

10392 - 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: 07/30/2021 - 08/17/2021

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Initially Submitted By: Shawn Kuntz
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Contact Information

Primary Contact Information

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Organization Information

Name*: Wishek Public School - DPI
Organization Type*: Public LEA
Tax Id:
Organization Website: <http://www.wishek.k12.nd.us>
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Wishek North Dakota 58495-____
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SAM.gov Entity ID: YMSME2T15283

SAM.gov Name: Wishek Public School District #19

SAM.gov Entity ID Expiration Date: 10/01/2021

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

We consulted with students on what they felt were needs of the school that could benefit from ESSER funds. Students cited locker rooms as a major concern or area of improvement. Students indicated the small lockers made it difficult to store any items, thus everything is stored in the middle of the locker rooms. Having updated lockers would allow for items to be stored in individual areas and arguably help reduce possible cross contamination of items.

The use of hand sanitizer continued to be a popular choice with kids. They provided input that this was an easy mitigation strategy to do for all types of illness prevention.

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

NA

Civil rights organizations (including disability rights organizations)*:

Administration serve as Civil Rights representatives with the school (Title IX, 504 coordinators, Cognia coordinator). All these areas were represented in every ESSER discussion.

Families and patrons were invited to a June 23rd public forum to discuss ESSER money and how to utilize these funds. There were a variety of ideas brought up. Many of these ideas were already in the planning phase. Public input helped reinforce we should pursue these ideas. Feedback was also presented to the school board August 9th. Feedback and discussion on ESSER application will be held with staff members August 16th during our in-service day. These discussions will be ongoing throughout the ESSER timeframe as we want to be thorough and address our spending in an effective manner and avoid wasteful spending.

Superintendents*:

I have served as the main contact for ESSER and all covid related issues for the district over the past three schools years. I have provided information for patrons, staff and school board members on all ESSER and covid related information. I served on our restart committee as well.

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

School staff has been updated on a continuous basis on all ESSER and covid related issues. We incorporated several staff members on our restart committee as well as involve them in ESSER funds planning. One key piece of feedback that came from our staff discussion was the removal of the existing sink & counters in each elementary classroom and replace with new counters and an automatic water bottle filler. We discussed how to address learning loss with our staff and how to staff our school with personnel to address these needs.

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*:

Administration and staff members at Wishek Public School also service in various capacities in these roles. As indicated in previous narratives, all members

are involved in our ESSER discussions.

We have a certified ELL instructor on staff who ensures students are appropriately identified, tested and monitored. State reporting is conducted to ensure process is being carried out.

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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*: <http://www.wishek.k12.nd.us/files/2021/06/2021-return-to-learning-plan.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.*:

We spent substantial dollars already on mitigation strategies (cleaning and sanitizing). We are improving our air circulation in the kitchen as this is a central area that would be high risk for spreading covid. We are replacing all of our kitchen equipment (counters, ovens, flooring) to allow for more effective cleaning since we had wood butcher block counters and will be replacing with stainless steel. We are looking at replacing our key lock system with a card swipe system. This will help reduce the amount of direct hand to hand contact amongst our staff members.

We will continue to monitor ways we can utilize ESSER funds as well as general fund dollars towards prevention and mitigation strategies against Covid and another transmissible illnesses.

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.*:

We are hiring two additional para-professionals to work with all our students with specific focus on any sub groups (ELL, minorities) that show learning loss. We will be working in conjunction with our Title staff, special education staff to ensure appropriate methods are being applied to address learning loss in all our students. We invested substantial time and effort into preventing learning loss in the spring of 2020. We invested even more time, effort and money into learning loss recovery during the 2020-2021 school year. We were able to do this by keeping our doors open during the year. We didn't even get a chance to analyze our testing results at the end of the 2021 school year to get an accurate picture of where our students were at. We did note majority of our students showed significant gains from fall to spring. What we did not get to analyze was where the students were when we compared data from spring 2020 to spring 2021. We will spend early days of the 2021-2022 school year analyzing that data and putting in strategies to help provide additional focus on those at-risk kids. Until we know exactly who we are dealing with and what areas of struggle we need to focus on, I cannot give an accurate description of exactly what we will be doing to address learning loss.

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.*:

Our district is a small district where every student has equal access to all educational opportunities and services. Every student goes through our RTI Team when there are signs of educational difficulties and emotional difficulties. We have the same ELL instructor on staff for the past 12 years who provides educational support to all our ELL students. This will not change. We have a K-12 counselor who is involved with all our students including at-risk students. We have a reading strategist on staff and a Title I program. These two staff members providing supports for all at risk students in the area of reading and/or math. Wishek Public School does not discriminate on who we provide these services to.

How we address the needs of low-income families: we highly encourage all of our patrons fill out the free and reduced meal application through face to face discussion during registration and/or newsletter announcements. We ensure all kids are provided with milk, snacks through private donations to cover cost of any kids who may need the things necessary to partake in the education process. These supports come in the form of teacher donations, private patron donations and/or administration donations.

How we address the needs of students of color: At Wishek Public School we have a very low number of minority students. Being a minority myself, and having attended school in ND all the way from elementary through college, I found there was nothing I wasn't allowed to access as any of my non students of color. At Wishek Public School we allow access to all programs regardless of color.

We address English learners by having a certified ELL instructor on staff who tests, provides supplementary education assistance and monitors our ELL students. These results are submitted to the state for accountability.

We have not experienced homeless students and migratory students. However, we have staff on record who are responsible for reporting to the state. We have our required policies in place for accountability measures to ensure we documentation on how to address homeless and migratory students should we find that need in the future.

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)
School facility repairs and improvements	\$566,316.00	\$0.00
Added needs of at-risk populations	\$141,329.00	\$141,329.00
	\$707,645.00	\$141,329.00

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?*

The barriers that I can think would be the availability of supplies for contractors as well as a full work force so contractors can get projects done.

Wishek Public School will be able to adequately provide resources for each program type in the application. As indicated Wishek Public School does not discriminate towards any students in our school system.

Being a small community we find it difficult to find highly qualified individuals to serve in vital roles such as teachers and para educators. This could be a barrier for us that may cause us challenges in our learning loss section of our application.

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

Wishek Public School works to ensure that federal and state requirements are followed. The current barriers we are facing are things out of our control. We will communicate our projects out to all contractors and ensure our local contractors are made aware of the projects.

We have discussed the challenges of qualified individuals to work in schools at the local level and state level. The one step that would help overcome these barriers for all schools is to substantially increase the pay of all employees in public education. Due to laws established by the state, schools have very little local control in addressing this matter. If you want qualified individuals in schools educating the current generation and future generations then the money needs to be provided. If ESSER type funds were provided on a yearly basis I could provide a lengthy list on things that were done in effort to hire and retain qualified individuals.