

# 10390 - 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:** 03/13/2020 - 09/30/2024

**Initial Submit Date:** Aug 17, 2021 3:26 PM  
**Initially Submitted By:** Lori Olson  
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**Last Submitted By:** Lori Olson  
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## Contact Information

### Primary Contact Information

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### ### #####

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### Organization Information

**Name\*:** Williston Basin #7 - DPI

**Organization Type\*:** Public LEA

**Tax Id:**

**Organization Website:**

**Address\*:** PO Box 1407

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**SAM.gov Entity ID:** WW4YNXXN9AE3  
**SAM.gov Name:** WILLISTON BASIN SCHOOL DISTRICT 007  
**SAM.gov Entity ID Expiration Date:** 07/15/2022

## ESSER III Application - Stakeholder Consultation

### *Stakeholder Consultation*

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

We combined District #8 and District #1 this year into District #7. We will continue to see feedback from our new D7 students this school year as we start our strategic planning this fall. We used the State Student Engagement Surveys, independent school surveys, student leadership groups voice, and academic assessments summative and formative to determine the current needs of students. (NDSA, NWEA, AIMS, STARS) WPSD1 and WCSD8 have spent long hours in meaningful conversations with our stakeholders as we have reorganized into Williston Basin School District 7. As two districts with ESSER funding, we held community forums, surveyed our staff, and reached out to students. Now, united as Williston Basin School District7, we plan to continue discussion of ESSER funds, utilizing both past communication methods and new efforts to inform. We are dedicated to moving forward with engaging conversations that reach all of our students, families, staff, and community stakeholders.

Our ESSER team conducts monthly meetings that include the discussion of data from surveys, implementation of ESSER fund appropriations, stakeholder feedback, and our goal(s) progress/evolution. Quarterly surveys will continue to be sent to focus groups. The data from these surveys help guide the ESSER team to distribute funds that meet district goals. The team also utilizes data from surveys concerning our Restart Learning plan. This further influences funding allotments, so that we can specifically target Learning Loss among our students. This team prepares quarterly reports on their progress, funding efforts, and significant data that is distributed through email to our district staff and school board and distributed during school events to inform our community stakeholders.

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

Our tribal consultation was held May 2021. e meet yearly with our Turtle Mountain Band of Chippewa Indian (TISA) to discuss needs and opportunities. An annual meeting for Native American parents an our Title VI parent committee members to give input and feedback on programming in the district. We held our last annual meeting Monday, May 11th, 2021.

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

Collaboration takes place with many organizations to ensure compliance of OCR including; Monthly meetings with Wilmac Special Education Unit, Yearly training with the North Dakota School Board Association, and collaboration with the Office of Civil Rights. We seek input and training from these organizations to ensure compliance with the law and do what is in the best interest of students. Williston Basin School District #7 has engaged stakeholders in plan discussions through community surveys, our Parent Advisory Committee, and our Title XI parent association. Our parent survey that asked how the funds could be best used included 869 responses. Community partnerships have been made between our local medical institution and local mental health clinics to provide support to our under-served students and parents. These target parents and students that are unable to afford healthcare or have questions about healthcare. The local medical institutions have provided resources to parents and students to help build a bridge between education and medical treatment.

#### **Superintendents\*:**

Our Superintendent and Assistant Superintendent led discussions, analyzed feedback and data, we met regularly with the Superintendent Cabinet made up of key stakeholders. (HR, Business Manager, Director of Student Services, Superintendent, and Assistant Superintendent. Through Board meetings, community forums, review of survey data, teacher meetings, we sought feedback from the by these groups and data at various levels about serving students needs.

WPSD1 and WCSD8 have spent long hours in meaningful conversations with our stakeholders as we have reorganized into Williston Basin School District 7. As two districts with ESSER funding, we held community forums, surveyed our staff, and reached out to students. Now, united as Williston Basin School District7, we plan to continue discussion of ESSER funds, utilizing both past communication methods and new efforts to inform. We are dedicated to moving forward with engaging conversations that reach all of our students, families, staff, and community stakeholders.

