

10194 - ESSER III 3/20-9/24 84.425U - 2021

Status Report Details

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Organization Information

Name*: Jamestown Public Schools - DPI
Organization Type*: Public LEA
Tax Id:
Organization Website: <http://www.jamestown.k12.nd.us>
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SAM.gov Entity ID: 079170420

SAM.gov Name: Jamestown Public School District #1

SAM.gov Entity ID Expiration Date: 10/27/2021

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

The Jamestown School Board discussed proposed uses for ESSER at open public meetings and provided a list of prioritized opportunities in May 2021. These priorities were utilized to survey stakeholders (staff, community members, students, and parents), which was made available from June 16 - June 21. A total of 333 respondents completed the survey. The results of this survey were used to finalize the request for funds represented in the application.

The Jamestown School Board discussed proposed uses for ESSER at open public meetings on May 3, June 7, and June 21. Each meeting was posted publicly, including through media channels, and included an opportunity for public comment.

Students were included in the Return to Learning Plan discussions, which discussed needs and developed strategies related to the pandemic. This team created the plan that was brought forward and ultimately approved by the Jamestown School Board.

The survey was sent to all students using the district's Blackboard connect system. This consisted of emails to over 2,300 student accounts, as well as an app notification to all students who have downloaded the school district phone app. A total of 7 students responded to the survey.

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

N/A

Civil rights organizations (including disability rights organizations)*:

Meaningful consultation occurred through a number of different avenues throughout the process. Leadership meetings include a representation of individuals who have direct responsibilities for the direction of special education as well as those that hold portfolio assignments to lead English Learners, Homeless, Foster Care, Career and Technology Education, Adult Education, Title I, and Talented and Gifted students.

Through these district leaders, perspective was provided on these various needs and priorities during the meeting, but also to encourage various entities, groups, and individuals to participate in upcoming perspective-gathering.

The Jamestown School Board discussed proposed uses for ESSER at open public meetings on May 3, June 7, and June 21. Each meeting was posted publicly, including through media channels, and included an opportunity for public comment.

The survey was sent to external publics using the district's Blackboard connect system. A total of 18 community surveys were submitted.

Superintendents*:

The Superintendent led discussion, created draft priorities after consultation, presented priorities in May 2021 to the Jamestown School Board, created and facilitated the stakeholder survey, and analyzed survey results and presented those results to the board on June 21, 2021.

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

Leadership meetings throughout the Spring of 2020 included a breakdown of proposed activities, small group discussion, and consensus building that guided the creation of a preliminary list of ESSER II and III activities to the Jamestown School Board in May 2021.

These leadership meetings funnel through various communication outlets to additional stakeholders including staff leadership teams, and all staff through

various building-level staff meetings.

Further, The district maintains a Communications Committee that includes the Jamestown Education Association, central office administration, and school board. Engaging through the Communications Committee is a continual process and planning and discussion around proposed uses for ESSER had been, and continues to be, an aspect of that committee.

Staff, including administrators, teachers, support staff and other key staff leaders from each level, were included in the Return to Learning Plan discussions, which discussed needs and developed strategies related to the pandemic. This team created the plan that was brought forward and ultimately approved by the Jamestown School Board.

The Jamestown School Board discussed proposed uses for ESSER at open public meetings on May 3, June 7, and June 21. Each meeting was posted publicly, including through media channels, and included an opportunity for public comment.

The district priorities for ESSER were included in a stakeholder survey, which was sent to all school district staff. A total of 333 respondents, including 77 staff. The results of the survey were used to finalize the application.

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*:

Leadership meetings include a representation of individuals who have direct responsibilities for the direction of special education and technology departments, but also those who hold portfolio assignments to lead English Learners, Homeless, Foster Care, migratory students, children who are incarcerated, Career and Technology Education, Adult Education, Title I, Talented and Gifted, and Instructional Coaches. Administrators and/or staff at Return to Learn planning meetings were also selected to ensure that these individual perspectives and interests were supported and voiced.

The Jamestown School Board discussed proposed uses for ESSER at open public meetings on May 3, June 7, and June 21. Each meeting was posted publicly, including through media channels, and included an opportunity for public comment.

These leadership meetings funnel through various communication outlets to additional stakeholders including staff leadership teams, and all staff through various building-level staff meetings. This further allowed for necessary context and opportunities to provide input indirectly through the leadership team, or directly through the June priorities survey.

The district priorities for ESSER were included in a survey which was sent to 5,463 stakeholders with a total of 333 respondents.

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://campussuite-storage.s3.amazonaws.com/prod/887172/af9769d7-039a-11e7-b6d9-22000bd8490f/229376>

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.*:

The Jamestown School District engaged all stakeholders, including teachers, support staff, administrators, parents, students, community members, local

private school leadership, medical professionals and local county health, in the creation of a Health and Safety Plan, which was followed by the Return to In-Person and Continuity of Services Plan. This planning team included a team devoted to facility needs to consider steps, processes, procedures, and any staffing and equipment to fulfill the responsibilities of the plan.

