

# 10188 - ESSER III 3/20-9/24 84.425U - 2021

## Status Report Details

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### 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 14, 2021 4:48 PM

**Initially Submitted By:** Darin Seamands

**Last Submit Date:** Sep 13, 2021 11:13 AM

**Last Submitted By:** Darin Seamands

**Approved Date:** Sep 13, 2021 11:29 AM

## Contact Information

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### Primary Contact Information

**Name:** Mr. Darin Middle Name Seamands  
Salutation First Name Last Name

**Title:** Superintendent/7-12 Principal

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Hettinger Public School

Hettinger North Dakota 58639-7418

City State/Province Postal Code/Zip

**Phone\*:** 701-567-4502 Ext.

Phone

###-###-####

**Fax:** ###-###-####

### Organization Information

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

**Organization Type\*:** Public LEA  
**Tax Id:**  
**Organization Website:** <http://www.hettinger.k12.nd.us>  
**Address\*:** PO Box 1188  
  
Hettinger North Dakota 58639-\_\_\_\_  
City State/Province Postal Code/Zip  
**Phone\*:** (701) 567-5315 Ext.  
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**SAM.gov Entity ID:** MVQRF3JG9DM9  
**SAM.gov Name:** Hettinger School District 13  
**SAM.gov Entity ID Expiration Date:** 03/11/2022

## ESSER III Application - Stakeholder Consultation

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### ***Stakeholder Consultation***

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

The school district created a ESSER board of recommendation that was made up of a group of individuals that represented many of our stakeholders. Particular groups that were represented on this group were current teachers, janitorial, kitchen, and secretarial staff. Along with parent representation, administrative representation, and student representation. This board created a survey that was used with the community as a way to gain additional data that was used in creating a spending plan that addressed many needs in the Hettinger School District. This group also planned live events where larger groups of our stakeholders would be present. For this particular section, students, time was set aside to meet with students during our annual sports meeting and school open house where they could ask questions, share ideas, and then complete our ESSER III needs survey.

#### **Tribes (if applicable)-MUST write**

#### **NA if not applicable\*:**

NA

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

The school district created a ESSER board of recommendation that was made up of a group of individuals that represented many of our stakeholders. Particular groups that were represented on this group were current teachers, janitorial, kitchen, and secretarial staff. Along with parent representation, administrative representation, and student representation. This board created a survey that was used with the community as a way to gain additional data that was used in creating a spending plan that addressed many needs in the Hettinger School District. This group also planned live events where larger groups of our stakeholders would be present. For this particular section, students, time was set aside to meet with students during our annual sports meeting and school open house. In addition, to meet the needs of those that were not in attendance the Superintendent was on the local radio station providing details about what ideas had already been created and informed the public of the survey that was posted on the school district web page. Throughout this process organizations were encouraged to provide representation/spokespersons to be present and active during the ESSER III discussions and meetings.

**Superintendents\*:**

The Superintendent was the lead of the ESSER board.

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

The school district created a ESSER board of recommendation that was made up of a group of individuals that represented many of our stakeholders. Particular groups that were represented on this group were current teachers, janitorial, kitchen, and secretarial staff. Along with parent representation, administrative representation, and student representation. This board created a survey that was used with the community as a way to gain additional data that was used in creating a spending plan that addressed many needs in the Hettinger School District. This group also planned live events where larger groups of our stakeholders would be present and surveys given and tabulated.

**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 school district created a ESSER board of recommendation that was made up of a group of individuals that represented many of our stakeholders. Particular groups that were represented on this group were current teachers, janitorial, kitchen, and secretarial staff. Along with parent representation, administrative representation, and student representation. This board created a survey that was used with the community as a way to gain additional data that was used in creating a spending plan that addressed many needs in the Hettinger School District. This group also planned live events where larger groups of our stakeholders would be present. For this particular section, time was set aside to meet with representatives from our multiple Title and SPED services department in our school as well as our community. The group thought it was important to continue with planning and looking into MTSS concepts. In addition, to meet the needs of those that were not in attendance the Superintendent was on the local radio station providing details about what ideas had already been created and informed the public of the survey that was posted on the school district web page and how they could submit their responses.

### ***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.hettinger.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.\*:** Yes

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

ESSER III funds will be used to support continued training of district staff by area health units, and qualified personnel in the areas of COVID prevention and proper practices to be followed in cleaning routines, schedules, and proper distancing of students and staff to promote in class instruction for all levels of need during the academic year and summer school months.

HPS also intends on improving the air quality of our campus by implementing air conditioners with heat pumps that will help manage the room temperature as well as improve the air quality.