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

Our two districts combining to one District #7 entailed long hours in meaningful conversations regarding the needs of our students and services needed. Weekly and monthly meetings last year with administrators, teachers, teacher union leaders. We will continue seeking input from our education stakeholders throughout our strategic planning this Fall and our ongoing Cognia School Improvement Process. WPSD1 and WCSD8 have spent long hours in meaningful conversations with our stakeholders as we have reorganized into Williston Basin School District 7. As two districts with ESSER funding, we held community forums, surveyed our staff, and reached out to students. Now, united as Williston Basin School District7, we plan to continue discussion of ESSER funds, utilizing both past communication methods and new efforts to inform. We are dedicated to moving forward with engaging conversations that reach all of our students, families, staff, and community stakeholders.

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**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 Homeless Liaison works through our Homeless Coalition to address needs of our school district. State and local agencies participate in these meetings to provide and offer services and align programming to meet the needs of our students. Our EL director /Migrant representative meets with EL Teachers, Administrators, Parents, and students, participates on state committees to make sure our EL students needs are being served appropriately.

Our Student Services Director works closely with our Foster Care Liaison. SPED and the above leaders. Meetings have been held and will be held monthly to assure our needs are met. WPSD1 and WCSD8 have spent long hours in meaningful conversations with our stakeholders as we have reorganized into Williston Basin School District 7. As two districts with ESSER funding, we held community forums, surveyed our staff, and reached out to students. Now, united as Williston Basin School District7, we plan to continue discussion of ESSER funds, utilizing both past communication methods and new efforts to inform. We are dedicated to moving forward with engaging conversations that reach all of our students, families, staff, and community stakeholders.

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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\*:** <https://drive.google.com/file/d/10xoV7z7wAo5zDy6geFcLgYLAvmfscvH/view>  
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.\*:**

WBSD #7 has taken and will continue to take actions to ensure the health and safety of students, educators, and other school staff during and following the return to full in-person instruction. The goal of WBSD #7 is to provide a healthy school environment to foster greater academic achievement and healthier lives for students and staff.

#### Masks

District administrators, school board members and the nurse coordinator in consultation with the NDDoH will follow the guidance recommended. All students, staff and visitors will continue to have the option to wear masks as a mitigation strategy for COVID-19.

#### Physical Distancing

- Keep social distance from others especially important for people who are at a higher risk of getting sick.

#### Handwashing & Respiratory Etiquette

- Wash with soap and water for at least 20 seconds especially after blowing your nose, coughing, or sneezing.
- Foam in/Foam Out-hand sanitizers will be provided in every classroom and throughout each building/facility.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Students are encouraged to wash their hands often throughout the day.
- Always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.
- Throw tissues away and wash hands or use hand sanitizer to prevent spread.

#### Cleaning Facilities Procedures

- School staff should clean and disinfect frequently touched surfaces daily.
- Shared materials (not recommended) should be cleaned.
- Classrooms will be cleaned nightly by custodial staff.

#### Contact Tracing

The NDDoH will continue to notify the school nurse coordinator, along with parent notification of positive cases that have been identified from local health care facilities. Upon notification contact tracing will be implemented. Quarantine guidelines will be followed by the recommendations of the NDDoH.

#### Diagnostic and screening testing

If a student or staff member requests or presents to school with COVID symptoms an assessment will be performed by the nurse. If testing is recommended, the parent/guardian will be notified. Testing will only be performed when permission is given by parent/guardian.

#### Vaccinations

- Vaccines were offered to staff and students of appropriate age in the spring of 2021. Our school nurse coordinator, local healthcare facilities and Upper Missouri District Health Unit providers coordinated the vaccines.
- We will partner with local healthcare facilities for additional vaccines

Williston Basin School District #7 has seen an increase in enrollment and is planning for the future growth of our district. We currently have 4800 students enrolled and are predicting in the next five years based on enrollment that we will have 5600 students in our district. Our current high school has approximately 1200 students enrolled and over the next five years the enrollment is projected to be 1500. We currently in the process of strategic planning for our new reorganized district. Expansion of our currently alternative school from 25 to 150, improving learning spaces for our overcrowded elementary schools, have several modules that need to be taken offline and we will have more exact plans once our strategic plan is finished in December of 2021. Dependent upon funds, we plan to start researching a PreK and K center to increase academic success from ages 3-5; we are finding our students are not academically ready for kindergarten and we need to solve that problem by creating a school for PreK that parents can afford and helps our community build academic success.

## **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.\*:**

Suspension of face-to-face instruction in schools during the COVID-19 pandemic has led to concerns about consequences for students' learning. Data on learning loss during lock down has been slow to emerge and yet, this data is essential for moving forward. In order to measure and address learning loss among WBSD7 students. Ongoing professional development for three digital tools we are implementing. In this narrative, we will look at these three tools and specify how they will be used to combat learning loss.