Within the district's Return to Learning and Continuity of Services Plan, which was board-approved on July 17, 2021, the district will continue to prioritize sanitizing at all buildings on a regular basis, promote regular breaks for handwashing, support best practices in hygiene, promote social distancing, strongly recommend the wearing of masks for staff and students, continue to collect and analyze school, county, state and national data to make data-driven decisions related to prevention and mitigation strategies, engage in regular discussions with Central Valley Health to reduce the spread of COVID-19, support access to vaccines for staff and students, and recommend that staff and students stay home when symptomatic.

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.*:

The Jamestown School Board has elected to utilize ARP ESSER III funds mostly to provide continuity of services, which the the highest priority in the stakeholder survey. These activities include 1) maintaining existing technology staff to support the technology needs of staff and students within the potentially changing environment, 2) maintaining existing counseling staff to support the social-emotional needs of students, 3) ensure continuation of curriculum offerings through extended staff contracts to addressing staffing shortages, 4) ensure the continuity of summer school opportunities to address learning loss, 5) ensure the continuation of relevant career and technical education opportunities to engage students, 6) provide avenues to engage staff on issues related to teaching and learning in the pandemic and supporting district needs in technology, 7) ensure services are provided to all special education students through learning center coordinators at Jamestown Middle School and Jamestown High School, and 8) continuation of a partnership with Central Valley Health to provide school nursing.

New programs targeted by the board for use of ARP ESSER III funds include: 1) along with continuation of existing counseling staff, the addition of 1 FTE counselor at the secondary level, 2) providing mental health therapy services at all levels through contracted services with The Village, 3) professional development opportunities that provide voice and leadership opportunities for staff to support the district's needs related to educating in the pandemic, and 4) expansion of career and technical education opportunities.

The district intends to focus ESSER III learning loss funding on mental health supports, meeting needs for at-risk students, summer programming, and expanding existing programming in career and technical education. The total anticipated expenditures for learning loss for the ESSER III application are \$1,517,361.14. A breakdown of the anticipated learning loss activities are as follows:

Mental health supports include 1.0 FTE additional secondary counseling position for the 22/23 and 23/24 school years, contract with the Village Family Services to provide 3 days of licensed mental health therapy services for the 22/23 and 23/24 school years, and a contract for service for a school nurse for the 22/23 and 23/24 school years. The district has targeted the need for additional mental health supports and direct therapy services for our neediest students based on existing need. This was further reinforced in stakeholder discussions and in the district's survey on potential uses for ESSER funding. The total anticipated expenditures in learning loss for mental health supports are \$352,456.74.

Meeting the needs for at-risk students includes new special education staff at the secondary levels (Jamestown Middle School and Jamestown High School) for coordination of the Learning Center for special education students. The ESSER III application includes the new Jamestown Middle School position in the 21/22, 22/23 and 23/24 school years and the new Jamestown High School position in the 22/23 and 23/24 school years. The new positions hired will meet the criteria to hold the Special Education Technician credential. The total anticipated expenditures in learning loss for meeting the needs of at-risk students are \$290,603.39.

Providing summer school programming includes staffing and program costs for the 22/23 and 23/24 school years. The total anticipated expenditures for summer programming is \$374,301.

CTE Enhancements will occur in coordination with the James Valley Career and Technology Center (JVCTC) to enhance learning opportunities for the students of Jamestown Public School District as well as the other member school districts who are part of the center. The proposed enhancements include the addition of Aviation, Drone Technology, along with enhancements to culinary arts, building and trades, fabrication, and agriculture. The total anticipated expenditures for CTE enhancements is \$500,000.

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.*:

The Jamestown School District does recognize that there are significant barriers within the community of Jamestown and the students of the Jamestown School District. With a higher than state average poverty rate, an escalating English Learner population, which has increased from 17 students to 66 students in 8 years, and a higher than state average number of students identified as requiring special education services, the district has prioritized how to best meet the needs of all students. One primary linchpin of ensuring high-quality services that meet the needs of all students at Jamestown Public Schools is the Multi-Tiered Systems of Support that have been operating at JPS since 2014. The MTSS model allows for students to receive necessary services, at the level necessary, to make adequate gains. The MTSS model exists at all buildings and at all levels to ensure a continuity of services.

Further the district has targeted additional English Learner staffing as part of the ESSER II/III applications to ensure that the appropriate number of staff exist to fully services the needs of the EL population. The ESSER applications include an additional 1.0 FTE in certified staff and an additional 1.0 in non-certified staff to ensure appropriate services are available for EL students.

Like many districts, the Jamestown School District has struggled to adequately staff special education providers. With 14% of K-12 students on IEP's it is imperative to recruit and retain high quality special education staff. The district is targeting 2.0 FTE special education technicians through the ESSER III application to fund Learning Centers at the secondary levels. Learning Centers are the hubs for special education students to progress monitor and support the needs of students on IEPs.

