

10206 - 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
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Status Report Type: Application
Reporting Period: -

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Organization Information

Name*: Kulm Public School - DPI

Organization Type*: Public LEA

Tax Id:

Organization Website: <http://www.kulmschool.com>

Address*: PO Box G

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SAM.gov Entity ID: SU4NKA9RKA25
SAM.gov Name: Kulm School District 7
SAM.gov Entity ID Expiration Date: 05/11/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Meetings were conducted prior to the end of the school year with students and staff to discuss ideas for ESSER funding. A comprehensive list of ideas was developed and presented to the school board for additional review. The students indicated a desire to upgrade their locker rooms to include lockers so their personal belongings could be kept secure and separate from their classmates. The students have also been frustrated with the speed of the laptops they currently use. They would like to see us upgrade to faster laptops. The students would also like to see expansion of our CTE offerings, particularly more locally taught classes versus those taught over ND CDE.

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

NA

Civil rights organizations (including disability rights organizations)*:

We do not have any local Civil Rights Organizations. However, we collaborate regularly with James River Special Education Unit on the needs of our students qualifying for special education services. We also participate in the OCR Data collection which helps us review our equity in services on a regular basis. Information about ESSER funding is available on the school website, as well as a link to a suggestion form for patrons to use to provide input on potential uses of ESSER funding. The superintendent included the information gathered in the superintendent report at the June, July and August school board meetings. Patrons were also given an opportunity to comment at each of those meetings. Due to the size of our district, we were also able to have many one on one conversations with patrons regarding the use of funds.

Our elementary principal serves as our 504 coordinator and Title IX Investigator. Our high school principal is our Title IX coordinator, Our superintendent serves as the title IX decision maker and the business manager is the title IX informal resolution facilitator. The admin team has discussed how these funds can help us to serve all students and how those services can be equitable for students with disabilities and all other minority groups.

These individuals serve on our school improvement committee. On May 19th the school improvement committee met to review demographic data to look for any student groups that may be performing lower due to a lack of equitable services. Climate and Culture surveys were also reviewed and plans made to address any areas of concern.

This information was shared with all staff in a staff meeting on the final day of school. To help continue the quality of services provided for all students, the school counselor position will be bumped from .6 time to full time.

Superintendents*:

Since our school is very small the superintendent participated in the meetings with the school level administrators.

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

Teachers were sent copies of the potential ESSER fund project ideas and asked to identify which projects should be prioritized. They were also asked to submit any additional ideas for consideration. Some of their ideas included: paying tuition for teachers to get qualified to teach dual credit classes for students, expanding our summer school program, stipends for teachers who attend additional professional development or do additional work outside of their contracted day. They also suggested upgrading the windows in the elementary school so they could be opened to allow more fresh air in the building.

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*:

Special education teachers, the school counselor, the Title IX coordinator, section 504 coordinator, foster care liaison and homeless liaison were represented in all meetings to discuss ESSER funding projects. ESSER funding information is available on the school website along with a link to an form to provide input on ESSER funding.

The topic was also included in the Superintendent report of the June, July and August school board meeting where all patrons including guardians were able to comment on the plan.

Our school works with the SEEC to provide services for ELL students. At this time we have no identified ELL, homeless, foster, migratory, incarcerated or other underserved 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.kulmschool.com/uploads/5/7/9/4/57949069/kps_smart_restart_plan_and_appendices.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.*:

ESSER III dollars will be used to upgrade our HVAC system to give us remote access to control the system. We will be able to better control the amount of fresh air coming in to the building and make the system more energy efficient.

We also plan to purchase new touchless sinks and faucets for restrooms in the elementary school that have not yet been upgraded, as well as purchase cleaning supplies and equipment to make it easier to clean and sanitize. Items being considered for purchase include a mini auto scrubber, updated auto scrubber, and a scissor lift. The scissor lift will allow us to access the HVAC system in the gym, commons, multi-purpose room and fitness center for cleaning and maintenance.

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.*:

KPS plans to use far more than the 20% set aside to address learning loss. First, we plan to offer additional CTE courses at the high school level and to transition from NDCDE for some CTE business courses to local instruction. Second, our elementary school has declined in enrollment pretty significantly over the past few years. We were considering combining our 5th and 6th grade classes due to declining enrollment. However, we plan to use ESSER funds to pay for 1 elementary teacher so we don't need to combine the classes. We believe we will be better able to serve our students who may have experienced learning loss if we do not combine the classes. There is ample evidence to suggest that students learn better in smaller classes.

<https://classsizematters.org/research-and-links/>

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.*:

Since we are such a small district, the number of students we can identify in various subgroups is statistically insignificant. Children with disabilities—Kulm Public School has a robust MTSS program to identify students who are not meeting standards academically or behaviorally. All students are placed on a pathway to help them meet academic growth targets specifically designed to catch them up or accelerate them depending on their present level. Programs included in the academic pathways include Reading Mastery, Corrective Reading, Connecting Math and Phonics for Learning. All students receive Social Emotional Learning with programs such as Second Step, Why Try and I Am Resilient to help them develop a healthy mindset.

