

# 10073 - 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:** 002  
**Status Report Type:** Application  
**Reporting Period:** -

**Initial Submit Date:** Aug 17, 2021 2:34 PM  
**Initially Submitted By:** Steven Johnson  
**Last Submit Date:** Sep 21, 2021 2:05 PM  
**Last Submitted By:** Steven Johnson  
**Approved Date:** Sep 28, 2021 12:52 PM  
**Approved By:** Valerie Willis

## Contact Information

### Primary Contact Information

**Active User\*:** Yes  
**Type:** External User  
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Salutation First Name Middle Name Last Name  
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Lisbon North Dakota 58054  
City State/Province Postal Code/Zip

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Phone  
###-###-####  
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**Comments:**

### Organization Information

**Status\*:** Approved  
**Name\*:** Fort Ransom Elementary School - DPI  
**Organization Type\*:** Public LEA  
**Tax Id:**

**Organization Website:** [http://www.ft-ransom.k12.nd.us/Fort\\_Ransom\\_School/Home.html](http://www.ft-ransom.k12.nd.us/Fort_Ransom_School/Home.html)

**Address\*:** PO Box 593

Lisbon North Dakota 58054-\_\_\_\_  
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### ### #####

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**Benefactor:**

**Vendor ID:**

**PeopleSoft Supplier ID:** 0000008460

**Comments:**

**Location Code:** HQ-DISTRIC

**SAM.gov Entity ID:** KABWBTKEL4C1

**SAM.gov Name:** Ft Ransom School District 6

**SAM.gov Entity ID Expiration Date:** 11/09/2021

**State Issued ID:** 37-006

**Category #:** 1044

**Year Begin:** 1999

**Year Closed:**

**NCES#:** 3800033

**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 28, 2021 12:52 PM	Approved	

## ESSER III Application - Stakeholder Consultation

### *Stakeholder Consultation*

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

Fort Ransom Elementary school has about 25 students in 14 families. Because of our small size we were able to talk with each individual family unit on how best to approach the use of our ESSER dollars. Each family and their children were directly contacted either by phone, email, or given the opportunity to attend one of three public meetings.

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

Fort Ransom school does not have any tribes so therefore Tribes would be not applicable.

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

We did not receive any input from any civil rights organization although we did ask for input. The only one that did voice input was our special education multi-district unit South Valley, which insured us that they will provide necessary services.

**Superintendents\*:**

Fort Ransom has a part time superintendent who was hired after August 2. Input is ongoing as this application is being completed.

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

The principal and the superintendent have been working with the three teachers gathering their input. It has been determined that they would like us to purchase some evidence-based software for supplemental materials for their classrooms to improve reading and math. They are also looking at some assessment instruments including STARS, NWEA, Woodcox/Johnson, IXL, and Discovery Learning. We also want to spend some on counseling services as well as aides. Lastly, the staff would like to attend additional professional development including classes that will keep them on the top of their profession.

**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\*:**

Since Fort Ransom is NOT a Title I school and will only have a few students under an IEP, we feel providing additional services through aides and instructors in those areas will best serve those underserved students. Our special education coordinator made personal contacts with our IEP students asking direct questions in how the Fort Ransom school can directly use ESSER money to help those children. Those comments were used to develop our plan.

**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.ft-ransom.k12.nd.us/Fort\\_Ransom\\_School/Home.html](http://www.ft-ransom.k12.nd.us/Fort_Ransom_School/Home.html)  
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.\*:**

While we are making great gains with our fight against COVID-19, there is still some vigilant work to be done to keep our students, staff, and families safe. There are still many unknowns about COVID-19; however, we do know that it is very contagious and can spread very quickly. It is time to become diligent to slow or stop the spread of coronavirus infections especially this fall as the Delta variant has been proven to be hitting the unvaccinated very hard. The students of Fort Ransom grades k-6 are typically within the age that cannot be vaccinated. We are in school in-person, practicing physical distancing with masks optional. The school board is on record to promote contact tracing, quarantines, and other practices as recommended by public health. Since one of our board members is the director of Ransom County public health when it comes to this pandemic, the board has approved that they will have a special board meeting via Zoom if we have a positive case in our school community. We monitor cases daily so the board is prepared to have masks required if infection rates go up or go virtual. We have done the following preventative actions to continue our learning as normal as possible. Guiding principles to keep in mind to reduce the spread of COVID-19:

Stay home when appropriate as the virus seems to spread very quickly. Whenever we are in groups inside, wear facial coverings (optional) and keep a distance of six feet from students and staff.

