

10303 - 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 10, 2021 1:59 PM
Initially Submitted By: April Haring
Last Submit Date: Sep 24, 2021 9:52 AM
Last Submitted By: David Goetz
Approved Date: Sep 29, 2021 10:35 AM

Contact Information

Primary Contact Information

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Organization Information

Name*: Oakes Public Schools - DPI
Organization Type*: Public LEA
Tax Id:
Organization Website: <http://www.oakes.k12.nd.us>
Address*: 804 Main Ave

Oakes North Dakota 58474-____
City State/Province Postal Code/Zip

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SAM.gov Entity ID: V5NCWLLMAF57

SAM.gov Name: Oakes School District 41 INC

SAM.gov Entity ID Expiration Date: 12/07/2021

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

The ESSER funding proposed uses was discussed with the students during classes followed by a survey they completed. Items discussed for fund uses was HVAC, Windows for ventilation, learning loss, etc. This survey sought information on how students felt the money should be spent. This feedback has been reviewed and compiled with other stakeholders survey results to be presented to the board. The survey was opened on May 20, 2021 and compiled on May 28, 2021.

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

NA

Civil rights organizations (including disability rights organizations)*:

The ESSER funding proposed uses was completed by making phone calls to the parents who previously informed us of limited internet access. This list was compiled through individual phone calls to determine internet access for educational purposes. These individuals were informed of a paper format of the same survey as the students. Items discussed for fund uses was HVAC, Windows for ventilation, learning loss, etc. The survey was opened on May 20, 2021 and compiled on May 28, 2021.

Superintendents*:

The superintendent and administration met to determine the questions in the survey, how to disburse the survey, and to give examples of ESSER funding proposed uses. The superintendent and administration continue to inform staff, students, and other stakeholders of COVID related concerns.

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

The ESSER funding proposed uses was sent digitally to teachers, principals, school leaders, other educators, school staff, and their unions along with a survey for them to complete. Items discussed for fund uses was HVAC, Windows for ventilation, learning loss, etc. The survey for teachers, principals, school leaders, other educators, school staff, and their unions was the same survey the students took to share how they felt the money should be spent. The survey was opened on May 20, 2021 and compiled on May 28, 2021.

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 ESSER funding proposed uses was completed by communicating to the 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 who previously informed us of limited internet access. This list was compiled through individual phone calls to determine internet access for educational purposes. These individuals were informed of a paper format of the same survey as the students and presented with the opportunity to take the survey as needed by their services. Items discussed for fund uses was HVAC, Windows for ventilation, learning loss, etc. The survey was opened on May 20, 2021 and compiled on May 28, 2021.

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.oakes.k12.nd.us/covid19>
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.*:

Oakes Public Schools plans to use ESSER funding to improve our facilities to maintain the health and safety of our students, staff, and all those entering the buildings. Classroom furniture will be purchased that will adequately meet social distancing guidelines and provide improved workspaces for students. Additional furniture and equipment will be needed in the food services program and custodian departments. These items will provide more efficient cleaning and disinfecting plus aid in the prevention and mitigation strategies.

Oakes Public Schools will follow quarantine guidelines and directives set by the ND Department of Health and Dickey County Health District.

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.*:

Oakes Public School District will use ESSER funds to address the issues of learning loss and acceleration. In addition to the ESSER funds, OPS will also utilize Title funds to support our Elementary School students. Enhancing our education and evaluating it appropriately will aid the District in targeting those groups that need additional help. The impact of the recent pandemic on our students has been noticeable.

New afterschool and summer programs will be implemented. The afterschool programs will include a two-hour window of academic skills support to students provided by Oakes Public School classroom teachers. Significant research has been conducted in the area of the effectiveness of after-school programming. According to information presented in one study, Isik, I. S., & Davis, D. M. (2015). The effectiveness of afterschool tutoring programs on student achievement in an urban school district: A quantitative analysis of selected school programs (dissertation). University of Missouri-Kansas City, Kansas City, MO., "Researchers indicate that participating in afterschool instruction programs improves academic achievement of (Baker & Witt, 1996; Darling-Hammond, 2012; Deeb-Westervelt, 2003); Huang et al., 2000; Kams et al., 2007; Pierce, 2010; Sundell et al., 2012)." The literature review presented in this same dissertation supports the importance of offering support provided by classroom teachers. Additional summer programs will also be offered. We will include the research-based components described in the following AFT online article to provide the most effective summer school programming possible: https://www.aft.org/ae/spring2018/mceachin_augustine_mccombs. These essential components for success are small class sizes, aligning programming to meet individual student needs, providing instruction by highly qualified individuals, and sufficient program duration.