English Learners - We do not have any students in this subgroup. Parents enrolling their children fill out language survey so English Learners will be identified when they enroll.

Children Experiencing Homelessness - We do not have any students in this subgroup. Due to the size of our district, it is not difficult for us to keep track of where each family lives.

Children and youth in foster care - We do not have any students in this subgroup.

Migratory students - We do not have any students in this subgroup.

Children who are incarcerated - We do not have any students in this subgroup.

Other underserved students - We are not aware of any students in this subgroup.

If any student were identified as homeless, in foster care, migratory, incarcerated, or underserved in some other way, the MTSS services would be available to them. Students are screened with assessments appropriate for the age and grade level. Assessments include NWEA Map, Easy CBM, and Social Emotional Health Checks.

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)
Transportation	\$50,000.00	\$0.00
School facility repairs and improvements	\$65,987.00	\$0.00
Educational Technology	\$55,000.00	\$0.00
Supplemental learning	\$18,000.00	\$18,000.00
Other Activities to maintain operation & continuity of services	\$140,506.80	\$140,506.80
Additional pay	\$4,116.20	\$0.00
Professional development	\$4,000.00	\$0.00
Budgetary shortfalls	\$42,000.00	\$0.00
	\$379,610.00	\$158,506.80

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?*

Barrier 1: Kulm Public School District has a high percentage of economically disadvantaged students. Some students do not have access to educational technology outside of our school. This creates a barrier for extra support and access to teachers outside of the school building. Some students lack the necessary transportation to attend after school tutoring or summer school activities and programs. Their parents may work at jobs that do not allow them the flexibility to transport their children for supplemental learning or extra curricular activities.

Barrier 2: CTE programming is limited. Our enrollment numbers simply do not make it feasible to offer a wide range of CTE coursework. We would particularly like to see more of our female students involved in CTE coursework. Currently, it is mostly males who are taking these courses.

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

Solution 1: We recognize that students in rural settings face unique challenges. Technology can help to level the playing field by providing equity and access to all students while offering strategies using technology that impact a broad range of students with diverse learning needs. To ensure that all students receive the highest quality of education, we will provide operative solutions by effectively updating and using technology to meet student's unique learning needs. Students will be issued an iPad (PK - grade 2) or student laptop (grades 3 - 12) to enhance their learning. Students will be empowered to take ownership of their learning and develop self-directed goals and will keep data notebooks to continuously document strengths, goals, and progress towards college- and career readiness. The technology will provide additional opportunities for the students to work collaboratively, share their work with their class, and improve their technology skills. Kulm Public School will identify students who are unable to access the internet and provide options that will allow the students to access the internet.

The school will also utilize technology to communicate with families using such avenues as FaceBook, Twitter, and the school website. We will also use tools like zoom to conduct virtual conferences when parents are unable or unwilling to attend in person.

Students may not be able to participate in supplementary programs like summer school, before or after school tutoring, or extra curricular activities due to a lack of transportation. The school has addressed this barrier by providing transportation to and from summer school, and scheduling tutoring or extra help during the school day as well as providing some transportation for extra curricular activities.

Solution 2: We are partnering with SRCTC to offer an additional CTE course this year. Most students in grades 9 and 10 will be able to take this course in automotive fundamentals including the majority of the girls. We are also considering becoming a member school in the SRCTS which could give us more opportunity to provide CTE coursework in areas such as FACS, Ag. Ed. and more.

It is the goal of Kulm Public School District to ensure that the following principles are reflected in our work with children and the community: valuing diversity and similarities among all peoples; understanding and effectively responding to cultural differences; willingness to continually engage in cultural self-assessment at the individual and organizational level; making adoptions to the delivery of services; and institutionalizing cultural knowledge and avenues for improvement in programming and service delivery.

Kulm Public School District's board policy of nondiscrimination guides and governs decision making at all levels. Such policies incorporate the following principles: The Kulm Public School is committed to maintaining a learning and working environment free from discrimination and harassment in all employment and educational programs, activities, and facilities. The District prohibits discrimination and harassment based on a student, parent/guardian and/or employee's race, color, religion, sex, gender identity, national origin, ancestry, disability, age, or other status protected by law.

Kulm Public School District administration monitors, coordinates, and recommends action to ensure compliance with the above policies. To effectively and fairly resolve conflicts should they arise, the district has established grievance procedures related to equal access for applicants, employees and/or children and their families alleging discrimination. These procedures are accessible for use by consumers, employees, and the general public. The district also offers in-service training to increase staff effectiveness in recognizing and correcting biased attitudes.