

10196 - 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: Jul 29, 2021 5:08 PM
Initially Submitted By: Alex Hennix
Last Submit Date: Sep 13, 2021 3:04 PM
Last Submitted By: Alex Hennix
Approved Date: Sep 28, 2021 3:59 PM

Contact Information

Primary Contact Information

Name: Ms. Alex Hennix
Salutation First Name Middle Name Last Name
Title: Principal
Email*: ahennix@mykps.us
Address*: 300 7th Ave NE

Kenmare North Dakota 58746
City State/Province Postal Code/Zip
Phone*: 701-341-0845 Ext.
Phone

Fax: ### ###

Organization Information

Name*: Kenmare School District #28 - DPI
Organization Type*: Public LEA
Tax Id:
Organization Website: <http://www.kenmare.k12.nd.us>
Address*: PO Box 667

Kenmare North Dakota 58746-____
City State/Province Postal Code/Zip

Phone*: (701) 385-4996 Ext. ###-###-####
Fax: (701) 385-4996 ###-###-####
SAM.gov Entity ID: J6W8YNKJGV77
SAM.gov Name: Kenmare Public School District
SAM.gov Entity ID Expiration Date: 10/05/2021

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Students were addressed via social media and email to gain their input on spending ESSER III funds. They were provided information of appropriate usage of funds and made aware that 20% of funds must be reserved for student learning loss. The ESSER steering committee includes teachers, intervention specialists, special education, parents, and students.

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

NA

Civil rights organizations (including disability rights organizations)*:

KPS assures equity of all students, staff, and stakeholders. KPS reached out to stakeholders, parents, guardians, and students using our website, email, social media, and COVID-19 Restart stakeholder committee asking for feedback on how to utilize ESSER III funds. ESSER III funds will be utilized to provide all students with equitable opportunities for the best possible education. Consultation with special educators and the Title IX and 504 coordinators will take place to assure all students have equal opportunity with ESSER III funds.

Superintendents*:

The superintendent and principals collaborate on all efforts to appropriately utilize ESSER III funds. Student data will be used to guide the needs assessment for appropriate intervention.

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

All teachers, principals, and staff were asked to give input on the spending of ESSER III funds for KPS. They were given information on appropriate usage of funds as well as the knowledge that 20% of the funds needing to be used for student learning loss. The ESSER steering committee includes teachers, intervention specialists, special education, parents, and students. Based off of feedback from stakeholders, staff was sent a Google Form to complete with a list to prioritize.

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*:

Special education and EL teachers were engaged in conversation and decisions on ESSER III funding. The ESSER steering committee includes teachers, intervention specialists, special education, parents, and students. Children with disabilities were represented by classroom teachers, special education teachers, administration, and opportunity for guardian feedback. KPS connects with the providing special needs consultant Souris Valley Special Services. English learners are provided access to funds for curriculum and screening. Children experiencing homelessness are provided services through the partnership of KPS and the Kenmare Police Department, counseling services, low-income housing opportunities, and the Kenmare Food Pantry. Children and youth in foster care will be served with social-emotional support through the opportunity to use counseling services as we've hired another counselor part-time. Migratory students often benefit academically from the districtwide screening, diagnostic, and personalized curriculum to show any learning loss they've experienced. They also have access to community partnerships with the food pantry, backpack program, and housing assistance. Children who are

incarcerated will receive a personalized learning plan through a team of teachers and administration. We do not have incarcerated students at this time.

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/1331303/Kenmare_Safe_Return_to_In-p
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.*:

ARP and ESSER III funds will be used by the district to purchase mitigation supplies to prevent the spread of COVID-19. Supplies include cleaning supplies, disinfectant, gloves, a new floor cleaner.
Prevention strategies include, but are not limited to:
Building improvements to the elementary and high school to improve air quality by closing off areas found unhealthy and possible air duct cleaning.
-Kenmare School District will follow isolation and quarantine guidelines and directives as set by NDDOH and First Health Unit.

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.*:

Sixty percent of ESSER III funds Kenmare Public School receives will go toward student learning loss. Kenmare Public School runs through a multi-tiered system of supports in reading and math. Upholding a system of supports requires districtwide screeners, an evidence-based curriculum, and trained intervention educators. Intervention and special education teachers will acquire appropriate curriculum training to maintain student pathways with fidelity. District-wide screeners used are Star Renaissance and aimsweb. Aimsweb will be used as a progress monitoring tool. The curriculum used for intervention fits each student pathway on a personalized learning and direct instruction model. Curriculum for MTSS includes: Reading Mastery, Read 180, System 44, Language!, Lexia, RedBird, and Connecting Math Concepts. Mandatory set aside funds will be used toward purchasing curriculum and district-wide screeners along with teacher and paraprofessional training.
Kenmare Public School will provide services from additional paraprofessionals to assist certified teachers with intervention in math and reading. KPS will obtain special education paraprofessionals for students on IEPs who experienced learning loss during the pandemic. The high school will also hire a paraprofessional to work with students closely to close achievement gaps for students who experienced learning loss in academics due to COVID-19.

