all students, providing targeted instruction. To help continue the quality of these services with our existing student intervention coordinator retiring, we bumped the position up to full time as well as added additional staffing during the times we have the greatest need, the mornings.

In addition to this, we plan to offer an after-school program to our students 1-6. We provided this service this past year with ESSER I funds. This provides additional support for students to complete homework and get caught up on anything they were missing. This program proved very helpful during the frequent absences caused by COVID as it allowed students to receive direct support in catching up on work and getting caught up on concepts.

**Superintendents\*:**

(The superintendent is also the elementary principal, same answer as above)

School administration met several times to go over the use of ESSER II and III dollars. We looked at school goals and feedback from staff and families. We identified priorities and how these dollars could help us achieve those priorities.

The administration is also represented on our COVID-19 Committee. We met in early August with community members, parents, board members, and staff to get input on the use of ESSER II and III dollars.

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

A survey was disrupted on June 11th asking for staff input on the use of ESSER II and III dollars. The administration reviewed the input from this survey as well as the open public meeting on June 14th. In addition how to use ESSER II & III dollars was discussed at the May 12, 2021 SICC (School Improvement and Curriculum Counsel) meeting. This committee consists of representation from board members, parents, ancillary staff, teaching staff, administration, and students. From these sources of input, it was identified that the loss of learning and sufficient staffing was important to our school staff. We expanded our supports for student interventions with additional staffing. We are also budgeting curriculum and professional development dollars to address issues with loss of learning. In particular, we identified with the new science of reading requirements, a need for additional training for those grades affected by that legislation.

The COVID committee consists of representation from staff members, administration, public health, the local hospital, parents, and community members. This committee meets on August 2nd. It is recommended as part of the budget to construct a Work Load bonus policy for 2021-2023. This would reimburse teachers for extra time outside their contracted hours devoted to issues caused by COVID 19 or addressing the loss of learning. This isn't specifically being reported toward the loss of the learning budget due to the variety of items that extra time could be put in for. The committee is hopeful this will help retain staff and to compensate certified staff for the additional work caused by the pandemic and its repercussions.

**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 superintendent solicited feedback from the different parties representing student subgroups at the school. This included the superintendent who is the 504 and MTSS coordinator. The counselor is our Title IX coordinator, foster care liaison, and homeless liaison. Our special education director and our title coordinator were also involved. Our school works through the CREA to get services for our ELL students. The CREA ELL specialist was requested to provide feedback as well. From these conversations, it was determined that working through our MTSS and student intervention supports would provide many student subgroups additional supports. By expanding the certified staff support for these programs our hope is to provide a lower student-to-teacher ratio for small group student interventions. By expanding time for these positions it also allows those staff to give those tasks more attention.

## 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.gcs.k12.nd.us/pandemicresources/>  
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.\*:**

ESSER II and III dollars are being used to improve the indoor air quality of the school which is shown as an effective mitigation strategy. We are improving our building envelope system which prevents the penetration of outdoor aerosol droplets and allows the building HVAC system to do a better job of managing the indoor environment. In addition, we are replacing our out-of-date unit ventilators which were identified as not providing a high quality of indoor air quality. These units help remove aerosol droplets from the air as well as keep air circulating. This prevents the COVID virus from hanging in the air, increases the risk of spread.

We also are continuing with our COVID committee. This committee consists of board members, parents, community members, health professionals, teachers, and administration. We review the use of ESSER dollars, the refinement of our Smart Restart Plans (Continuity of Services Plan), as well as other developments related to COVID. ESSER dollars help reimburse these individuals for their time.

### 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.\*:**

We are expanding our staffing supports for our MTSS, Title, and student support systems. We are moving our previously part-time title one position to a full-time position. We are adding a few more periods to two other teacher's schedules to provide extra support during WIN (what I need) times. This additional staffing is a tier 4 research-supported intervention. These are times when all students receive small group instruction based on individual needs. This will help increase the teacher/staff ratio during this targeted instruction as well as allow for more skilled staff in the execution of these interventions. We are moving into our fifth year of implementing MTSS, which is a Tier 1 research-proven student intervention system.

