

10383 - 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: 07/12/2021 - 07/13/2021

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Initially Submitted By: Martin Bratrud
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Last Submitted By: Martin Bratrud
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Contact Information

Primary Contact Information

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Organization Information

Name*: Westhope Public School - DPI

Organization Type*: Public LEA

Tax Id:

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

Address*: PO Box 406

Westhope North Dakota 58793-____
City State/Province Postal Code/Zip

Phone*: (701) 245-6444 Ext.
#####

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SAM.gov Entity ID: KW7ZWHHT2F41

SAM.gov Name: Westhope Public School

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

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Westhope Public School has completed staff, parent and student surveys regarding student engagement and learning loss in April 2021. Westhope Public School also completed a comprehensive 360 review of our Return to School Plan that included student, staff, School Board, Parent, and Community input. Learning loss and student progress were identified as an essential part of our ESSER funding uses. Survey results and data indicate learning loss is a factor that must be addressed by Westhope Public School through our 2021-2022 budget and beyond. Efficacy monitoring will be conducted three times a year using the STAR Assessment, running records, DIBLES, and the NDSA assessment. Student and Parent feedback will be sought annually through the YRBS, COGNIA surveys, and the Student Engagement surveys. All surveys and data to date have been compiled and will be reviewed at the Westhope School Board retreat on June 22, 2021 and a final approval of ESSER funding uses will be approved at the July, 2021 Annual School Board meeting. This will be an annual review process by the Westhope School Board until the ESSER monies are fully utilized.

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

NA

Civil rights organizations (including disability rights organizations)*:

Westhope Public School has completed staff and students surveys regarding student engagement and learning loss in April 2021. Westhope Public School also completed a comprehensive 360 review of our Return to School Plan that included student, staff, School Board, Parent, and Community input. Learning loss and student progress were identified as an essential part of our ESSER funding uses. Survey results and data indicate learning loss is a factor that must be addressed by Westhope Public School through our 2021-2022 budget and beyond. Efficacy monitoring will be conducted three times a year using the STAR Assessment, running records, DIBLES, and the NDSA assessment. Student and Parent feedback will be sought annually through the YRBS, COGNIA surveys, and the Student Engagement surveys. All surveys and data to date have been compiled and will be reviewed at the Westhope School Board retreat on June 22, 2021 and a final approval of ESSER funding uses will be approved at the July, 2021 Annual School Board meeting. There will also be a community forum on September 8, 2021 as part of our annual Truth and Taxation/Strategic Planning Meeting where Strategic use of Esser money will be discussed as part of an annual review process by the Westhope School Board until the ESSER monies are fully utilized.

Superintendents*:

Westhope Public School has completed staff and students surveys regarding student engagement and learning loss in April 2021. Westhope Public School also completed a comprehensive 360 review of our Return to School Plan that included student, staff, School Board, Parent, and Community input. Learning loss and student progress were identified as an essential part of our ESSER funding uses. Survey results and data indicate learning loss is a factor that must be addressed by Westhope Public School through our 2021-2022 budget and beyond. Efficacy monitoring will be conducted three times a year using the STAR Assessment, running records, DIBLES, and the NDSA assessment. Student and Parent feedback will be sought annually through the YRBS, COGNIA surveys, and the Student Engagement surveys. All surveys and data to date have been compiled and will be reviewed at the Westhope School Board retreat on June 22, 2021 and a final approval of ESSER funding uses will be approved at the July, 2021 Annual School Board meeting. This will be an annual review process by the Westhope School Board until the ESSER monies are fully utilized.

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

Westhope Public School has completed staff, Parent and students surveys regarding student engagement and learning loss in April 2021. Westhope Public School also completed a comprehensive 360 review of our Return to School Plan that included student, staff, School Board, Parent, and Community input. Our staff worked collaboratively in Staff Led Task Force Teams to identify priority needs, equity concerns, and equity solutions for all students. Learning loss and student progress were identified as an essential part of our ESSER funding uses. Survey results and data indicate learning loss is a factor that must be

addressed by Westhope Public School through our 2021-2022 budget and beyond. Efficacy monitoring will be conducted three times a year using the STAR Assessment, running records, DIBLES, and the NDSA assessment. Student and Parent feedback will be sought annually through the YRBS, COGNIA surveys, and the Student Engagement surveys. All surveys and data to date have been compiled and will be reviewed at the Westhope School Board retreat on June 22, 2021 and a final approval of ESSER funding uses will be approved at the July, 2021 Annual School Board meeting. This will be an annual review process by the Westhope School Board until the ESSER monies are fully utilized.

