# Status Report Details

<table>
<thead>
<tr>
<th>Funding Opportunity:</th>
<th>9830-ESSER III - Elementary and Secondary School Emergency Relief Fund III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Area:</td>
<td>CARES-CRRSA-ARP</td>
</tr>
<tr>
<td>Status:</td>
<td>Approved</td>
</tr>
<tr>
<td>Status Report Number:</td>
<td>001</td>
</tr>
<tr>
<td>Status Report Type:</td>
<td>Application</td>
</tr>
<tr>
<td>Reporting Period:</td>
<td>08/10/2021 - 09/01/2024</td>
</tr>
<tr>
<td>Initial Submit Date:</td>
<td>Aug 12, 2021 4:45 PM</td>
</tr>
<tr>
<td>Initially Submitted By:</td>
<td>Tyler Hanson</td>
</tr>
<tr>
<td>Last Submit Date:</td>
<td>Sep 16, 2021 10:26 AM</td>
</tr>
<tr>
<td>Last Submitted By:</td>
<td>Tyler Hanson</td>
</tr>
<tr>
<td>Approved Date:</td>
<td>Oct 1, 2021 12:45 PM</td>
</tr>
</tbody>
</table>

## Contact Information

### Primary Contact Information

<table>
<thead>
<tr>
<th>Name*</th>
<th>Mr. Tyler Jay Hanson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Email*</td>
<td><a href="mailto:tyler.hanson1@k12.nd.us">tyler.hanson1@k12.nd.us</a></td>
</tr>
<tr>
<td>Address*</td>
<td>307 6th St.</td>
</tr>
</tbody>
</table>

Organization Information

<table>
<thead>
<tr>
<th>Name*</th>
<th>Edgeley Public School - DPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization Type*:</td>
<td>Public LEA</td>
</tr>
<tr>
<td>Tax Id:</td>
<td></td>
</tr>
<tr>
<td>Organization Website:</td>
<td><a href="http://www.edgeley.k12.nd.us/">http://www.edgeley.k12.nd.us/</a></td>
</tr>
<tr>
<td>Address*:</td>
<td>PO Box 37</td>
</tr>
</tbody>
</table>

Edgeley North Dakota 58433|
City | State/Province Postal Code/Zip |
ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*

The main strength of the Edgeley Public School is providing students with a challenging curriculum in core academic areas. Each year students are surveyed to determine class offerings. This class offering data is taken into consideration when crafting the master teaching schedule. Students are committee members of a variety of school board committees which help drive future decisions of EPS. These committees include yearly school calendar, CTE advisory committees, and the technology committee. With the growth of technology through the Covid-19 Pandemic we have upgraded our technology for students and staff. Students within the technology committee and our technology classes had the opportunity to test run different personal student devices and equipment. These students were influential in choosing the most recent purchases of students’ devices and technology equipment.

Teacher to Student engagement has increased with the implementation of a 25 minutes Student Responsibility Block as the end of the school day. This block serves as time for the teachers to connect with a student who are showing weakness in their given subject area. Students will have opportunities to meet with their teacher, special ed., and administration throughout the school year to enhance their learning opportunities at Edgeley Public School district. The one area our students express concern was the lack of space for our CTE curriculum to be delivered. This lack of space often caused students a lost opportunity to complete a project(s), collaborate with peers, opportunities to join a class, not enough time to complete a task, and the biggest was the safety component. Therefore, this sparked our staff, students and community on the possibility to construct a career and technical center. This would allow a new program for culinary arts, space to complete projects, and be workforce, college, or career ready. Students understood that this is a huge undertaking, yet one that we believe is attainable.

Students were consulted through the following opportunity.

a) Student senate-we have a very active group that EPS rely heavily on-they conduct a monthly business meeting. This topic of ESSER funding opportunities grew from these students within to the fruition of such allocation of funding.

From these consultations of this group of student leaders the plan was set into motion.

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

NA

Civil rights organizations (including disability rights organizations)*:

Edgeley Public School works collaboratively with special education staff to ensure that the needs of those students are being met. Special education staff played an important role on our team. For example, our school based social worker will be especially valuable to our special needs students social emotional pathway, along with assisting parents on community resources. Edgeley Public Schools has a Title IX Coordinator and this person does attend the annual Civil Rights training session to ensure that our district stays in compliance with all federal Civil Rights legislation. The civil rights coordinator reached out to the public for input within our school newsletter, local newspaper, and during regular monthly school board meetings to ensure we meet the needs of all.

Superintendents*:

Edgeley Public Superintendent attended multiple meetings to listen on various topics that were impacted by COVID-19. These meetings encompassed civic leaders, community members, families, students, parents, staff, and school board. From these input meetings a plan was developed that encompassed all.

