

# 10092 - 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 12, 2021 1:45 PM  
**Initially Submitted By:** Robert Bubach  
**Last Submit Date:** Sep 30, 2021 1:53 PM  
**Last Submitted By:** Robert Bubach  
**Approved Date:** Sep 30, 2021 2:32 PM

## Contact Information

### Primary Contact Information

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### Organization Information

**Name\*:** Munich Public School - DPI  
**Organization Type\*:** Public LEA  
**Tax Id:**  
**Organization Website:** <http://www.munich.K12.nd.us>  
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**SAM.gov Entity ID:** J89TQYBB55M6

**SAM.gov Name:** Munich Public School District #19

**SAM.gov Entity ID Expiration Date:** 12/01/2021

## ESSER III Application - Stakeholder Consultation

### Stakeholder Consultation

#### Students\*:

As ESSER funds were becoming available and, knowing that we would need to have student input, and knowing that getting students input during the summer would be a difficult proposition, student input was gained during May of 2021. Particularly, the Principal visited each classroom in grades 7-12 to gain insight from students as to how they would like to mitigate the impact of Covid in the future regarding educational operations at Munich Public School. From these interactions, it was determined that the students felt that they had not experienced learning loss during the 2020-2021 school year. This was not a surprise as Munich Public School maintained face to face instruction throughout the year. The students did indicate that they would NOT like to return to "at-home" instruction. In almost every interaction, the point had to be made by the Principal that the purpose of gaining this input was how to best utilize ESSER funds to promote a safe and healthy learning environment. With a "healthy" learning environment being foremost in the student's mind, the most important item brought forward was improving the building itself. Particularly certain "deferred maintenance items."

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

NA

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

There are no civil rights organizations associated with Munich Public School District or Munich town as a whole. Homeless Liasons and Foster Care Liasons are part of the school setting. Those individuals were at the meeting on June 22, 2021. We do have a 504 coordinator, homeless liason, foster care liason, and special education teacher. The Special Education teacher was specifically invited to the June 22 meeting and provided insight as to how Covid had impacted IEP students. In addition, a public notice was sent via Powerschool as well as information being posted on our school website regarding a meeting meant to gather Public Input on June 22, 2021.

#### Superintendents\*:

The Superintendent attended and coordinated the June 22 meeting. The Superintendent also keeps the School Board informed of ESSER funding.

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

Teachers were invited to the meeting on June 22, 2021 for input.

#### 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\*:

Munich Public School does not have any students ELL students, homeless students, or currently any foster students, migratory students, or incarcerated students. As far as students with disabilities, they were represented by the Special Education teacher. It should be noted that our most severely disabled student's parent is also on the school board.

### 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.munich.k12.nd.us/munich-health-and-safety-plan/>  
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.\*:**

A portion of our school roof is in bad need of repair. With any moisture that area of the school leaks. This leads to two problems in terms of Covid Mitigation. The first is with these leaks, it makes cleaning and disinfecting surfaces much more difficult and ineffective. Second, the fact that this water is coming through the ceiling, particularly ceiling tiles, brings with it much contaminant in forms of particles. This, in turn makes it more difficult for our HVAC system (previously installed before Covid) to do its work properly,

### *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.\*:**

As we are receiving (compared to most schools) a relatively low amount of ESSER funding (\$65,000 with ESSER II and ESSER III combined funding) and ESSER III is only \$45,000, a 20 percent of that amount is \$9,000. After a review of NWEA scores comparing growth in Language Arts: Reading from the fall of 2017 to the fall of 2018 and growth from the fall of 2018 to the fall of 2019 and again from 2019 to 2020 (after the Spring of 2020), the following was determined: grades 3-6, there was an average increase of 6.1. For the students who were second graders in the fall of 2019, those average increases are 9.8 in the fall of 2019 and an average increase of 5 points in the fall of 2020. The conclusion is that although small, the average increase in the fall of 2020 was smaller than previous years. As a small school, we do have a small sample size, however to address the slowed gain in Reading, Munich Public School s will adopt a new elementary reading curriculum which will focus on Phonics, Phonemic awareness, Fluency, Vocabulary and Comprehension, which is in line with North Dakota Century Code. Of the \$45,000 in ESSER III funding that Munich is receiving, approximately \$12,000 will be used towards purchasing the new Curriculum. That is 26.7% of our ESSER III funding.

### *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.\*:**

Of the 80 k-12 students enrolled at Munich Public Schools, there are 7 students identified as free and reduced. Because we are a small school, it was easy to identify if these students were negatively impacted by the COVID-19 pandemic; they were not. We have one student of color; again there was no negative impact from COVID. We have no English learners, students experiencing homelessness, children in foster care, or migratory students. For our students who experience learning disabilities, there was no negative impact. In short, after reviewing NWEA scores and, where appropriate, NDSA scores, none of the students were, in fact, disproportionately impacted academically by the COVID-19 pandemic. This is not to say, as noted previously, that the school as a whole was not negatively impacted. However, the impact, particularly in reading loss, was not limited to students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, or migratory students.

In fact, the only students from the above groups who attend Munich Public School include two students of color and four low-income students. The students who are low-income are in the following classes: One in grade 2 with 8 students, one in 6th grade with 11 students, and two in 8th grade with 9 students. With such small class sizes and student-to-teacher ratio, Munich Public School is able to offer individualized instruction for any student who has, or will be, impacted by COVID.

In addition, as COVID-19 continues to impact education, the following supports are available to our student population: a special education teacher who

works with students who are qualified as learning disabled; a social worker who works with any student with socio-emotional problems once a week; a guidance counselor who works with students both academically and is a licensed social worker; also, a homeless liaison, if the need should arise; and a foster care liaison.

In addition to the above supports, Munich Public School utilizes I-XCEL programs for Math and English at the elementary level and high school levels. I-XCEL allows for the creation of individualized learning plans to allow students who have been impacted by COVID to address their specific needs. Also, at the elementary level, intervention groups have been developed to educate students at their own learning level. At the high school level, a Multi-Tiered Support System is in place to address the individual needs of learners.

Finally, in the Spring of 2020, when Munich Public Schools, along with the rest of the state, was forced to go to online learning, Munich Public Schools ensured that every student had internet access and devices at home to continue learning. This dedication will continue as the need arises.

## 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)
School facility repairs and improvements	\$33,000.00	\$0.00
High quality instructional materials and curricula	\$12,000.00	\$12,000.00
	\$45,000.00	\$12,000.00

## 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?\*

Barriers which may exist at Munich public school relating to gender, race, national origin, color, disability, or age would consist of 1) unwilling to attend school due to fear of bullying and 2) Unwilling to attend school due to unhealthy physical conditions.

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

For Bullying and other harrassment situations, our school has adopted the following policies: AAC which is oru Non Discrimination and Anti-Harassment policy; AACA which includes a Dispute Resolution for Section 504; Policy ABDA which state that the Board will make facilities available to all, including individuals wiht disabilities; FDE includes language that outlines our commitment to educaiton of all students, including those with disabilities; and ACEA which is our anti-bullying policy. As for the unhealthy physical conditions, we are hoping to address that by fixing the roof.