Oakes Elementary School qualified for a partial grant to provide a part-time Reading Corps tutor. We will use ESSR III funds to pay the remaining portion of the program's expense and compensate our in-school support personnel. In addition, an extreme amount of research has been completed on the effectiveness of this nationwide reading intervention program. A document is provided online at: <https://mieducationcorps.org/wp-content/uploads/2018/08/Reading-Corps-Research-Base-K-3-Model.pdf> outlining the research conducted for all components of this program.

Oakes High School will implement a curriculum to address five essential pillars of readiness: academic, admissions, career, financial, and social and emotional readiness. The Ramp-Up to Readiness curriculum uses a Tier One, school-wide approach to support all students in their postsecondary preparation. Research supporting this curriculum can be found at this link: <https://www.rampuptoreadiness.org/supporting-research/>. Learning loss due to COVID-19 is at the academic level and the social/emotional level. This curriculum will support all students and be implemented by our staff with smaller class

sizes to foster genuine relationships. The curriculum and staff will provide the skills and strategies necessary for students to succeed now and in their future. This curriculum will be implemented the last 22 minutes of the day two days a week, while the other three days of the school week will be used as a homeroom for students for academic advising, skill instruction based on universal screeners, and progress monitoring (STAR), as well as other needs that may arise through classroom instruction.

Additionally, Oakes Public Schools are investigating the potential implementation of curriculum resources through Odysseyware. Competency learning, credit recovery, social-emotional learning, college and career readiness, and a well-rounded curriculum are the supports that Odysseyware can provide our students and staff. Numerous case studies have been conducted to support Odysseyware, which can be found at this link:

<https://www.odysseyware.com/resources/case-studies>. Odysseyware has the potential to help us identify students that are struggling academically and then assign students personalized learning paths to help meet their needs. Providing these supports to our students and staff will help ensure we fulfill our mission at Oakes High School of "Achieving Excellence by Educating All Students for Tomorrow's World."

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.*:

All student meals will continue to be free this school year due to the USDA extending funding. Our off-school Tornado Watch program provides weekend meals to struggling students and other needs that may arise (shoes, clothes, supplies, toiletries, etc.). Our counselors are involved with the Tornado Watch program at identifying families in need. The district has expanded our EL trainings for staff to help improve all disproportionately impacted students. Sheltered instruction is used for EL students that require additional services from a classroom para. Our special education teachers communicate and collaborate with staff to provide necessary supports and accommodations for all students on an IEP. ESSER funds are being used to help our disproportionately impacted by the COVID-19 pandemic through increasing our SEL strategies in the district. These services are completed through partnering with our local health facilities for addition resource. In addition, the district is providing additional lyceums throughout the school year to increase SEL of all students, especially our students who are disproportionately impacted by the COVID-19 pandemic. ESSER funds are also increasing instructional resources like Odysseyware, IXL, etc. to address our learning loss by our students who are disproportionately impacted by the COVID-19 pandemic. The district is also in the planning phase of additional tutoring for our students who are disproportionately impacted from the COVID-19 pandemic.

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)
High quality instructional materials and curricula	\$50,000.00	\$50,000.00
Supplemental learning	\$50,000.00	\$50,000.00
Other Activities to maintain operation & continuity of services	\$100,000.00	\$50,000.00
Educational Technology	\$50,154.00	\$0.00
Ensure preparedness and coordination	\$50,000.00	\$0.00
School facility repairs and improvements	\$400,000.00	\$0.00
	\$700,154.00	\$150,000.00

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?*

The lack of connectivity may become a barrier to access and participation in our programs. Currently, 95% of our families have adequate connectivity, but

that leaves 5% unable to use their student/staff assigned devices effectively while not at school.

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

Oakes Public Schools are researching equipment and services to install wireless internet in our busses plus proposing the use of hotspots for families and staff if needed. In addition, the funding will sustain the district's 1:1 initiative to improve student academic achievement and support the implementation of personalized competency-based learning.