Transportation purchases may also be made to help distance student/athletes as they travel for school activities. HPS will also look into building storage areas that will free up classroom space that is currently being used for storage. This will allow those classrooms to be used in distancing classroom situations.

In addition, these funds will be used to purchase and maintain resources that are needed to assist in this plan.

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

The Hettinger School District will address loss of learning by implementing a plan to update and/or replace outdated curriculum that is not evidence-based with new curriculum that is evidence-based. We will be evaluating our district math, science, reading, grammar, and social studies curriculum and replacing and updating wherever we can. MTSS concepts/training and PD will be a focus.

In addition, we will continue to support and enlarge our after school programs from our traditional K-6 program to a K-12 offering. This same approach will be given to our summer school program bringing with the 2022 summer. Professional Development that supports evidence-based learning will need to take place on a district wide level to update our teaching staff and paraprofessionals on the new curriculum and strategies needed to move forward with purchases made with this monies.

On the high school side of the district we will also look at updating the curriculum for our elective courses to make sure that we are offering a strong evidence-based learning campus throughout all our programs whether they are elective or core courses.

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

Due to the smaller size of the Hettinger School District we will be able to address the needs of our students in each of these stakeholder groups much more quickly than a larger district. Depending on the needs of the student, whether that be because they have a disability, are ELL, or come from low-income families every effort will be made to put them in a position to not only learn but thrive. HPS will be adding additional staff to our Title Services, MTSS, and ELL. This will support the implementation of more individualized learning by providing additional help that are more qualified in the mentioned areas. In addition, to assist those from low-income families and disabled learners more purchases will be made in mobile technology for school and home, individualized curriculum purchases, improved access to before school and after school programs, waiving of financial costs that may interfere with opportunities to provide access to technology and meals via distance, as well as adding in-home tutoring services.

## Estimated Use of Funds Plan

### ***Allowable Use of Funds***

<b>Allowable Use of Funds</b>	<b>Estimated Expenditure Amount</b>	<b>Estimated Amount to address Learning Loss under this Use of Funds (20% of Budget Total MUST be spent on Learning Loss)</b>
High quality instructional materials and curricula	\$40,000.00	\$40,000.00
Other Activities to maintain operation & continuity of services	\$15,000.00	\$15,000.00
Professional development	\$15,000.00	\$15,000.00
School facility repairs and improvements	\$100,000.00	\$0.00
Improving Air Quality	\$67,000.00	\$67,000.00
Transportation	\$54,919.00	\$0.00
Educational Technology	\$38,443.00	\$0.00
Purchase cleaning supplies	\$13,729.00	\$0.00
	<b>\$344,091.00</b>	<b>\$137,000.00</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?\***

Access to educational technology is one possible barrier that is present when considering access to the hardware and whether that hardware has the appropriate software needed for district plans and goals.

Updated evidence-based curriculum is in short supply in most of our grade level classrooms.

The lack of efficient/reliable HVAC/air quality in our school is another barrier our district faces.

We have limited transportation that does not consistently allow for social distancing.

Our district lacks the cleaning supplies that are needed to maintain a reliable consistency in campus cleanliness.

The barriers that impede equitable access for gender, race, origin, color, disability, or age for our school district is the lack of not knowing if any students that meet this criteria are in our district and not enrolled in school. We are small enough where we are in weekly conversations with Adams County Social Services discussing currently enrolled students and any new families that have moved into the community. In addition, the district canvases the community throughout the year via child find activities run in part with social services and West river Student Services. HPD routinely publishes articles and posts that encourage our community to help make us and families aware of families in need and what is available at our school.

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

Hettinger Public School (HPS) plans to purchase equitable cleaning supplies that allow for our janitorial staff to use their time more on cleaning rather than trying to move and find supplies needed for campus cleaning.

HPS will evaluate our transportation abilities and add equipment that will allow for social distancing when needed.

HPS will enter into contracts to update/replace and clean our campus HVAC systems.

Curriculum will be updated with evidence-based material across the campus. PD will also take place in order to support this curriculum and explore the concepts of MTSS.

And HPS will continue to replace/update and add educational technology to our campus platform to allow for decreased loss of educational time throughout the academic year.

The barriers that impede equitable access for gender, race, origin, color, disability, or age for our school district is the lack of not knowing if any students that meet this criteria are in our district and not enrolled in school. We are small enough where we are in weekly conversations with Adams County Social Services discussing currently enrolled students and any new families that have moved into the community. In addition, the district canvases the community throughout the year via child find activities run in part with social services and West river Student Services. HPD routinely publishes articles and posts that encourage our community to help make us and families aware of families in need and what is available at our school.

