### Status Report Details

<table>
<thead>
<tr>
<th>Funding Opportunity:</th>
<th>9830-ESSER III - Elementary and Secondary School Emergency Relief Fund III</th>
</tr>
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<tr>
<td>Program Area:</td>
<td>CARES-CRRSA-ARP</td>
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<tr>
<td>Status:</td>
<td>Approved</td>
</tr>
<tr>
<td>Status Report Number:</td>
<td>001</td>
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<td>Status Report Type:</td>
<td>Application</td>
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<td>Reporting Period:</td>
<td></td>
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<td>Initial Submit Date</td>
<td>Aug 17, 2021 2:47 PM</td>
</tr>
<tr>
<td>Initially Submitted By:</td>
<td>Scott Berge</td>
</tr>
<tr>
<td>Last Submit Date:</td>
<td>Oct 22, 2021 1:21 PM</td>
</tr>
<tr>
<td>Last Submitted By:</td>
<td>Scott Berge</td>
</tr>
<tr>
<td>Approved Date:</td>
<td>Oct 25, 2021 9:01 AM</td>
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### Contact Information

#### Primary Contact Information

<table>
<thead>
<tr>
<th>Name:</th>
<th>Salutation Terence  Middle Name Brenner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Superintendent of Schools</td>
</tr>
<tr>
<td>Email*:</td>
<td><a href="mailto:tbrenner270@mygfschools.org">tbrenner270@mygfschools.org</a></td>
</tr>
<tr>
<td>Address*:</td>
<td>3466 Odyssey Circle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone*:</th>
<th>701-740-2237 Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fax:</td>
<td>####-####-####</td>
</tr>
</tbody>
</table>

#### Organization Information

<table>
<thead>
<tr>
<th>Name*:</th>
<th>Grand Forks Public Schools - DPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization Type*:</td>
<td>Public LEA</td>
</tr>
<tr>
<td>Tax Id:</td>
<td>456000607</td>
</tr>
<tr>
<td>Organization Website*:</td>
<td><a href="http://www.gfschools.org">http://www.gfschools.org</a></td>
</tr>
<tr>
<td>Address*:</td>
<td>PO Box 6000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>North Dakota 58206-____</th>
</tr>
</thead>
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<tr>
<td>State/Province</td>
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ESSER III Application - Stakeholder Consultation

**Stakeholder Consultation**

**Students**:  
An electronic survey was then created to garner feedback regarding proposed concepts to be funded using ESSER II and III allocations. The survey was distributed on Friday, June 18 and closed at 11:59 p.m. CT on Tuesday, June 22. The survey was sent to all Grand Forks Public Schools employees, parents/guardians, students in 6th-11th grades (as of the 2020-2021 school year), and community members.

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

**Civil rights organizations (including disability rights organizations)**:  
An electronic survey was then created to garner feedback regarding proposed concepts to be funded using ESSER II and III allocations. The survey was distributed on Friday, June 18 and closed at 11:59 p.m. CT on Tuesday, June 22. The survey was sent to all Grand Forks Public Schools employees, parents/guardians, students in 6th-11th grades (as of the 2020-2021 school year), and community members.

**Superintendents**:  
Various Zoom meetings, conference calls, ad hoc conversations, etc. were held amongst NDCEL and other organized state, regional, and national groups.

**Teachers, principals, school leaders, other educators, school staff, and their unions**:  
School and district administration at Grand Forks Public Schools created an initial list of funding proposals to close the learning gap. Several guidelines were provided: (1) interventions must respond to students’ academic, social-emotion, and/or mental health-related skill gaps; (2) address the disproportionate impact of COVID-19 on underrepresented student subgroups; (3) are able to be implemented, monitored, and assessed during the timeframe; (4) adhere to Appendix B - LEA Use of Funds. School leadership and district department leaders provided a variety of concepts to consider, which included expanding summer school; adding school year academic and social-emotional extensions and supports; providing additional building-level supports; increasing mental health supports and services; enhancing technology; and facility projects to improve air quality and reduce potential transmission of viruses and bacteria.

**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**:  
An electronic survey was then created to garner feedback regarding proposed concepts to be funded using ESSER II and III allocations. The survey was distributed on Friday, June 18 and closed at 11:59 p.m. CT on Tuesday, June 22. The survey was sent to all Grand Forks Public Schools employees, parents/guardians, students in 6th-11th grades (as of the 2020-2021 school year), and community members.