The first tool, iReady, is an assessment and instruction program that provides educators with resources for increased student success. WBSD7 will be using this tool, K-12, and provide training to educators in the fall of the 2021 /22 school year. iReady provides actionable data to teachers based on North Dakota Priority standards that students have not mastered. Educators can see learning gaps and provide immediate support, challenge above-level students, reach our bilingual students with Spanish language lessons, and view reporting on racial and ethnic data. The program personalizes on-line lessons for students based on their specific learning needs, then provides data charts to ensure they own their learning. Should there be a need for school closure, these lessons can serve as a consistent delivery of instruction.

Learning loss cannot be remedied by focusing only on academics. Maslow' s Hierarchy of Learning shows us that we must teach to the whole child, to build a connection and a sense of belonging for all students. Social-Emotional learning is an essential piece of the puzzle and our second tool, Panorama, brings together data across academics, assessments, behavior, social emotional needs and attendance to build an SEL profile of each student. Teachers can meet differentiated needs for each student and log interventions across multiple domains, unifying our district MTSS process. All stakeholders can be reached through Panorama student, staff, and parent surveys, making it easier to gain insights and prioritize focus areas. Lastly, Panorama focuses on teacher's SEL needs too, providing strategies for their mental health in order to be the best role models for students.

Family Engagement is our third focus in combating learning loss. Throughout our distance learning, the importance of family participation in students' education has become even more pronounced. Remind is a simple but powerful tool to connect with parents that will help us to have and improve on consistent, two-way, meaningful conversations. From academics and activities to closures, Remind is one tool that covers all communications between school and home. Teachers and administrators will be able to specifically message one family or send out district-wide communications.

We will further develop our alternative education program. The tentative plan is included below. After our Strategic Planning this Fall for our New District #7 we will bring ideas together and adjust accordingly.

The Del Easton Alternative School started in 2009. It was started because there was a need for an alternative setting at Williston High School. It was instrumental in getting DEAS started because of the need of students not being successful in a traditional setting, as they were dealing with students that needed an alternative setting away from the distractions of Williston High School. Students needed a place that was low key and had a low teacher to student ratio. It has been, and continues to be a place where students who do not find success in the traditional model of school can be successful. Increasing the capacity of our Del Easton Alternative School will help our at-risk population.

Del Easton Alternative School is one large classroom that WPSD #1 rents a room in a building that also houses a chiropractor, a day care and a photography studio. The classroom is large enough for tables where students sit two per table to work on their studies. There are two teacher desks and a very small kitchenette. There is not an office for private meetings with parents or students. Private meetings and speeches for class are currently held in the furnace room.

The school can hold up to 25 students at a time and typically has a waiting list of 20-25 students. The school employs a lead teacher who specializes in science and math and an English teacher. The principal of the school is also an assistant principal at Williston High School.

## **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.\*:**

We realize that the COVID-10 pandemic has had an impact on many of our families. Our school district is led by our Education Cabinet, Administration, Teachers, and Support Staff, including an EL Director, and EL Teachers, Curriculum Director and District Curriculum Team of teachers and administrators, Student Services Director, Counselors, Social Workers, and Nurses, homeless liaison, and our Wilmac Special Education Unit and Director. Through our Multi-tier System of Support System we will ensure low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students receive the services they need to be successful.

Our mission at WBSD#1 is to empower all students with a collaborative systematic school-wide support. Our vision of MTSS is to personalize student growth y supporting their academic, behavioral, and social emotional needs. Tier 1 of support is delivering high quality instruction in a climate of positive classroom culture, where students receive interventions at many points in the day. Skillful teachers plan for and execute interventions that adjust and accommodate the unique behavioral and academic needs of their students. Tier II Students receiving targeted interventions that have demonstrated the need for support to supplement what is offered in the classroom will receive small group interventions delivered to special and general education students within the classroom or pull-out. Tier III students the most intensive will receive 1-1 support or specific interventions from our team of specialist listed above. Our four areas of MTSS will be social emotional learning interventions, behavioral interventions, academic interventions, and attendance interventions. These will be carried out by our teams.

