

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: 001
Status Report Type: Application
Reporting Period: -

Initial Submit Date: Aug 16, 2021 1:24 PM
Initially Submitted By: Andrew Jordan
Last Submit Date: Sep 30, 2021 1:37 PM
Last Submitted By: Andrew Jordan
Approved Date: Sep 30, 2021 2:49 PM

Contact Information

Primary Contact Information

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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

Phone*: (701) 734-6331 Ext. ###-###-####
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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*:

Students were given the opportunity to fill out the survey in regards to the ESSER III funds. It was posted on our website as well as on our facebook page.

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

NA

Civil rights organizations (including disability rights organizations)*:

The school and the civil rights coordinator conducted a survey that went to all parents, students, and staff. The school also created a community COVID committee that gave feedback to the school. The school met internally with all stakeholder groups including; SPED Teachers, Title Teacher, and EL Instructor. All of these stakeholders were allowed to give feedback, ask questions, and state any ideas that they might have.

Superintendents*:

The Superintendent was able to give input at administration meetings, board meetings, and given the opportunity to fill out the survey. The Superintendent was apart of the admin meetings and discussions with school board members and stakeholder groups.

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

All these stakeholders had the opportunity to provide input at staff meetings, school board meetings, and through the survey. Teachers also had the opportunity in a staff meeting to ask questions and give feedback.

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 survey was posted on our facebook page and website. Any stakeholder could take the survey. The survey showed that 95% of the people who responded supported the school and the decision with the ESSER Funds. They also were apart of the planning meetings to help provide feedback, ask questions, and give ideas.

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.wilton.k12.nd.us/files/2014/07/Wilton-Continuity-of-Services-Plan-21-22.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.*:

Wilton Public Schools used prior ESSER funds to purchase PPE and hygiene materials. For ESSER III, it would be used to put AC in the gym for better air flow. We will continue to promote good hygiene. This means hand washing and the use of hand sanitizer. We will continue to follow our medical handbook for all situations.

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 have hired an additional first grade classroom teacher. This will help with a smaller student-teacher ratio as well as more small group and one-on-one opportunities for our students. In addition to this, we are also revisiting our Tier I structure and strategies. The CREA will conduct all of our professional development this year. We have utilized MTSS for 8 years and every so often we bring back Tier I practices to the forefront. We continue to build upon, revise, and make adjusts to our Tiers II and III. Along with our MTSS system we have add a social worker through PATH that is on campus half time and additional have a partnership with Sanford for Behavioral and Mental Health. They meet with identified students.

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.*:

Wilton Public Schools believe that students have equal educational opportunities regardless of race, color, creed, sex, national origin, marital status, or handicap. No students shall be excluded in any extra curricular activities as well. Wilton has adopted FDA: Education of Homeless Students to ensure compliance with the McKinney-Vento Education of Homeless Act. As described in the above answer we have a robust MTSS system that includes partnerships with PATH and Sanford. We feel that with these partnerships we can address all of our students and families needs. The school through its registration process identifies students of color, low-income, disabled, homeless, foster care, and English Learners. Our SPED department is able to screen students and if services are deemed appropriate then the right staff and stakeholders get involved to see the students needs are being met.

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)
Improving Air Quality	\$73,695.20	\$0.00
Acquisition of real property or modular classrooms	\$160,000.00	\$0.00
Budgetary shortfalls	\$58,423.80	\$58,423.80
	\$292,119.00	\$58,423.80

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?*

Our barriers have revolved around space. We are overcrowded and growing. We have split our Kindergarten, 1st, and 2nd grade classrooms to help with teacher-student ratio. The addition of the 4-plex portable will allow us to move high school classes out to the portable and move an elementary class and an additional middle school class upstairs in the high school. Along with space, we don't have the staff to provide some services students may need. Examples of this include: mental health services, nursing services, and target case managements services.

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

We purchased a 4-plex portable. We have divided two additional classes (1st and 2nd) and created a middle school position to help with teacher-student ratio. This meant moving our two ITV classrooms, our tech coordinator, and upper level math out the the portable. To deal with the lack of staff for outside services we have created partnerships. Avera ECare provides our students with enursing services. We currently have a diabetic student. We would not be able to meet her needs without the enurse. We have a partnership with Sanford for behavioral and mental health services. They send a Psychologist out for one day every other week. We also have a partnership with Nexus Path for Target Case Management who helps transport students to appointments and helps families get in touch with the resources they may need.