

10394 - 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: -

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Initially Submitted By: Anthony Morrison
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Last Submitted By: Anthony Morrison
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Organization Information

Name*: Wyndmere Public School - DPI

Organization Type*: Public LEA

Tax Id:

Organization Website: <http://wyndmere.schoolinsites.com>

Address*: PO Box 190

Wyndmere North Dakota 58081-____
City State/Province Postal Code/Zip

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SAM.gov Entity ID: YFANYFTYJNB1

SAM.gov Name: Wyndmere Public School

SAM.gov Entity ID Expiration Date: 02/11/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

The School District provided multiple surveys, sought out and encouraged student input. The goal was to determine the needs of the students. To let them know what possible resources were available in order to find out what their preferences are as pertains to their own learning. In addition, the District sought input on the effects of COVID and what could best be done to lessen those effects in order to ensure that students have access to a safe building and a quality educational experience.

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

NA

Civil rights organizations (including disability rights organizations)*:

The superintendent is in charge of Title IX and the principals are the 504 coordinators and work with the special education teachers. Each part is to ensure that there is social justice at Wyndmere Public school and that the needs of all are being considered and met. For this piece, students, teachers and family input were relied on to ensure representation.

Wyndmere Public School has a "Sources of Strength" program that deals with mental health. There exists collaboration between Sources of Strength and First Link which promotes suicide awareness.

Wyndmere Public School has an ongoing relationship with United way, they advocate for community charity. Through them Wyndmere Public School does community service.

Wyndmere Public School works with Future Farmers of America to produce an on campus community garden. Also, to prevent senior citizen loneliness. By implementing programs that allow volunteers the opportunity to spend time with Wyndmere senior citizens.

Wyndmere Public School work with Richland-Wilkin Food Bank to promote hunger awareness and to run the backpack program that provides food for those in need.

In addition, Wyndmere Public School works with Counter Act to promote drug awareness.

Superintendents*:

The superintendent had a hand in going through all of the data collected in order to develop a narrative, and create an equitable plan of expenditure of ESSER funds. Also, there was collaboration with other superintendents in order to understand how others are proceeding. The goal was to maximize the impact of the funds to the benefit of all students attending Wyndmere Public School.

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

Teachers, principals, school leaders, other educators, school staff, and their unions all participated in a series of ongoing survey's. The goal of the survey's was to allow the stakeholders access to the proceedings of the ESSER planing, and to provide updates on the plan and find out how the community felt about the direction of the plan. In addition, the stakeholders were asked to provide their preferences which have been taken in to account along the way.

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 stakeholders representing the interests of students with disabilities, ELL, homelessness, foster care, migratory students, incarcerated and in other ways underserved were also taken into account. Phone calls were made leading into discussions, the goal is to continue to serve the needs of all 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

Prevention & Mitigation Strategies

Return to In-Person Instruction Plan*: <https://www.wyndmere.k12.nd.us/covid-19-updates/>
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.*:

The Wyndmere Public School Board and Administration worked together to create a COVID-19 Response Plan. This plan includes a COVID-19 Response Committee that meets weekly and updates the School Board monthly in order to ensure that the data is updated and the best information possible is being used to drive District decisions regarding COVID mitigation strategies. In addition, the plan outlines COVID testing, vaccination, masking, communication, close contacts, confirmed positive cases, and COVID-19 preventive measures.

In addition, funds will be used to update the school building in order to ensure that the students are in a safe school. Part of the response plan is purchasing air purifiers with the goal of providing clean air. Also, masks and COVID-19 tests are purchased though the COVID-19 test costs are reimbursed. Student safety is a priority and making necessary building updates will allow the students to be better focused on their learning. Updates that we are looking at are insulated windows, updated heating systems. These are designed to keep the rooms warm in the winter while still allowing air flow throughout the building so that the students are not breathing stagnant air.

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.*:

Wyndmere Public school will use ESSER III monies to increase our school's RTI programs, providing students with more access to Blended learning in order to help them understand the content and to bridge the gap in loss of student learning as a result of COVID. To do this the school's will purchase programs for the students to use, and the teachers will receive training on how to best use these programs for the betterment of the students.

At Wyndmere the RTI program to include more student supports in all classes. In addition, the District will provide blended learning giving students more access to the content being taught by using technology to support student learning. To do this, programs will be purchased and teachers will receive professional development in implementation of blended learning strategies.

Dziuban, C., Graham, C., Moskal, P., Norberg, A., & Sicilia N. (2018). Blended learning: The new normal and emerging technologies. International Journal of Educational Technology in Higher Education.

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.*:

Wyndmere Public School will respond to the needs of the disproportionately impacted students by reaching out to students, parents, teachers, school leaders, community members, the School Board, and any necessary advocacy group to ensure that all is being done to meet the needs of the students who have been greatly impacted by COVID. In addition, our school is increasing its mental health services so that students have access to the mental health resources that they may need.

In addition, Wyndmere Public School plans to continue to develop partnerships with groups that will help provide; suicide awareness and aid, food for students in need, and community service. Our school does not have a liaison but does have a point of contact for foster care, we do have an EL teacher, another person as point of contact for the homeless, in addition to a well functioning team who works with South Valley to provide services to students that require more aid.

Wyndmere Administration will continue to meet and partner with liaisons representing the following stakeholder groups: low-income, color, English learners, disabled, homeless, foster care, and migrants. Wyndmere Public School has a limited number of students that fall into the categories of stakeholder groups listed however, Wyndmere Public School has assigned a foster care liaison, 504 coordinator, special education teachers, and migratory student liaison to aid in our ongoing partnership with our stakeholder groups.

Students with disabilities and English learners are two areas of focus.

The school has reached out to these individuals through surveys, email, newsletters, zoom/face-to-face meetings, and social media.

The liaisons met as a group to discuss the research data and identify themes and focus areas. Access and opportunity were two key areas that will require time and ESSER fund assistance.

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)
High quality instructional materials and curricula	\$14,000.00	\$14,000.00
Professional development	\$18,000.00	\$18,000.00
Educational Technology	\$16,000.00	\$16,000.00
Mental health supports	\$23,000.00	\$10,000.00
Improving Air Quality	\$15,000.00	\$0.00
School facility repairs and improvements	\$207,395.00	\$0.00
	\$293,395.00	\$58,000.00

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 School District is remote, and many of the students attending the school live a ways away from it. In the winter weather can be an issue, and at time connectivity can also be an issue, also some families do not have access to technology at home.

The other concern is providing a safe campus for the students to learn. This is crucial as there are many concerns centered around student safety and the COVID.

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

Steps being taken are focusing on improving communication strategies so that all stakeholders have access to the information being sent out from the school. To increase technology so that students have access to the tool necessary to participate.

To continue to update our school and find solutions aimed at student and adult safety in the school building.