**10202 - ESSER III 3/20-9/24 84.425U - 2021**

**Status Report Details**

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<tr>
<td>Funding Opportunity</td>
<td>9830-ESSER III - Elementary and Secondary School Emergency Relief Fund III</td>
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<td>Program Area</td>
<td>CARES-CRRSA-ARP</td>
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<td>Status Report Number</td>
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<tr>
<td>Initially Submitted by</td>
<td>Jeff Simmons</td>
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<tr>
<td>Last Submit Date</td>
<td>Oct 7, 2021 10:47 AM</td>
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<td>Jeff Simmons</td>
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<td>Approved Date</td>
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**Contact Information**

**Primary Contact Information**

- **Name:** Mr. Jeff A Simmons
- **Title:** Superintendent
- **Email:** [Jeff.Simmons@k12.nd.us](mailto:Jeff.Simmons@k12.nd.us)

**Organization Information**

- **Killdeer Public School District #16 - DPI**
- **Organization Public LEA**
- **Tax Id**

**Organization Website:** [http://www.killdeer.k12.nd.us/](http://www.killdeer.k12.nd.us/)
The survey that was used to gather information relating to the Killdeer public school districts response to COVID is available on the district website. As families were being surveyed students were encouraged to provide information that they identified as relevant. Additionally, students contributed concerns from their perspective and appeared in Zoom sessions with the superintendent to provide an overview to school patrons as it pertained to the districts COVID re-entry plan.

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

NA

Civil rights organizations (including disability rights organizations)

All stakeholders were involved in the school district despite disability and were provided equal opportunities to engage. The survey was sent to the public and all families including underserved families through our alert system via the state provided PowerSchool administrative software application.

We do not have any local Civil Rights Organizations. However, we collaborate regularly with West River Special Services on the needs of our students qualifying for special education services. ESSER I, II and III Allowable Uses are available on the school website. A survey was sent via PowerSchool and was also sent out to gather input from those who could not attend the meeting. Our EL coordinator was asked to coordinate with any underserved families who might wish to provide input.
Superintendents

In the Killdeer School district, the superintendent acted as a liaison between the school staff and the school board. The superintendent remained involved from the inception of plans to ensure they were being executed and analyzed for effectiveness.

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

Data from the district's fall 2020 survey will be used as the district analyzes quantitative data to identify trends and identified gaps in services. Additionally, teachers input about the effectiveness of distance learning will be considered. Our district kept students home on Fridays and the teachers prepared two lessons on Fridays. Teachers created a distance learning plan for students staying home for each Friday during the 20-21 school year and lessons for families who chose to keep their children home during 20-21 school year pandemic. The data collected from the surveys and district personnel experiences will be used to determine what can be improved as we enter another year of uncertainty.

Throughout the course of the year staff meetings were held on Fridays. Time was set aside to discuss and gather information from teachers on effective practices and to troubleshoot issues. for example, the district LMS.

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

Barriers existed for our children with disabilities, and EL students. In many cases these families (low-income, EL, special ed. and disabled) were the families who needed to be in school the most but chose distance education. Typically, these families had access to the least amount of resources. Their absence from school and lack of success communicated loud and clear that this is an area our school must enhance and improve.

In conjunction with West River Student Service and Killdeer Special Education staff, our students with disabilities and their parents were communicated with effectively. Or at least as effectively as possible. After our district's experience with the pandemic in 2020-2021, Killdeer Public School's new mobile app was rolled out in the fall of the 2021-2022 school year. Anecdotally, it became clear that although our underserved students may not have the Internet nor a computer at home, almost all of our underserved students had a mobile device. Funds were used to provide the Apptegy mobile device application to more effectively communicate with our EL and underserved students. The old school website was/is cumbersome at best to manage on a mobile device. And as stated above our underserved population typically do not have computer and rely on their mobile devices to access instruction and information.

One barrier that exists for some our underserved students is answered by providing a bus route towards the Berthold Reservation north of Killdeer. Due to the fact that the neighboring school district has closed their doors due to mitigation concerns, several underserved families have opted to ride the bus to our school district to attend school in Killdeer.
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


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.

Similar sanitary precautions exercised in response to the pandemic during the 20-21 school year will be implemented in the 21-22 school year. Social distancing in high traffic areas will be implemented, for example, the cafeteria and hall ways.

An additional bus route and an additional bus will be put into service to accommodate overcrowding on one bus route. Extra staff have been hired, specifically in the areas of ELL and Intervention. These new hires have been in response to at risk students who have suffered most significantly during the pandemic.

The same protocols outlined in our COVID Re-Entry plan will be implemented in response to a COVID outbreak in the district. Funds will be used in a similar fashion as last year to adequately staff our school to provide services in the event students need to be home.

Survey data provided by the North Dakota Council of Educational Leaders was used to update the Killdeer Public School District's board approved COVID plan that is published on the school website. The district will follow these guidelines and use ESSER III funds accordingly.