**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/1mTAawavNXU2FOAW54rYQ8S5tyza4u1OYQrHug-r7U2Q/view

Yes

District confirms the plan will be updated at least every six months through September 2024 and will seek ongoing public input on the plan.*:

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

Grand Forks Public Schools continues its work to create an environment that balances a variety of personal interests and desires with continued commitment to the health and safety of our staff, students and community.

Priorities

GFPS will continue to provide for the safety and wellbeing of our employees and students. Implement reasonable accommodations to reduce district-wide and community spread of COVID-19.

School System-wide Practices

GFPS will continue to work with Grand Forks Public Health reviewing regional COVID-19-related data weekly and may modify mitigation strategies accordingly at any time.

We will rely on information gleaned from the daily Grand Forks Health Officers Dashboard (LINK: https://www.grandforksgov.com/government/city-departments/public-health/covid-19/nd-covid-19-data-dashboard) to make week-by-week programming decisions. The dashboard calculates the following measures:

- New cases per 100,000
- Tests completed last seven days per 100,000
- Average percent positivity last seven days
- Percent change -- new Covid-19 cases
- Hospital capacity -- staffed beds
- Community vaccination levels
- Community transmission rates

Dashboard movement from low risk to moderate risk or high risk will result in additional layered mitigation measures.

Community transmission rate movement into the high transmission rate level will result in additional layered mitigation measures.

Face coverings will be recommended indoors and align with public health recommendations surrounding regional transmission rates and risk levels.

Per the Grand Forks School Board, beginning Wednesday, August 11, 2021, wearing face masks is recommended, but not required, for all individuals while inside of Grand Forks Public Schools facilities or leased indoor facilities.

Masks should be worn during transition periods and in common spaces.

According to the U.S. Department of Transportation guidelines, all persons using public transportation (i.e.: school buses, vans, and other public transportation) will wear face coverings for the duration of their ride (LINK: https://www.transportation.gov/safety/mask-travel-guidance).

Overall health and safety mitigation strategies that can help prevent the spread of any illness will remain in place, including:

- Handwashing / Hand sanitation is taught and encouraged frequently.
- Hand sanitizer will be available throughout every building.
- Teaching students to cover nose and mouth when coughing or sneezing.
- Physical distancing as appropriate and able using a 3-foot bubble.
- When physical distancing is not achievable, static student partners or small groups are suggested within any given classroom.
- Seating charts, group work student names, etc. should be chronicled to assist public health with contact tracing as necessary. This includes assigned seats in the lunchroom.
- Buildings will be cleaned and disinfected daily. Electrostatic machines will be used for high-touch areas.
Drinking fountains are accessible and will be cleaned and disinfected frequently. Outdoor activities are encouraged. Rapid testing will be available at each school; parent permission will be required. Vaccination efforts will continue in conjunction with local health providers and public health. COVID-19 vaccinations are available in Grand Forks for everyone 12 years of age and older. Please visit https://www.grandforksgov.com/government/city-departments/public-health/covid-19/covid-19-resources/covid-vaccine for more information.

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:

Elementary and Secondary School Emergency Relief (ESSER) learning loss investments will focus on the following broad categories in accordance with what preliminary data, staff observations and feedback, and community survey response have determined as priority areas:

Providing additional direct academic support for school dependent, underrepresented, and disadvantaged students.

This may include investment in additional teaching and support staff, classroom materials and resources, extended school day and school year opportunities, professional development around priority standards, proficiency scales, assessment strategies, literacy across the curriculum, specific individualized learning plans and supports, and more. Individual buildings will invest appropriated dollars in accordance with specific building level data and track the impact said investments will have on student learning.

Providing additional direct social-emotional and mental health support for all students and employees.

This may include investment in additional mental health and social-emotional support staff, materials and programming around student and employee mental, emotional, and physical wellbeing, extended day mentoring and support services, enhanced data collection platforms to help identify and respond to individual and aggregate social-emotional needs identified by constituents, and more.

Devising and executing a comprehensive literacy plan that explicitly reaches all students and propels skill development at all levels including early literacy (Pre-K-3rd grade).

This may include additional professional development around cross-curricular literacy strategies, investment in additional multi-level reading and literacy resources and materials at both the classroom and school level, additional employees dedicated to supporting struggling readers and helping them accelerate learning, schedule adjustments to ensure additional time and resources are provided to targeted populations during the school day, and more.