Stay home when you have symptoms or someone in your home has symptoms. Symptoms may include fever (100.4 or higher), fatigue, muscle aches, cough, sore throat, runny nose, nausea, vomiting, diarrhea, abdominal pain, or loss of taste/smell. Please seek medical attention. Get tested when symptoms arise.

Public Health and our school district's COVID-19 team will continue to follow quarantine rules for close contacts and positives test results. We are asking that families follow their recommendations if your home has a positive test.

People are considered fully vaccinated after two weeks of their second shot in a 2-dose series or two weeks after a single-dose vaccine. Check with public health or your private health provider if you or your child are eligible for vaccination.

Practice good hygiene including washing your hands with soap and hot water for at least 20 seconds and properly cover coughs and sneezes with a tissue. Keep your hands away from your eyes, mouth and nose. Keep all surfaces including desktops, tables, door handles, etc., properly sanitized. Respiratory droplets released when people talk, cough, or sneeze is the most common way to spread COVID-19.

We have made accommodations for students who are infected with COVID-19 or have someone in their home who is infected. The Fort Ransom School will use ESSER funds for face masks, furniture to encourage physical distancing, purchase some air filters and all the cleaning supplies necessary to keep our school free of this and other germs/viruses. We are open to make other purchases for prevention and mitigated strategies as new knowledge is gained on this deadly virus. Our goal for our implementation of prevention and mitigating strategies for COVID-19 is to keep our staff, students and families safe.

### ***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 Fort Ransom School will set aside at least \$9000 with plans to use more for learning loss. Since Fort Ransom is not a Title I school we feel strongly that direct one-on-one instruction using aides and certified staff members to meet the needs of our students who are having problems with special attention being paid on our special needs students. We will also purchase additional supplemental software including IXL, Discovery Learning, TumbleRead, etc., as well as assessment tools to including Woodcock/Johnson, STARS Assessment, and NWEA to meet the needs of our students. The superintendent has been working directly with REL Central on the latest on evidence-based research that directly has effected students in learning loss in reading and math.

<https://www.nwea.org/content/uploads/2020/11/Collaborative-brief-Learning-during-COVID-19.NOV2020.pdf> Our staff will continue to work with REL Central to insure that our district strategies meet the requirements of evidence-based. <https://ies.ed.gov/ncee/edlabs/regions/central/blog/mitigating-learning-loss.asp>

### ***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 Fort Ransom Elementary school does not have any low-income families, English learners, students of color, students experiencing homelessness, children in foster care or migratory students at this time. Therefore, we will concentrate nearly all of our ESSER III dollars on children with disabilities. Most of our response will be in salaries/benefits for needed staff. We will also set aside additional money for professional development for special training to meet the needs of our special needs students.

## **Estimated Use of Funds Plan**

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### ***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>
Educational Technology	\$4,500.00	\$4,500.00
Mental health supports	\$10,000.00	\$2,000.00
Supplemental learning	\$5,000.00	\$5,000.00
Professional development	\$4,000.00	\$1,000.00
IDEA (Special Education)	\$10,000.00	\$10,000.00
School facility repairs and improvements	\$5,000.00	\$0.00
Improving Air Quality	\$5,000.00	\$0.00
Additional pay	\$1,500.00	\$0.00
	<b>\$45,000.00</b>	<b>\$22,500.00</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 of the barriers that may exist would be students inability to be connected to technology in their homes to have access to supplemental materials on the internet. We have most of our children are bused to the school and with the shortage of licensed bus drivers they may have difficulty getting to school. Our building are old and we have issues with air quality. Lastly, we have a very small student population so we contract for services for our special needs students. Those services many times are not met as the weather or staffing causing times to be missed.

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

We are making sure that we have enough devices so that students can take our technology home with them. We have also worked with our local telephone cooperative to insure that students will be connected in their home and have budgeted to pay for those connections if necessary. Transportation is a battle so we have plans in place to get our children to school if we cannot get enough bus drivers to cover all routes. We have plans to pay parents to get their children to school and car pool when possible if parents to not have access to safe transportation. Our heating system is not allow air to move as our building is a 1910 model. We have installed air conditioners both window and portable models. This year we are looking at heat pump splitter units for our rooms. This units are efficient and have special filters to ensure quality air for students/staff. Last year, our special needs students many times did not receive services because the certified staff could not make it to Fort Ransom because of weather or COVID-19 quarantines. We learned a lot from this so we are getting our local teachers up to speed on meeting those services and have been training para professionals to meet those needs under proper guidance. The Fort Ransom school will work hard to overcome barriers that may impede equitable access to our school program and access for gender, race, national origin, color, disability, or age.