

# 10381 - 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:** 08/13/2021 - 09/30/2024

**Initial Submit Date:** Aug 11, 2021 2:07 PM  
**Initially Submitted By:** Levi Bachmeier  
**Last Submit Date:**  
**Last Submitted By:**  
**Approved Date:** Aug 26, 2021 11:29 AM

## Contact Information

### Primary Contact Information

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### Organization Information

**Name\*:** West Fargo Public Schools - DPI

**Organization Type\*:** Public LEA

**Tax Id:**

**Organization Website:** <http://www.west-fargo.k12.nd.us>

**Address\*:** 207 Main Ave W

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**SAM.gov Entity ID:** FCCNAZJWGJD1

**SAM.gov Name:** West Fargo School District #6

**SAM.gov Entity ID Expiration Date:** 12/22/2021

## ESSER III Application - Stakeholder Consultation

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### *Stakeholder Consultation*

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

District representatives met with a focus group of students in the spring of 2021 to gather feedback on the best opportunities for investment to improve learning and support students. Additionally, students serve on the district Equity and Inclusion Task Force, charged with examining and improving our systems of delivery to best serve all students.

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

N/A

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

A variety of community stakeholders serve on the district Equity and Inclusion Task Force, charged with examining and improving our systems of delivery to best serve all students, regardless of IEP, socio-economic or racial status. Meeting 18 times over the course of the 2020-2021 and 2021-2022, strategic resource investment is one of the several targeted outcomes of the task force.

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

Several meetings have been organized with the superintendent and school board members to collect input on the most strategic use of ESSER dollars.

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

In the spring of 2021 district leadership held a meeting with each of the district's 22 instructional sites to collect feedback on the most strategic uses of ESSER funds, circulating a preference survey that has guided decision making for the investment of ESSER funds. Conversations with the district's teacher's union also occurred during regularly scheduled linkages with union leadership and as a part of the standard negotiating process.

#### **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\*:**

A variety of community stakeholders serve on the district Equity and Inclusion Task Force, charged with examining and improving our systems of delivery to best serve all students, regardless of IEP, socio-economic or racial status. Meeting 18 times over the course of the 2020-2021 and 2021-2022, strategic resource investment is one of the several targeted outcomes of the task force.

### **ESSER III Approved Applications**

**District confirms the approved ESSER III application will be posted to their website for public access.\*:** Yes

# ESSER III Application

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## ***Prevention & Mitigation Strategies***

**Return to In-Person Instruction Plan\*:** <https://www.west-fargo.k12.nd.us/domain/2935>  
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.\*:**

WFPS has continually updated its mitigation strategies to ensure alignment with public health guidance and communal input. From additional PPE to expanding opportunities for the promotion of social distancing, WFPS will be taking an all of the above approach to address learning loss and ensure sound mitigation strategies are in place so students are able to learn in a safe environment.

## ***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.\*:**

West Fargo Public Schools knows from research the most positive impact on student learning comes from dedicated professionals helping students succeed. With that framework in mind, the majority of learning loss efforts will be dedicated to placing additional intervention support in schools across the district, using a variety of research based practices to help ensure students are equipped with the resources they need to graduate Choice Ready.

## ***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.\*:**

As mentioned in the previous response, the majority of our learning loss strategies will focus on the utilization of interventionists who will provide a variety of interventions to help our students succeed. The following areas of focus are not exhaustive but speak to the broad impact our interventionists will have on student outcomes:

1. expansion of Title funding to promote push in instruction, which has shown promising results in the spring of 2021
2. Utilization of interventionists to support expansion of restorative practices, helping keep students in school, which through our data is predominately students of color, ensuring students are held accountable yet are not punitively punished.
3. Implementing feedback for our Equity and Inclusion Task Force and deploying interventionist support to support our EL learners
4. Creation of a 'behavior team' to create additional supports for IEP students to help ensure they are able to remain in the LRE.
5. Expansion of mental health supports in addition to intervention support for students experiencing homelessness, children and youth in foster care, and migratory students which are more likely to be underserved by our current wellness resources pre-ESSER.

# Estimated Use of Funds Plan

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## ***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>
Supplemental learning	\$7,439,703.00	\$4,642,500.00
Implement public health protocols	\$25,000.00	\$0.00
Mental health supports	\$365,000.00	\$0.00
Implement public health protocols	\$7,829,703.00	\$0.00
	<b>\$15,659,406.00</b>	<b>\$4,642,500.00</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?\***

Workforce. Many of our strategies rely on finding and hiring quality team members to support our ESSER vision. We will continue to use a mixture of robust recruiting and incentives to ensure we can find the team members we need to execute our strategy to support student learning.

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

Two of several strategies being implemented include a kickoff of a new Employee Referral Bonus Program and an elevation of an existing position to allow a deeper focus on recruitment. One additional area of focus will be to leverage external contracted services to meet workforce needs.