

10184 - 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:	08/16/2021 - 08/17/2021
Initial Submit Date:	Aug 17, 2021 8:20 AM
Initially Submitted By:	Ken Miller
Last Submit Date:	Sep 22, 2021 10:37 AM
Last Submitted By:	Ken Miller
Approved Date:	Sep 22, 2021 11:27 AM

Contact Information

Primary Contact Information

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Organization Information

Name*:	Hazen Public Schools - DPI
Organization Type*:	Public LEA
Tax Id:	
Organization Website:	http://www.hazen.k12.nd.us
Address*:	PO Box 487 Hazen North Dakota 58545-____ City State/Province Postal Code/Zip

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SAM.gov Entity ID: 100665140

SAM.gov Name: Hazen School District

SAM.gov Entity ID Expiration Date: 09/30/2021

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Students provided input to principals and teachers on their ideas for spending ESSER II and III dollars. The student felt there has been a shortcoming of staff in the middle school to give help to at risk students that are not on an IEP or 504. The students felt if there was additional counselor help and an individual hired to work with at-risk students, there will be less students falling through the cracks because of COVID.

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

NA

Civil rights organizations (including disability rights organizations)*:

504 coordinators, chairman of the special education unit, members of the Oliver Mercer Special Education board provided input and were involved in developing the spending plan during the March 24th and April 12 meetings. The local newspaper printed articles providing information about the meetings. Also the district's website provided information about the meetings. The overwhelming result of the meetings was to use the ESSER dollars to hire additional staff to cover the district's shortcomings.

Superintendents*:

The District Superintendent was present for both the March 24th and April 12th meetings and provided the groups with ESSER informational materials. He also facilitated the meetings and made sure they were productive.

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

Classroom teachers, paraprofessionals, special education teachers met individually and in small groups throughout the spring to gather input and ideas on how ESSER II and III dollars could be spent to improve the district. Also, teachers and principals attending the March 24th and April 12th ESSER planning meetings.

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*:

All the stakeholders listed above had the interests of children with disabilities, EL, homelessness, foster care students, migrant students, and incarcerated students in mind when discussing and approving the ESSER spending plan. Guardians of our students were asked for their input at the planning meetings on March 24th and April 12. At these meetings, all the stakeholders including guardians of our students discussed the needs of the district and how ESSER III dollars could be spent to address shortcomings in our 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.hazen.k12.nd.us/files/user/164/file/Continuity%20of%20Service%20Plan%20\(1\)\(1\).pdf](https://www.hazen.k12.nd.us/files/user/164/file/Continuity%20of%20Service%20Plan%20(1)(1).pdf)
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.*:

All ESSER III funds are being used for hiring of personnel to address learning loss and help our students close the learning gap caused by COVID. Classrooms will have desks three feet apart and face coverings are recommended but not required. Buildings and desks routinely cleaned and disinfected according to CDC guidelines with special focus on high traffic areas. Handwashing integrated throughout the day and hand sanitizer available throughout buildings and in the classrooms. Students and staff that are ill and not feeling well, please stay home until symptoms subside.

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.*:

Hazen School District wishes to use ESSER III dollars to expand teaching positions in the schools.

1. Mental Health Supports: The Hazen District would like to hire an extra .5 FTE counselor to help the district give needed supports to our students who are dealing with social and emotional struggles brought on by COVID.

2. Added Needs of At-risk Population: The district would like to hire a full-time Middle School Academic Support Specialist. The students who do not qualify for an IEP but are struggling in the classroom need additional help with their academics.

Add a .5 FTE math strategist in the elementary. COVID money was used in the fall and the first part of the winter to help struggling Title I students in math. The district would like to continue to offer this help for students in grades K-5 for the 2021-24 school years using ESSER III funds.

3. Address Learning Loss: The district would like to hire two additional FTEs in the elementary. The additional 4th and 5th grade teachers split the grades into three sections instead of two. Social distancing in these grades was very difficult during the 2020-21 school year and smaller class sizes will help bridge the learning loss gaps.

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.*:

The district has responded to the needs of the students disproportionately by approving to spent 100% of ESSER II and ESSER III dollars on the hiring of additional personnel. The Academic Support Specialist, Math Strategist, additional elementary classroom teachers, and adding an extra counselor will benefit every subgroup and student in the district.

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)
Mental health supports	\$42,280.00	\$42,280.00
Added needs of at-risk populations	\$494,827.00	\$385,786.00
	\$537,107.00	\$428,066.00

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?*

16% of our student population qualified for Free and Reduced Lunch in the 2019-2020 school year. Due to the percentage of low income students, many services including, but not limited too, technological upgrades, mental health support, additional interventions would not be made available for some families to provide on their own.

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

One of the most important facts about using ESSER II and III dollars to increase school personnel is all students in the district will benefit. All students in the elementary will get the extra help needed to close the learning gaps by hiring two extra classroom teachers, a math strategist, and an additional counselor. The middle school will benefit by having an academic support specialist work with at-risk students that may be falling through the cracks. Also the middle school students will benefit from the extra counselor time and a full-time principal. The high school will benefit from the extra electives offered to improve the well being of our students.