Creating additional support systems and pathways in which high school students can recover credits and develop college, career, and military readiness skills that may have regressed as a result of alternative instructional models.

This may include investment in additional academic and social-emotional support staff, online courses geared toward credit recovery and various individualized learning needs, extended day and school year learning opportunities, additional staff dedicated to academic interventions for targeted populations, bolstered transitional programming, and more.

Additional student supports

1:1 technology for students in kindergarten-12th grades. Students in grade K-2 will receive iPads and students in 3rd-12th grade Chromebooks. Meal services continue free of charge.

All employees and constituents of GFPS will be prepared to flexibly and fluidly navigate between face-to-face and distance learning throughout the school year, if necessary.

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:

As a result of screening survey, academic, social emotional, and anecdotal data, many specific GFPS ESSER investments are or will be specifically targeting disadvantaged students including English language learners, students with disabilities, homeless and transient youth, and other subgroup populations. Each building has been allocated funds according to a formula that makes allowances for the number of students served from poverty, on IEPs,
with EL status, and identified as homeless. Building administrators and directors have been tasked with identifying specific subgroups in their buildings who require additional academic, enrichment, or SEL support, and prior to district approval of their expenditures they must submit a plan that identifies how their interventions will be designed to bolster and close identified gaps. Best practices and data tracking measures are also mandatory plan and investment prerequisites.

In addition, the district has and is planning for programming that also supports targeted groups. For example, the Mentor Center has pulled both academic performance data and SEL data and directly contacted individual students and their families to inform them of their services. Demographic information shows that students engaging in the Mentor Center’s academic, enrichment, and SEL support systems demonstrate a higher percentage of ethnic minorities, students on IEPs, and LGBTQIA+ than average district percentages. After school elementary and middle level support programs are similarly serving targeted populations and providing academic tutoring and adult support to combat learning loss. Additional FTEs are dedicated to serving Native youth and EL learners; mental health professionals will “push in” to self-contained special education classrooms; transportation enhancements are provided for transient and disadvantaged youth; data platforms that allow for disaggregated data have been bolstered to track gains and identify emerging needs; materials and learning programs procured directly target disadvantaged students at all levels. We are committed to investing ESSER funds as intended by the State, and will continue gathering input from leaders and constituents to ensure our efforts are not overlooking any particular group.

Estimated Use of Funds Plan

<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>
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<tbody>
<tr>
<td>Construction Projects</td>
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<tr>
<td>Improving Air Quality</td>
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<tr>
<td>Mental health supports</td>
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<td>Supplemental learning</td>
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$18,495,697.00 $3,700,000.00

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?*

Based on survey results: a total of 859 surveys were submitted.

The top priority areas were identified as:

- Additional access to mental health supports (ex: counselors, social workers): 39.6%
- Facility projects to improve air quality and reduce potential transmission of viruses and bacteria: 37.8%
- Add additional academic supports; Add additional social-emotional learning (SEL) supports: 36.8%
- Behavioral health supports and interventions: 35.9%

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

The ESSER fund application submission is centered around survey results and district data. Specifically, respondents were asked to select up to seven specific areas related to teaching and learning they believe Grand Forks Public Schools should invest in ESSER II/III funds. The top priority areas were identified as:

- Hire up to 16 reading and mathematics paraeducators: 44.4%
Add additional reading and mathematics supports for Kindergarten-8th grade students: 42.5%
Contract with two local mental health providers to increase school-based mental health supports: 40.8%
Hire up to three additional school social workers: 39.6%
Add classroom/library materials to all schools: 36.7%
Expand mindfulness (Calm Classroom) curriculum to all elementary schools: 33.3%
Mentor Center (for middle/high school students) for 2022-2023 and 2023-2024 school years: 31.4%

Finally, respondents were asked to consider the needs of our students and identify one area to focus on investing the largest amount of ESSER II/III funds. The results were as follows:
Integrated services for students most in need: 29.2%
Facility projects to improve air quality (ex: HVAC upgrades): 23.5%
Purchasing high-quality classroom materials and assessments: 23.4%
Support to integrate social-emotional learning (SEL) instructional practices: 20.5%
Professional development for adults: 3.4%

Prioritization around these areas will help Grand Forks Public Schools address and overcome these barriers.