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.*:

Kenmare Public School works with community leaders from the food pantry to provide disproportionately impacted students with food and supplies. Each week, students are provided food for the weekend from the backpack program provided by the food pantry. The community offers low-income housing and resources for students experiencing homelessness. We have two special education teachers with four paraprofessionals serving our children with disabilities. Our EL teacher meets with each of her EL students individually to provide one-on-one, personalized services based on language needs. KPS provides

equitable educational opportunities through the MTSS process where students receive appropriate reading and math instruction at their level. The district also provides the Acellus program for students to work at their own level and speed. KPS will provide an additional paraprofessional to assist students in work completion to move them toward proficiency. Shall students move into or out of the district, the instructional coach or intervention teachers immediately screen the students using the district-wide screener to begin a pathway placement for the student to receive curriculum at their personalized learning level. Students with disabilities are provided with one-on-one support. Disproportionately impacted students from low-income families will benefit from community partnerships with the food pantry, the Kenmare Closet, and opportunities for low-income housing options. Students of color who have been disproportionately impacted will receive equitable learning opportunities with district-wide screeners and personalized direct instruction as needed. English Language Learners are served on a personal, individual level with an EL teacher at their EL level based on results from the WIDA screener. Students with disabilities are served with two special education instructors who are supported by paraprofessionals. Each student on an IEP has adapted curriculum to meet their needs for intervention or adaptation. Students experiencing homelessness have the opportunity to utilize the food pantry, Kenmare Closet, and opportunities for low-income housing. Students in foster care have access to SEL support from our two counselors serving our 300 plus student population. Migratory students have are given the district screener and learning levels are diagnosed to allow for personalized direct instruction if students have experienced learning loss. Transportation is provided through the school transit to low-income students who live in town without busing and parents unable to transport them to school.

Estimated Use of Funds Plan

<i>Allowable Use of Funds</i>		
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)
Additional pay	\$61,600.00	\$0.00
High quality instructional materials and curricula	\$18,000.00	\$18,000.00
School facility repairs and improvements	\$62,736.00	\$0.00
Supplemental learning	\$154,050.00	\$154,050.00
IDEA (Special Education)	\$135,200.00	\$135,200.00
Improving Air Quality	\$25,000.00	\$0.00
Purchase cleaning supplies	\$20,000.00	\$0.00
Educational Technology	\$45,000.00	\$0.00
Professional development	\$10,000.00	\$0.00
	\$531,586.00	\$307,250.00

Compliance with General Education Provisions Act Section 427

<i>Compliance with General Education Provisions Act Section 427 (GEPA)</i>
<p>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?*:</p> <p>Kenmare Public School district exists in Kenmare, North Dakota with a population of 939. KPS has an enrollment of 319 giving the Preschool-12 students 34% of the population. The barrier these students face is a lack of cultural diversity. The majority of the KPS population is white (94%). The district and community lack cultural competency for the minority population. Students and staff lack competency in gender equality and expression. Students with disabilities need further support with personalized, one-on-one services. Students differing in national origin may experience barriers with the difference in culture, language, and migration. Transportation is a barrier to low-income students or students with disabilities.</p> <p>What steps are being taken to address or overcome these barriers?*:</p> <p>To address the six types of barriers, KPS will provide professional development to staff regarding gender equality and differences, cultural awareness for minority groups, race equity, and privilege. Students may experience barriers due to the lack of understanding and education for staff and students who have not experienced racism or gender inequality. Students and staff will be provided education on equity in the classroom as well as providing EL services and/or interventions to the students experiencing barriers. Students with disabilities will be provided personalized services with paraprofessional support and training</p>

for special educators, regular classroom teachers, and paras. Staff will receive legal training on the Individuals with Disabilities Education Act for students with Individual Education Plans to assure students are provided a Free and Appropriate Public Education by all staff and students. Professional development will provide education to teachers regarding equal treatment of students and staff based on gender, race, and age. Students not meeting proficiency in reading and math will receive MTSS services in their personalized direct instruction pathway. Transportation will be provided to low-income students or students with disabilities if parents are unable to provide it.