

# 10056 - 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:** 002  
**Status Report Type:** Application  
**Reporting Period:** -

**Initial Submit Date:** Aug 16, 2021 1:22 PM  
**Initially Submitted By:** Andrew Jordan  
**Last Submit Date:** Sep 30, 2021 1:18 PM  
**Last Submitted By:** Andrew Jordan  
**Approved Date:** Sep 30, 2021 2:53 PM

## Contact Information

### Primary Contact Information

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Phone  
###-###-####

**Fax:**

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### Organization Information

**Name\*:** Wilton Public School - DPI

**Organization Type\*:** Public LEA

**Tax Id:**

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

**Address\*:** PO Box 249

Wilton North Dakota 58579-\_\_\_\_  
City State/Province Postal Code/Zip

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**SAM.gov Entity ID:** 948804232  
**SAM.gov Name:** Wilton Public School District #1  
**SAM.gov Entity ID Expiration Date:** 09/10/2021

## ESSER III Application - Stakeholder Consultation

### *Stakeholder Consultation*

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

Wing held focus groups with students. Asked what their needs were and what their goals are. Additionally secondary students received the survey alert to give input.

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

NA

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

The District Civil Rights Coordinator along with the administration team conducted a survey that went out to all stakeholders. They also consulted their SPED and Title teachers for input.

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

Has been involved with the plan from the start. Facilitated meetings with the school board and drafted the survey that went out to stakeholders.

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

They all received the survey so they had the opportunity to provide feedback. Additionally some staff were apart of the development of the plan.

#### **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\*:**

Surveys went out to all parents and stakeholders. Our SPED teacher also made additional efforts with those families. Our registration process helps identifies 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

### *Prevention & Mitigation Strategies*

**Return to In-Person Instruction Plan\*:**

<https://www.wing.k12.nd.us/article/482151>

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.\*:**

Wing used prior ESSER funds to purchase cleaning and hygiene supplies. They are also upgrading their air handling units to provide proper ventilation and improve indoor air quality. We will continue to promote good hygiene and hand washing. Regular cleaning and sanitizing will continue to occur. Our Return to Learning Plan will be updated every 6 months.

**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.\*:**

Wing Public Schools largest loss is in the social emotional learning of our students. Currently, our counseling program has been detrimentally affected by the COVID-19 pandemic. After looking at the needs of our school it was determined that we need a counselor for more than our required time. We are only required to have a counselor for approximately 1.5 days for students in grades 7-12. There is a very strong correlation with our students who are low-income, have poor or lower attendance rates, more negative behavior occurrences and lower achievement data. We will be partnering with CREA for the effective implementation of a comprehensive counseling program for all students in grades PK-12. One of our goals is to create an MTSS framework and this will assist us with this. The counselor will be assisting us with the explicitly teaching social-emotional skills to all students in PK-12. We will be using our learning loss requirement to pay for one-third of the counseling contract for two years, 2021-22 and 2022-23. The total contract for the 2021-22 school year is \$44, 625. We will use our ESSER III funding to pay \$14,875.00 in the 21-22 school year and \$14, 875.00 in the 22-23 school year for a total of \$29,750.00.

**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.\*:**

Size is an advantage for Wing. We have a low student-staff ratio and are able to track and support our students as needed. Wing is in year 2 of implementing MTSS and have a new Counselor to help identify our needs of impacted students. Protected time was implemented for teachers to have discussions on students. We have a great relationship with Burleigh County Nurse who aides in questions that we may have. Our current registration process helps identify low-income, color, migrant, foster care, homeless, disabled, and English Learners. Our SPED department has a screening process to help identify needs. If a student is identified in one of these areas, we will work with the school counselor and outside agencies to assure their needs are met.

**Estimated Use of Funds Plan**

**Allowable Use of Funds**

<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>
Mental health supports	\$29,750.00	\$29,750.00
Renovation Projects	\$15,000.00	\$0.00
Budgetary shortfalls	\$40,000.00	\$0.00
High quality instructional materials and curricula	\$7,100.00	\$7,100.00
Improving Air Quality	\$17,480.00	\$0.00
Other Activities to maintain operation & continuity of services	\$8,500.00	\$0.00
Purchase cleaning supplies	\$1,378.00	\$0.00
	<b>\$119,208.00</b>	<b>\$36,850.00</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?\***

The district understands the six types of barriers that can impede equitable access/participation: Gender, race, national origin, color, disability, or age. One of the barriers are the lack of specialists positions. We currently contract for counselling services. We only have a nurse 1/2 day a month. We lack in a health care system or services in rural Wing.

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

Wing is taking steps to be proactive and not reactive. They are putting processes and strategies in place to combat COVID-19. We are a smaller staff and everyone does their part to ensure all students are cared for and feel safe. All students have access to the same resources. The district's current policies and practices have been established to eliminate barriers that may prevent students, educators, leaders to access or participate in the Federal Title programs. All teachers and students will have access to the activities provided with the Federal Title funds in this application. District staff assist to ensure that special accommodates are made to ensure access for those students on an IEP, 504 and care will be taken to assure benefits for both male and female students. We are going above and beyond with our counseling services and is what we are using our ESEER funds for.