

# 10321 - 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:** 08/12/2021 - 09/30/2024

**Initial Submit Date:** Aug 12, 2021 5:16 PM  
**Initially Submitted By:** Wade Sherwin  
**Last Submit Date:** Sep 30, 2021 1:39 PM  
**Last Submitted By:** Wade Sherwin  
**Approved Date:** Sep 30, 2021 1:48 PM  
**Approved By:** Valerie Willis

## Contact Information

### Primary Contact Information

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**Comments:**

### Organization Information

**Status\*:** Approved  
**Name\*:** Rolette Public School - DPI  
**Organization Type\*:** Public LEA  
**Tax Id:**

Organization Website: <http://www.roletteschool.k12.nd.us>

Address\*: PO Box 97

Rolette North Dakota 58366-\_\_\_\_  
City State/Province Postal Code/Zip

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Benefactor:

Vendor ID:

PeopleSoft Supplier ID: 0000008594

Comments:

Location Code: DISTRICT

SAM.gov Entity ID: 134341577

SAM.gov Name: Rolette Public School

SAM.gov Entity ID Expiration Date: 02/12/2022

State Issued ID: 40-029

Category #: 1138

Year Begin: 1999

Year Closed:

NCES#: 3816050

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 30, 2021 1:48 PM	Approved	

## ESSER III Application - Stakeholder Consultation

### Stakeholder Consultation

#### Students\*:

Rolette Public School District consulted with the students of RPS during the spring of the year on how to spend ALL ESSER funds and held discussions on how to utilize the monies most productively for the benefit of all students. These discussions were held in mass; specific class rooms (grade). Student Council was also incorporate that is composed of a minimum of one student per grade level (grades 7-12).

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

Our Indian Ed committee and Johnson O'Malley coordinators were asked through the survey to address the needs of our Native American students.

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

To assure that all Organizations had access to the survey, it was mailed by USPS to all families that attend the Rolette Public School. An all-call was made to ask for feedback and reminder of the mailed survey. Access was made on our School Website and on our Facebook Page. The survey and information was also sent in mass through our newsletter that goes to the entire community beyond families of our enrolled students.

**Superintendents\*:**

The superintendent had continual meetings with the out-going high school principal; the in-coming high school principal, the business manager, technology coordinator and board president (as small groups and individually). The message on our website asked for stakeholders to reach out to the superintendent. Emails and staff meetings were held for input on the needs of the school with all staff.

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

Teachers, principals, and all areas of stakeholders were present at a school board retreat that was driven by the survey of the stakeholders and how to allocate the ESSER monies. Teachers, para-professionals, parents, and principals were there to share and be asked questions regarding needs of the school/students.

**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\*:**

Our Special Education teacher and our Foster Care/homeless liaison were asked about the needs of our most needy. While representation of these specific entities were invited to share, their representatives were able to share thoughts and needs of these students.

**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\*:** <https://www.roletteschool.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.\*:**

Rolette Public School will use ESSER III monies to upgrade their wireless Internet access to allow for quicker access to Internet and to allow for more students/staff to work on-line. Currently there is are bottlenecks that limits and/or corrupts the ability to work on-line with the resources we have within the school.

Rolette School will use ESSER III monies to purchase a portable building to move our weight room to a location easier to access for students and community members to meet, socialize, and workout during off-school hours to promote healthy bodies and healthy minds. One of the aspects of Covid that had a related response was isolation and the inability to do things that had been available before. At Rolette, one of those things was the weight room that is currently on the stage of the old gym. It is crowded, small, and in the middle of the school. That gives little access to its availability during the day and none after school hours. The portable would allow for people to access the weight room with comfortable distancing, interact with each other (which Covid saw social/emotional withdrawal and other ramifications). It also will allow for easier access for community to utilize without bringing possible Covid positivity into the actual building. For mental and body growth, we believe that being able to utilize our present equipment in a Covid-safer, more assessible way is a benefit

for the greater population of Rolette.

Rolette School will use ESSER monies to create a better air quality system whether it be through better ventilation and/or ionization units to purify the air from viruses, etc.

Rolette School will use ESSER monies for building a greenhouse to work with our CTE program to promote education and build our CTE program with more options in education. Our school has a large proportion of Native American student (over 50%) and our Free/Reduced Lunch waivers around 50%. These two subgroups enroll in our VoAg/CTE courses. The greenhouse will allow them to (1) learn about growing plants; selling plants; and working with plants, people, and technique. Our two special populations (Native American/Poverty) are often overlapping so that they are both. This group was harmed more drastically than students who are enrolled in courses that are more book/paper over using their hands, skills, and learning manually with guidance. The greenhouse experience will give more room for individuals to work in a large area than our current vocational department.

Rolette School will use ESSER monies for renovations to the counselor's offices; Special Education room and move the existing computer lab to a more centrally located area (former middle school area)

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

Rolette Public School has hired an Elementary/SpEd paraprofessional (\$\$79000) and an educational interventionist (\$132,630) to work with interventions as well as teach a sub-section of JH math and Consumer Math. These will benefit students by (1) allowing smaller groups/individual instruction of students struggling with math; (2) working with students individually in core classes; (3) assisting in teaching our most needy students with strategies to succeed; and (4) teach students in ways that they learn rather than how the teacher teaches.

We also are allocating money for a specific career counselor to assist our students with ChoiceReady, CTE, credit recovery or advanced placement/dual credit. By guiding our students once they hit JH/HS they will be more prepared for the direction they choose in life.

RPS has also purchased REVEAL math (McGraw Hill) which has been tested for evidence based teams

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

RPS has approximately 50% of their students on Free/Reduced lunch. We also have nearly half of our students identifying as Native American students. With our school currently having a total population of under 160 students, the interventions from adding a para-professional and interventionist to adding to our counseling and CTE programs have shown to benefit both of these disproportionately impacted students with more intensive teacher/learner ratio and learning/career option strategies that will enhance what students learn/why they are taking classes.