We are also investing dollars in Tier 2 Really Great Reading (Science of Reading) supports for our lower elementary grades. These will help us better provide supports in our WIN times to students as well as improve our overall reading curriculum. The materials are staff are being trained on our based on researched-based principles of sound reading instruction. One research supporting this is [https://www.reallygreatreading.com/sites/default/files/rgr\\_pawhuska\\_case\\_study\\_8.15.18.pdf](https://www.reallygreatreading.com/sites/default/files/rgr_pawhuska_case_study_8.15.18.pdf)

### 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 district has been recognized as one of 10 schools making greater than expected gains in 2019-2020 in closing the gap between students with and without disabilities. We have a low population of ELL students who have high English proficiency. We have a free and reduced population that hovers around 45% typically. Our biggest key in meeting the needs of our diverse student population groups is through our MTSS system. Our teachers meeting monthly to review both standardized data (STAR and NWEA testing), teacher observations, and support staff observations. From here students are identified as in

need of support. Combined with our title program we provide WIN (What I Need) times throughout the day providing targeted instruction in both reading and mathematics. At our MTSS staff meetings, we identify students in more need of support in the classroom. 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 counselor is also a member of the team who is also our homeless and foster care liaison. We work through CREA and also organize the supports for our ELL students through this system by making sure ILP's are implemented.

## 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)
Added needs of at-risk populations	\$187,001.34	\$187,001.34
Other Activities to maintain operation & continuity of services	\$27,500.59	\$0.00
Improving Air Quality	\$217,972.00	\$0.00
Improving Air Quality	\$2,000.00	\$0.00
Purchase cleaning supplies	\$2,150.00	\$0.00
Other Activities to maintain operation & continuity of services	\$27,289.13	\$0.00
Budgetary shortfalls	\$41,828.94	\$0.00
Other Activities to maintain operation & continuity of services	\$9,500.00	\$0.00
	<b>\$515,242.00</b>	<b>\$187,001.34</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?\***

All of our students having access to a device and provide an access barrier. In particular for those families with less financial resources. These students did not have the same resources available to them at home.

During the pandemic, we know our student subgroups were affected disproportionately. The academic scores of students with learning needs and those from poor households suffered more than other students. This could create an inequity as it increases the achievement gap between these populations and the rest of the student population.

The lack of staffing in our intervention system could result in students not receiving services or the quality of those services suffering.

The variation in our classrooms' indoor air quality could potentially cause an equity issue as well. Our classrooms in the elementary have been updated and the indoor air quality improved. Our high school classes have not had this treatment and the learning environment due to these factors is of lesser quality. This is particularly important for our families with less income who may not be able to provide a fresh air environment at home.

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

In our budget, we plan to address the needs of students through our MTSS system and extra staffing for that system. In this system, we assess all students using standardized measures. From these assessments and teacher input, we identify students in need of support. From here we meet monthly to discuss progress. Our MTSS coordinator monitors the progress of interventions twice a month. In these meetings, we have representation from the counselor, special education, elementary principal, and ELL services. The counselor is also our title IX coordinator. Our MTSS coordinator is also our Title and 504

coordinators. Between these checks and team members, we make sure the needs of all students are met.

The funds we are using to address our indoor air quality will improve the classroom environments of all high school classrooms. Similarly, the funds being used to purchase technology devices and subscriptions will be used to provide access for all students to these resources. The funds being used to improve our CTE courses will also affect all high school students. Those students are enrolled in an agriculture class at least once in their 7-12 education.

We have policies in place to help protect our different subgroups. We have board policies ACC Nondiscrimination and Anti-harassment, AAC-BR Discrimination and Harassment Grievance Procedure, and GAAD Selection and Adoption of Instructional Materials. We also have student 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. This is documented in the main office. Our 504 and title IX coordinator monitors school activities, policies, and procedures to make sure they are providing all students and staff equal opportunity.