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

Edgeley Public School tackled this approach as a team. Monthly meetings were held to ensure all had a voice during these meetings. These meetings were conducted with what is needed now, next year and into the future. The Edgeley Education union president was involved in these meetings to ensure a voice was present. From these meetings we produced enhanced opportunities for students, staff and our community with the construction of a new CTE building.
Opportunities for learning loss will be accomplished with the additional personal to assist in small group instruction, timely interventions, one-on-one instruction, and the importance of social emotional learning.

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:

Within this school year we have collaborated more frequently with social services concerning the disparate needs of some of our students. With our school based social worker our students and families have made tremendous gains. We believe the social emotional wellbeing of our students are being met. We have a very small number of special needs students, but through the IEP process we meet their needs. We have a strong relationship with the Southeast Career and Technology Center (SRCTC) and the enrollment of special needs students was a part of the IEP. With our small enrollment, it is impossible to share more detailed information without identifying specific students. But we have tried to meet individual needs through the IEP process with special needs students. Some of the other areas are not applicable, such as homelessness, migratory students, incarceration, etc. At this time, we do not have students in foster care, although that can change.

**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://docs.google.com/document/d/e/2PACX-1vRVnYw2Ye32qy6xCMsGC0XUMG5W6TgexTyuMAd2R83HYUlkP8bUt--vZqOi5mi_06-wzTn1oM1b_l/pub

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.**

Edgeley Public School District will continue to follow our "In-Person Instruction and Continuity of Services Plan". The prevention and mitigation strategies listed below will be implemented during the 2021-2022 school year and are part of Edgeley Public School District's "In-Person Instruction and Continuity of Services Plan." The plan is posted on our website and is updated at least every six months.

Our school district will continue to use a COVID-19 response team to help us respond and make necessary changes during the 2021-2022 school year. Edgeley Public School District will also work closely with LaMoure County Public Health to ensure that we provide a safe learning environment for our students and staff.

Edgeley Public School District will continue to purchase cleaning supplies with ESSER III funds that will help it implement COVID-19 prevention and mitigation strategies that are outlined in our "Instruction and Continuity of Services Plan". These dollars will be used to purchase hand sanitizer, hand sanitizing stations, face masks, surface disinfectants, and other supplies as needed to prevent the spread of COVID-19. Edgeley Public School district will also update the HVAC system in our elementary and expand our CTE shop area to ensure we have a proper air filtration, space and is safe. These activities will help our school district better prevent COVID-19 transmission.

In addition, Edgeley Public School District will implement the following daily prevention and mitigation strategies:

1. Wash your hands often. Wash with soap and water for at least 20 seconds especially after blowing your nose, coughing, or sneezing. If soap and water are not available, use hand sanitizer that contains at least 60% alcohol. Avoid touching your eyes, nose, and mouth with unwashed hands. Students will be encouraged to wash their hands often throughout the day.
2. Avoid close contact. Keep social distance from others especially important for people who are at a higher risk of getting sick. The sharing of instructional materials should be limited as much as possible.
3. Cover coughs and sneezes. Always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow. Throw tissues away and wash hands or use hand sanitizer to prevent spread.
4. Clean and disinfect. School staff should clean and disinfect frequently touched surfaces daily. If shared materials are used, they will be sanitized.
Classrooms will be cleaned nightly/daily by custodial staff. Students in grades 3-12 will have the option to wear a mask during the school day when adequate social distancing is not possible.

5. Staff and students who are sick should stay home and seek medical guidance from their healthcare provider. Temperatures of symptomatic students or staff will be taken at the school office. Symptomatic students will be isolated, and their parent/guardian will be contacted.

6. Ensure quality air filtration at all school district buildings. Edgeley public school district will install new HVAC systems as needed throughout the school plant to establish a quality air filtration system.

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.*:

Funds were used to train teachers and administrators in the implementation of new Tier 1 ELA curriculum, which is founded in the Science of Reading. Special education teachers, general education teachers and paraprofessionals will continue this training throughout the course of the school year, working directly with a curriculum specialist. Edgeley public school hired additional paraprofessionals to assist students in grades PreK-12. Paraprofessionals will receive additional training to address student needs. Edgeley Public School has implemented best practices in the area of Social Emotional Learning, with continued professional mental health training for all staff. Additional mental health support will be available through the hiring of a school-based case manager and a partnership with Nexus Path to provide student, family and community member therapy.

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 are a small district, so numbers in the various groups are small. The use of instructional aides will allow for more individualized instruction. The availability of a social worker will allow students to improve their social/emotional skills and therefore have more success in schools. MTSS training will allow teachers and administrators to provide a more individualized plan for students who are having issues in school. This will be the same strategy the District will be using for all of our students.

