

10198 - 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:	002
Status Report Type:	Application
Reporting Period:	08/17/2021 - 09/01/2024
Initial Submit Date:	Aug 16, 2021 3:55 PM
Initially Submitted By:	Rick Diegel
Last Submit Date:	Sep 30, 2021 1:25 PM
Last Submitted By:	Rick Diegel
Approved Date:	Sep 30, 2021 1:26 PM

Contact Information

Primary Contact Information

Name:	Salutation Rick	Middle Name Diegel
	First Name	Last Name
Title:	Superintendent	
Email*:	rick.diegel@k12.nd.us	
Address*:	PO Box 380	
	Steele North Dakota 58482	
	City State/Province Postal Code/Zip	
Phone*:	701-475-2243 Ext.	
	Phone	
	### ##	
Fax:	### ##	
	### ##	

Organization Information

Name*: Kidder County School District #1 - DPI

Organization Type*: Public LEA

Tax Id:

Organization Website: <http://www.kiddercounty.k12.nd.us/>

Address*: PO Box 380

Steele North Dakota 58482-____
City State/Province Postal Code/Zip

Phone*: (701) 475-2243 Ext. _____
#####

Fax: (701) 475-2243
#####

SAM.gov Entity ID: QHCBDZVG3NQ3

SAM.gov Name: Kidder County School District #1

SAM.gov Entity ID Expiration Date: 11/30/2021

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

When the Kidder County School District created the initial Health and Safety Plan on August 5, 2020, a student was included on this team, along with parents, county health nurse, teachers, administrators, school board members, para - professionals and human relations director. This was plan was updated 5 additional times as new information about COVID occurred, each time consulting our student representative.

Students, along with other stakeholder groups, were also surveyed in June, 2021 on best allocations of ESSER II and III funding.

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

NA

Civil rights organizations (including disability rights organizations)*:

When the Kidder County School District created the initial Health and Safety Plan on August 5, 2020, a special education teacher was included on this team, along with parents, county health nurse, teachers, administrators, school board members, para - professionals and human relations director.

We also informally included our EL teacher as COVID continued throughout the 2020-2021 school term.

Our Kidder County School District Emergency Relief (ESSER) input survey on June, 2021, respondents overwhelming indicated utilizing funds for addressing learning loss. This led Kidder County School District to decide to hire an additional Special Education teacher for the 2021-2022 school term to go along with the two special education teachers we had for the 2020-2021 school term. To get additional input on how to utilize our ESSER funds to best benefit our school and community, we surveyed our staff, parents and community. These survey's were sent electronically (through Aptegey). Questions included how to best utilize our ESSER funds. We had no homeless students in our district, so there were no homeless parents to contact. What our survey results showed us is that patrons felt that we our classrooms and buildings are too crowded, which led us to make the decision to continue to split grades. The surveyed also showed that our patrons were concerned about learning loss, which led us to hire an additional special education teacher.

Superintendents*:

In June, 2021 the Kidder County School surveyed parents, students and families regarding the best allocation of ESSER II and III funds. Our surveys overwhelming supported addressing learning loss and classroom curriculum and resources.

This also was discussed at the July and August 2021 school board meetings and the school board supported utilizing these funds by maintaining our continuity of services.

Consultation with school and district administrators suggested that we focus on maintaining our continuity of services when developing our spending plan. Based on the feedback from our superintendent, the school board has elected to focus the majority of our ESSER III funds on maintaining our continuity of services for our school community. These efforts will include funding our elementary and secondary teacher salaries and benefits.

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

All of these groups were represented on our Health and Safety plan, including union representatives from the Kidder County Education Association.

Two (2) separate survey's were given to our teachers. The first survey was provided when we returned to face to face classes in the fall of 2020. A second survey was sent to teachers in June, 2021 when determining how to best utilize our ESSER allocations. These survey results (combined with results of parents, students, board members, etc...) were used to determine to utilize ESSER allocations on continueing to split elementary grades and expand our facility, along with addressing lost learning.

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*:

At this time, Kidder County has no children experiencing homelessness.

Kidder County does have an EL population, Foster Care liason, migrant students and those stakeholders participated in the ESSER survey's, and had an opportunity to provide public input at school board meetings, and regularly meets with school administration about topics that impact these populations, including ESSER III funds.

The survey results showed that our stakeholders wanted us to address facility needs, along with learning loss. The facility portion was addressed by continuing to split elementary grades

For the learning loss portion, we hired an additional special education teacher (we had 2.0 FTE and increased to 3.0 FTE).

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://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1342481/Kidder_County_School_Health_and_Safety_Plan-Amended_6-22-2021__1_.pdf

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 school board has elected to use ARP ESSER III funds on maintaining the continuity of services within our school district. These activities include using the funds on salaries and benefits of our elementary and secondary staff.

Kidder County plans to continue face to face instruction, utilize cleaning methods developed last year to combat COVID-19, including new sanitizing machines in hallways, classrooms and buses. We will also recommend all staff and students stay home when not feeling well.

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.*:

When Kidder County was forced to move to virtual instruction in March, 2019 for the remainder of the 2019-2020 school term, and as some special education students chose to be virtually educated for the 2020-2021 school term, it became clear that these students had suffered more learning loss than other stakeholder groups.

It was because of this that the Kidder County School District decided to hire an additional full time special education teacher, therefore increasing our special education FTE's from 2.0 in 2020-2021 to 3.0 in 2021-2022.

Therefore, beginning in August, 2021, Kidder County will have an additional full time special education teacher for which our 20% set-aside will fund.

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 district will respond through our Multi-Tiered Support System to respond to each of the following subgroups: low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

English learners continue to be supported by our English Learner Coordinator. Time is provided within this teacher's contract to meet with these learners to work on their specific focus areas.

Our special education educators are key members of our Health and Safety Committee. The pandemic presented challenges for this subgroup due to distance learning. Our educators have helped us learn from past mistakes when implementing distance learning with students with special needs.

Our elementary principal is our homeless liaison and works closely with students who may be experiencing homelessness, though at this time, we have no homeless students. These students are identified at student registration and reassessed throughout the year. We provide clothing, gas cards, food, etc. to meet their needs.

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)
Other Activities to maintain operation & continuity of services	\$733,627.00	\$0.00
IDEA (Special Education)	\$190,000.00	\$190,000.00
	\$923,627.00	\$190,000.00

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 items that arose during the pandemic were equity and access. As I stated earlier, when we were forced to go to Virtual Education in March, 2019, we found that all students suffered from no face to face instruction, but the special education population suffered the most.

We also found that data showed that our elementary math and language arts suffered for all students.

Through surveys completed, families were able to be identified if they did not have internet access, which we then worked with the local BEK telecommunication company to provide this access.

We are also a 1:1 Chromebook school for all students in grades K - 12, so all of our students have usage and access to a device.

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

ESSER Funds will be used to provide connectivity to any families that indicate that they do not have this at home.

We also will continue to provide EL services to students who qualify, and as stated earlier, will provide an additional Special Education teacher for students.

The Kidder County also operates a backpack program that provides nutritious meals to students who qualify through the free/reduced meal program. This program provides backpacks for qualifying students so that they have food to eat during the weekend.