(1) Low Income students: RPS will continue to provide lower 1:1 learning opportunities with the addition of staff (a paraprofessional & an interventionist. We also have a full-time sub hired to teach when a staff member needs to be gone without pulling from within to sub during prep hours/availability to other students; we will be supplying busing beyond our contracted services for students without regular transportation; we will work with maintaining Internet for families without services.

(2) Native American/students of color: Our Native American students have the same opportunities as our low-income students-the additional paraprofessional and interventionist. Since many of our low-income students are also Native American, the added bus will be extremely beneficial to those students that identify in both categories. In addition, we do get Indian Education monies and that funding is identified for a staff member that works with the educational strategies with our Native American students while trying to correlate the studies with their cultural backgrounds. We also formed a Culture Club which allows students to learn about their culture, group together and share experiences and expand their heritages.

(3) Disabled students: We have moved our Special Needs room to a larger classroom and have plans to reorganize and construct rooms for better accessibility and allow for better individual instruction. All classrooms will be updated with ActivBoards to better use technology as the avenue for learning. We also work closely with Peace Garden Special Services that supply us with speech; occupational therapy and physical therapy as needed.

(4) English Learners: Currently we have no EL students, but we work with both our area REA, NESC, but more directly the SEEC and utilize their services and that specifically of Kerri Whipple to guide us with EL strategies and evaluations. We have redone our EL programming through our Title I desk audit and now supply surveys and potential testing of any students that indicate needs for EL strategies. Our updated policies and potential program will help identify and provide the correct instruction accordingly.

(5) Homeless: Again, families/students enrollment package allows for acknowledging homelessness. We use a portion of our Title I services and supplement with general funds to make sure that the needs of the students are addressed. Our liaison is directly involved in the supervision of any student/s identified as Homeless.

(6) Foster Care students are also identified with the enrollment packet/FR Lunch application. With this information, our liaison works directly with the child/ren, family and with Social Services to assure for a solid educational experience. We also have maintained students that have moved out of our district and supplied transportation (when viable) to maintain the educational experience. Again, the liaison is fundamental in bringing the needs to the administration.

(7) Migrants: Currently we have no migrant students, but we have enough staffing to work with migrant students re: potential needs. These may include EL, homelessness, etc. We have policies to follow, but go beyond the basics with student:staff ratio; our association with NESC & SEEC regarding potential language barriers. We also can/will supply transportation and cultural experiences for those students. We have a multitude of on-line services that would also assist us with the general education foundations needed for all areas of education, but specifically English acquisition.

## 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)
Educational Technology	\$50,000.00	\$0.00
Professional development	\$12,000.00	\$0.00
Supplemental learning	\$132,630.00	\$132,630.00
Supplemental learning	\$79,193.00	\$79,193.00
Perkins (Career & Technical Education)	\$40,000.00	\$0.00
Improving Air Quality	\$60,000.00	\$0.00
Perkins (Career & Technical Education)	\$33,669.00	\$0.00
School facility repairs and improvements	\$462,318.00	\$0.00
High quality instructional materials and curricula	\$22,251.00	\$22,251.00
	<b>\$892,061.00</b>	<b>\$234,074.00</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?\***

Barriers within the RPS is to equitable access to technology; adequate nutrition; minimal transportation beyond busing; socio-emotional wellness; and attendance of our lowest economic students since the Covid-19 pandemic. What many families now consider essentials are not essentials for our lowest economic families/Native American families. Access to Internet and technology is not an essential in their daily lives when students' main/only meals are those provided by the school (breakfast and lunch). We are referring to generational poverty where generation after generation has lived day-by-day rather than thinking of tomorrow. Monies for our poorest families filled kitchens and fixed vehicles, but those were immediate/necessary needs. As a school we can't tell families how to spend their money, but we can invest our school ESSER monies for those items that allow our poverty students to participate in activities and sports by assisting in transportation (bus as in ESSER II); assisting with providing technology through the school and used at home to allow for continued education regardless of how it is presented. We can get students involved in activities that prevent socio/emotional distancing issues with people and prevent mental health issues by providing them with sports, clubs, music, etc. and some transportation to/from homes to promote health rather than fix issues. Our poorest families need to know that maybe that four-year degree may not be immediately accessible, but by learning trades, they can work and be productive or attend a trade school, a two-year school with some of the basic knowledge attended in those CTE classes (shop, greenhouse strategies, FACS, etc.). They also may be able to be part of a group when lack of transportation was the hinderance that may have allowed them to judge crops, judge livestock, partake in drama or track. Covid 19 didn't only endanger our students, teachers, and families with the fear of sickness and dying, it inflicted more barriers of isolation and lack of being interactive with others.

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

RPS purchased technology (Chromebooks and iPads) with ESSER I monies; we assisted by identifying families with the Broadband grant. We supplied summer foods during the summer of 2020; and moved from a part-time counselor to a full-time counselor. We are looking into purchasing a bus to benefit

students with afterschool activities (sports and tutoring) to assist in socio-emotional wellness. We are adding to our CTE programs to help students learn trades in school along with core subjects. We are remodeling and moving rooms for better access (SpEd and counseling) and adding in cultural awareness to our mission statement and adding a culture club to promote individuality.

RPS has policies in place to protect our subgroup, such as: ABDA Accessibility; AAC Nondiscrimination and Anti-Harrassment, AACA Section 504; and ABCC Wellness policy. The Title IX and 504 coordinator/s monitor the policies adnd procedures to be sure that equal opportunity is provided to all.