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	\$352,456.74	\$352,456.74
IDEA (Special Education)	\$290,603.39	\$290,603.39
Supplemental learning	\$374,301.00	\$374,301.00
Perkins (Career & Technical Education)	\$500,000.00	\$500,000.00
Perkins (Career & Technical Education)	\$1,418,361.29	\$0.00
Educational Technology	\$824,701.44	\$0.00
Professional development	\$290,601.71	\$0.00
Mental health supports	\$776,014.67	\$0.00
Other Activities to maintain operation & continuity of services	\$218,050.75	\$0.00
	\$5,045,090.99	\$1,517,361.13

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 community of Jamestown, according to the 2017 census data, has a population of 15,387. The limited ethnic diversity of the school population is reflective of the community at-large. The student population is 86.57% White, 4.01% Black/African American, 3.78% Hispanic or Latino, 1% American Indian, <1% in Asian, <1% Native Hawaiian with 4.15% categorizing themselves as Multi-Racial. The community of Jamestown is even less diverse at 94% White, 3% American Indian/Alaska Native, 1% Hispanic, 1% Black/African American, and 1% Other. The poverty level in the community of Jamestown is 17.6% as opposed to a state average of 14.4%. Additionally, the disability rate of poor residents is exceptionally high as compared to state averages with a 33.7% disability rate among poor males with a state average of 13.7% and 40.8% disability rate among poor females against a state average of 20.5%. The poverty need is also represented in the district's Free and Reduced percentage of 36%.

The total number of students requiring EL services are 66 for the 2021/2022 school year, which is up from an average of 25 in 2016/2017. The total number of students on Individualized Education Plans (IEPs) are approximately 290.

As noted in this demographic information, equity and access for all students in all areas is an area that must be prioritized. Like many districts, the Jamestown Public Schools is transitioning to more reliance and integration in technology. As a result, disparity exists in access and equity without the structures and support of the school district. As the district continues to transition to a learning management system, a failure to adequately provide access to technology would create equity gaps for students in poverty.

The community of Jamestown also has a barrier related to access to appropriate mental health counseling. There are currently limited providers and despite the Human Service Center in Jamestown, there are fewer opportunities to access services compared to the community need. The existing school staffing for counseling also does not have the capacity to support existing need for students across the K-12 continuum.

Further, school district access to school nursing services has become increasingly important as the district must provide a greater focus on environmental and student health. With the heavier burden placed on local health departments, a bottleneck for support exists.

The uncertain nature of how to adapt instructionally to the pandemic is another barrier that bears consideration for activities. There are limited opportunities for staff to study and engage in leadership and perspective-gathering activities that guide instruction and school planning, specifically as it relates to teaching in the pandemic and transitioning to 1:1 instruction.

Given the current pandemic environment, the district needs to ensure learning loss be mitigated to the degree possible and that access exists for high-quality instruction and relevant learning experiences throughout the calendar year.

Like many districts, JPS is also struggling with the recruitment and retention of high-quality teachers. With retirements and attrition, and the inability to find this has required existing staff to take on additional duties. While this is viable in the short-term, it is not a long-term option.

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

The Jamestown School District has adopted policy AAC related to non-discrimination and harassment. Policy AAC is posted on our school district website, reviewed by the school board each year, and is included in our handbooks for staff and students. As noted in that policy, the Jamestown Public School District 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's, parent's, guardian's, or employee's race, color, religion, sex, gender identity, national origin, ancestry, disability, age, or other status protected by law and will investigate and act on findings, as appropriate, or as required by law.

The Jamestown School District operates five Kindergarten-Grade 5 elementary schools, one Grade 6-Grade 8 middle school, one Grade 9-Grade 12 High School, one Career and Technology Center for Grades 9-12, and one Transition program for students ages 18-21 requiring additional transition services beyond Grade 12. Alternative programs for the middle school and high school operate within the middle school and high school buildings respectively. JPS has prioritized providing equitable services across the varying grade levels. As a result, in-school programs and services for elementary schools are available to all students at similar rates regardless of school placement. Access to programs and services are consistent for all students at both the middle school and high school levels. All students are provided opportunities to participate in the James Valley Career and Technology Center. The transition program is scaled to support existing student needs in the Jamestown School District and provides opportunities to participate to regional rural schools as a part of the special education consortium.

To ensure that access to technology is not a barrier for learning, the district has implemented a 1:1 technology model that provides each student with access to technology. The application also provides staffing for educational technology as well as additional supports for families and teachers to ensure technology is accessible and fully utilized.

The application includes mental health supports for students by ensuring a consistency of counseling services, but also increasing the amount of available counseling services by 1 FTE and providing licensed mental health therapy services 3 days per week (1 day at the elementary, 1 day at the middle school, and 1 day at the high school).

The application includes expanded services for summer school and career and technology education (including expansion of activities into rising interest areas, such as Aviation and Drone Technology) to improve access and interest for all students.

Professional development has also been prioritized to ensure that staff have the opportunity and access to receive necessary and relevant professional learning opportunities to provide high-quality instruction for all students.