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 district has hired a curriculum director and interventionist in response to the need for additional support for at risk learners.
The Curriculum director has been and will be instrumental in providing professional development for our teachers. The Killdeer Public School district implemented PLC and we are implementing the initiative with fidelity. In the fall of 2020 a Guiding Coalition was put together made up of teacher leaders from the primary, elementary, middle school and high school. The guiding coalition has used resources from the North Dakota Department of Public Instruction, the North Dakota Council of Educational Leaders, LINCspring and global PD. We have created a three-year Strategic Plan that will require significant professional development. The Killdeer Public School intends to spend a significant portion of the 20% set-aside money on this professional development.

Additionally, the Student Services Department (School Counselors) have engaged in 7 Mindsets initiative to address the Social and Emotional component that has been exacerbated by the pandemic. The counselors will engage in significant Professional Development to enhance their skills with the intention to bring this initiative online with the entire school district.

The School district has ramped up the after school program and summer school program as well. The number of summer school sessions doubled this summer (20-210 and more students were served. This initiative will continue for future summer school sessions.

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.

Killdeer’s identified low-income, students of color, English learners (EL), disabled, homeless, foster care, and migrant students have been affected by the pandemic the most significantly. At the beginning of the 2019 school year the Killdeer Public School District did not have devices for students. The district has an assigned EL coordinator and a Homeless Liaison and a Foster Care Liaison that is assigned to these respective groups of students.

Chromebooks were ordered before the beginning of the 2020-2021 school year began and by the end of the school year all students including any low-income, student of color, EL, disabled, homeless, foster care or migrant student was furnished with a device. The Killdeer Public School became a 1 to 1 school in the course of a year.

When the pandemic caused schools to shut down in the spring of 2020 the school’s response was to ask students to use their own device for access to distance learning. Many disproportionately impacted students did not have devices. Since that time the School District has spent funds to provide a school issued device to all students. The school has purchased the full Schoology subscription as it’s learning management system (LMS) to manage our student/parent and teacher users. The school has implemented Apptegy as our new website which streamlines mobile devices and their interface with the school website. Survey information indicates that most of our at risk population may not own desk tops and or laptops, however, many families have mobile devices.
Ramping up our after school programs and summer school programs, hiring additional support personnel including interventionists and a curriculum director is intended to enhance at risk students.

**Estimated Use of Funds Plan**

**Allowable Use of Funds**

<table>
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<tr>
<th>Allowable Use of Funds</th>
<th>Estimated Expenditure Amount</th>
<th>Estimated Amount to address Learning Loss under this Use of Funds (20% of Budget Total MUST be spent on Learning Loss)</th>
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<tr>
<td>Budgetary shortfalls</td>
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<td>Mental health supports</td>
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<td><strong>Total</strong></td>
<td><strong>$896,526.00</strong></td>
<td><strong>$179,000.00</strong></td>
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**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 that some of our students experienced was simply getting to school. The Killdeer School District is one of the largest geographical districts in the state of North Dakota. At the beginning of the 2021-2022 school year Killdeer School District started with an extra bus and an extra bus route to provide safe transportation to school.

- Another barrier the district experienced and is overcoming is the lack of devices. Not all students had a school issued device for learning. The school overcame the barrier by purchasing and supplying each student with their own Chromebook.

- Many of our at risk students who struggle when they are in school are the same students who opted for distance learning. Being away from school for a year set them back significantly. A gap existed before the pandemic and the gap has widened because of the pandemic. Based on observation the students who attended school Monday - Thursday did not experience any significant setbacks due to the pandemic. In fact, 20-21 assessment data indicates that overall students in this district actually experienced gains. The
disparities and gaps widen for those students who opted for distance education compared to those who came to school. The resources were there for the majority of these students but for whatever reason they did not participate.

- The Killdeer Public School District has identified the students with gaps and will put to work the extra staff that has been hired to address said gaps. The newly hired Curriculum Director in response to the pandemic has put time and energy into identifying effective professional development. Specifically, Professional Learning Communities (PLCs) are being developed to address the needs of all of our students but to find ways of getting our gap students caught up. This year Dr. Anthony Muhammad (PLC expert) kicked off the 2021-2022 school year as we embark on this PD journey to serve all of our students, nut, especially our underserved community. The next step in this process is the development of Response to Intervention or RTI that we will zero in on students who are being identified as needing extra assistance.

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

- Our school is implementing our new Apptegy website and mobile device application to attempt improve communication with our at risk population. Our research indicates that although these families don't have a laptop or desktop, in most cases these families do have a mobile device.

- Additionally, the Killdeer Public School District has hired a Curriculum Director to search for and create professional development (specifically Professional Learning Communities). The focus of the PLCs will be to ensure our students do not fall through the cracks. We are developing a new mindset and building a response to Intervention program to address our target groups.