The research-based programming we will be using is the first tool, iReady, is an assessment and instruction program that provides educators with resources for increased student success. WBSD7 will be using several tools, K-12, and will provide training to educators in the fall of the 2021/22 school year. iReady provides actionable data to teachers based on North Dakota Priority standards that students have not mastered. Educators can see learning gaps and provide immediate support, challenge above-level students, reach our bilingual students with Spanish language lessons, and view reporting on racial and ethnic data. The program personalizes on-line lessons for students based on their specific learning needs, then provides data charts to ensure they own their learning. Should there be a need for school closure, these lessons can serve as a consistent delivery of instruction. Learning loss cannot be remedied by focusing only on academics. Maslow's Hierarchy of Learning shows us that we must teach to the whole child, to build a connection and a sense of belonging for all students. Social-Emotional learning is an essential piece of the puzzle and our second tool, Panorama, brings together data across academics, assessments, behavior, social emotional needs and attendance to build an SEL profile of each student. Teachers can meet differentiated needs for each student and log interventions across multiple domains, unifying our district MTSS process. All stakeholders can be reached through Panorama student, staff, and parent surveys, making it easier to gain insights and prioritize focus areas. Lastly, Panorama focuses on teacher's SEL needs too, providing strategies for their mental health in order to be the best role models for students.

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### Estimated Use of Funds Plan

<i>Allowable Use of Funds</i>		
<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>
Added needs of at-risk populations	\$1,500,000.00	\$1,500,000.00
Professional development	\$300,000.00	\$300,000.00
School facility repairs and improvements	\$0.00	\$0.00
Construction Projects	\$5,500,000.00	\$0.00
Ensure preparedness and coordination	\$1,202,525.00	\$0.00
	<b>\$8,502,525.00</b>	<b>\$1,800,000.00</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?\***

Williston Public Schools creates equitable access to all students regardless of gender, race, national origin, color, disability, or age. We will ensure the ESSER III Project goals and services are communicated to parents, teachers, and students in a timely manner. We will use letters, emails, phone calls, and in-person contacts from teachers, counselors, nurses, social workers, SRO's, and administrators. Our school website, local media, and our student management system will be used to communicate and ensure access of our ESSER III services to parents and students.

We evaluate our student population each year. We currently have over 200 homeless families, over 200 EL students, and a 78% graduation rate. We have our EL Director, Homeless Liaison, and a team of specialists to ensure access and participation in our funded projects.

Research has shown major learning loss for all students, but an increased gap for poverty and different ethnic groups. It is WBSD #7's goal to create a positive, caring, and successful environment for all students. We have students that cannot afford bussing, after-school care, or lunch. It has been a strong benefit for the free lunch for many students. Many students struggle with bullying and social issues. We have created a strong district initiative for Social-Emotional Learning to address bullying, mental health, relationship issues, and addiction. We have many students that have absent parents and are essentially caring for themselves and their siblings at a young age. We also have EL students who have moved to our area without parents and are staying with a cousin or friend and they do not have access to healthcare, transportation and are struggling academically.

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

Williston Basin School District #7 has adopted a rigorous targeted support system for all students. MTSS is a multi-tiered system of supports. The goal of MTSS is to intervene early so all students can be successful. MTSS is designed to support every student and focus on the whole child. The whole child includes attendance, behavior, social emotional learning, and academics. MTSS is used to not only identify struggling students but also identify students that need enrichment. The graphics below show our district's model of MTSS for every student, along with grade level pathways. MTSS will also be supported by the program Panorama. Panorama is all in one unified system that will allow the district to track interventions, academics, behaviors, and attendance.

Tracking the whole student is especially essential after a year of learning loss. Panorama will provide a library of extensive interventions that are evidence based and researched. Panorama allows staff to see the whole student and use the data to create and track plans to better personalize learning. Students will own their data and continue to work towards progress. District Communication and MTSS processes will ensure access and participation.

We have a wonderful after-school program that students can attend for a reduced rate if they qualify. We have also created an association called Coyote Pups. We have created food pantries at each school and have partnered with local businesses for school supplies and donations for transportation. Coyote Pups helps all students. Our social worker also assists families in applying for federal programs such as WIC, Medicaid, and Food Stamps. Most of these families are below the poverty level and do not speak English. If they come to school hungry, we feed them and make sure they take home pantry items. Our district has also partnered with the Greater Northwest Food Truck that delivers weekly and we pick up food and transport it to families. Coyote Pups also provides winter gear and clothing to students in need. The community has partnered with Coyote Pups and if a family needs financial assistance, the community donates to support the families.