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*:

Westhope Public School has completed staff and students surveys regarding student engagement and learning loss in April 2021. Westhope Public School also completed a comprehensive 360 review of our Return to School Plan that included student, staff, School Board, Parent, and Community input. Learning loss and student progress were identified as an essential part of our ESSER funding uses. Survey results and data indicate learning loss is a factor that must be addressed by Westhope Public School through our 2021-2022 budget and beyond. Efficacy monitoring will be conducted three times a year using the STAR Assessment, running records, DIBLES, and the NDSA assessment. Student and Parent feedback will be sought annually through the YRBS, COGNIA surveys, and the Student Engagement surveys. All surveys and data to date have been compiled and will be reviewed at the Westhope School Board retreat on June 22, 2021 and a final approval of ESSER funding uses will be approved at the July, 2021 Annual School Board meeting. This will be an annual review process by the Westhope School Board until the ESSER monies are fully utilized.

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.westhopeschool.com/covid-19distance-ed-info.html>
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.*:

Westhope Public School will use the funds to implement prevention and mitigation strategies by following our Safe Return to School Plan. Funds will be used to create more social distancing within the building, classrooms, students transportation, and at student activities. Westhope Public Schools will prioritize the purchase of a new route bus and 2 mini buses to provide more social distancing for students and to provide a solution to an identified equity issue to provide transportation for under-privileged students in our after school program. This will allow all student access to our after school tutorial program that is addressing learning loss based on individual student data. Other mitigation strategies will be increased staffing to allow for more social distancing in our MTSS intervention program, cleaning, PPE, and building improvements with HVAC air filtration. Westhope Public School will hire 1 more MTSS reading interventionist to address learning loss and to decrease the size of our intervention groups to provide better social distancing in intervention groups.

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.*:

Westhope Public School will address learning loss with ESSER III monies through salary and benefits for an MTSS Interventionist who will work directly with data identified students who have experienced learning loss due to the pandemic., core curriculum and supplemental materials specific to learning loss, 1 to

1 technology for students direct use as well as assessment resources to track student progress. These monies should comprise approx. 25% to 40% of our ESSER III dollars.

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.*:

Westhope Public School will collect individualized data on ALL students grades PK-12 through STAR Assessment to evaluate learning loss through our MTSS progress monitoring program. Student data will be charted for quarterly progress monitoring through BOY, MOY and EOY assessments. Student data will be analyzed for all sub populations including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

All students identified as at-risk or suffering learning loss will be provided supplemental learning opportunities with a tutor, MTSS inclusion or pull-out time, Special Education Services, after school program, summer program, supplemental EL services, etc. To date 32 of our 144 students have been identified as needing these services starting Aug 18, 2021. Quarterly monitoring will indicate if students are prepared to be dismissed from our learning loss programs or if other students will need to be moved into our learning loss programs.

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)
Mental health supports	\$15,500.00	\$5,000.00
Educational Technology	\$35,000.00	\$10,000.00
Transportation	\$130,000.00	\$0.00
Improving Air Quality	\$10,000.00	\$0.00
Supplemental learning	\$200,000.00	\$200,000.00
Purchase cleaning supplies	\$1,099.00	\$1,099.00
	\$391,599.00	\$216,099.00

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?*

Westhope Public School District understands the statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability or age. The District's current policies and practices have been established to eliminate barriers that may prevent their students, teachers, etc., from such access or participation in the Federally-funded project or activities submitted in the attached American Recovery Act application.

In Westhope Public School District the following characteristics impede equitable access or participation in opportunities: gender, race, national origin, color, disability or age.

1. After School and Activities Transportation needs of low income families.
2. Staffing Challenges to fill all positions. Specifically in the areas of music and reading interventionist.

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

In order to comply with Section 427 of the General Education Provisions Act (20 U.S.C. s1228a(a)), Westhope Public School District will take the following steps to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers and other program beneficiaries with special needs.

Westhope Public School District understands the statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability or age. The District's current policies and practices have been established to eliminate barriers that may prevent their students, teachers, etc., from such access or participation in the Federally-funded project or activities submitted in the attached American Recovery Act application.

In Westhope Public School District none of the following characteristics impede equitable access or participation in opportunities: gender, race, national origin, color, disability or age.

All students and teachers will have access to the activities under the Elementary and Secondary School Emergency Relief (ESSER) funds as authorized by the Education Stabilization Fund under the American Recovery Act. The Business Manager, Elem. Principal, H.S. Principal and Superintendent participated in the task force committee to establish activity priorities. Students with disabilities or special needs are offered all services in the American Recovery Act ESSER fund projects.

Westhope Public School District plans to continue its current policies and practices that direct barrier ♦ free programs. Its compliance with Section 427 of GEPA is based on these policies and practices.

District Student Services staff will assist in ensuring that special accommodations are made to ensure access for persons with disabilities, and care will be taken to assure benefits for both male and female participants.

Westhope Public School will prioritize the purchase of 2 mini buses to provide equitable transportation opportunities for low income families for our after school tutorial programs and activities to allow equal access.

Westhope Public School will be prioritizing recruitment efforts to ensure all students have equitable access to a K-12 music program and a reading specialist. Westhope Schools will utilize ESSER funds to put out a national recruiting effort to attract qualified teachers. Offer up to a \$2,000 signing bonus to recruit teachers for hard to fill positions.