In conjunction:
Children with disabilities - Edgeley Public School District will purchase Read 180 and use them to offset learning loss for students who have disabilities. We believe these interventions will help our school district close achievement gaps for students with disabilities.
English learners - Edgeley Public School District will purchase Fastbridge and use this to offset learning loss for English learners. We believe these interventions will help our school district close achievement gaps for English learners.
Children experiencing homelessness - Edgeley Public School did not have any students in this subgroup.
Children and youth in foster care - Edgeley Public School District did not have any students in this subgroup.
Migratory students - Edgeley Public School did not have any students in this subgroup.
Children who are incarcerated - Edgeley Public School did not have any students in this subgroup.

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>$5,000.00</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Supplemental learning</td>
<td>$106,000.00</td>
<td>$106,000.00</td>
</tr>
<tr>
<td>Construction Projects</td>
<td>$419,586.00</td>
<td>$0.00</td>
</tr>
<tr>
<td></td>
<td>$530,586.00</td>
<td>$111,000.00</td>
</tr>
</tbody>
</table>
Compliance with General Education Provisions Act Section 427

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?:

We often discuss distance that are teachers and student travel to attend Edgeley Public School School. Teachers often commute from a larger community to the north of use. We have numerous students that currently open-enrolled. This barrier within our district is unique is the fact that a large percentage of our students come from multiple communities. Although our data shows our students attendance is typically similar to the in district students. Yet, our parents may have more trouble coming to conferences, meetings, and special events. For example:

Supplemental Learning - Some of our students lack the necessary transportation to attend before/after school programming, tutoring and summer school activities and programs. Their parents work in other communities and do not have the ability to transport their children to supplemental learning activities. In addition, some of our students lack the necessary educational technology to access supplemental learning activities at their homes.

High Quality Instructional Materials and Curricula - Some of our students do not have the appropriate technology or connectivity to access instructional materials at their homes.

Career & Technical Education - Our Career & Technical Education infrastructure to small and unsafe. This facility lacks an appropriate HVAC system and space to ensure student and staff safety.

Air Quality - Our Elementary HVAC system is over 25 years old and needs to be updated to ensure a safe learning environment for our students. This outdated system creates equity issues and air quality issues as compared to our high school.

Educational technology - Some of our student population does not have access to educational technology and connectivity outside of Edgeley Public School. This creates a barrier for extra support and access to teachers outside of the school building.

IDEA (Special Education) - Our special education population has many diverse needs. We anticipate these students having more needs after COVID-19.

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

Edgeley Public School does provide information on-line through our website and Facebook pages. We inform patrons through monthly newsletters, powerschool text, emails and other multiple means of communications that benefits all students and parents. Staff members attended weekly meetings to discuss issues and provide information, programs, plans, and solutions to problems that teachers may have. Edgeley Public School does have policies in place that address this issue. Policy AAC deals with Non Discrimination and Anti-Harrassment and includes references to Federal laws that deal with discrimination, including Title IX and Rehabilitation. We also have Policy AACA that includes a Dispute Resolution for Section 504. Policy ABDA states that the Board will make facilities available to all, including individuals with disabilities. Policy FDE includes language that outlines our commitment to education all students, including those with disabilities. Edgeley Public Schools ensures that required policies are adopted by the Board and are followed by administrators.

To mitigate these barriers Edgeley Public School will:

Supplemental Learning - Edgeley Public School District will have equitable access to supplemental learning. Students will be selected for supplemental learning programs based on their achievement data. Student achievement data will be desegregated from our MTSS to determine which students need access to supplemental learning programs. Using student achievement data will ensure that all students have equitable access to Edgeley Public School District's supplemental learning programs.

Edgeley Public School District will provide technology for programming, tutoring and programs to ensure all students have access to these programs.

High Quality Instructional Materials and Curricula - All students in grades 4-8 will have access to Read 180 as needed. Technology and connectivity will be provided as needed for this program. Students will be selected through our MTSS model to utilize this program based on their reading achievement data. Using achievement data will ensure that all students receive equitable access to this program.

Career & Technical Education - Edgeley Public School District will be using ESSER III funds to expand our Career & Technical Education Program. Through this expansion of our Agriculture shop/classroom and updating our HVAC system. All students will have the ability to take career and technical education courses in a safe learning environment. These courses are electives and all students have the opportunity to take them if they are interested in pursuing Career and Technical Education. Making these classes electives ensures that all of our students have equitable access to them. Edgeley Public School has a strong relationship within our membership of the Southeast Regional Career & Technology Center to ensure all students have this opportunity.

Improving Air Quality - Edgeley Public School District will be updating the HVAC system in our elementary to improve air quality.

Purchase Cleaning Supplies - Cleaning supplies will be purchased to ensure our schools facilities are clean. Educational Technology - Educational Technology will be purchased to help successfully implement programs within our school.

Special Education-Supplemental educational materials and curriculum will be purchased to close achievement gaps for our special education population. Our special education department in conjunction with our James River Special Education unit will select curriculum to be purchased based on the achievement data of their students. Using achievement data will ensure equitable access to new educational materials and curriculum.