

10249 - ESSER III 3/20-9/24 84.425U - 2021

Status Report Details

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Program Area: CARES-CRRSA-ARP
Status: Approved
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Contact Information

Primary Contact Information

Name: Dr. Steven M Holen
Salutation First Name Middle Name Last Name

Title: Superintendent of Schools

Email*: sholen@watford-city.k12.nd.us

Address*: PO BOX 589
100 Third Street NE

WATFORD CITY North Dakota 58854
City State/Province Postal Code/Zip

Phone*: 701-570-0025 Ext.
Phone
####

Fax: 701-444-6345
####

Organization Information

Name*: McKenzie County School District #1 - DPI

Organization Type*: Public LEA

Tax Id:

Organization Website: <http://www.watford-city.k12.nd.us>

Address*: PO Box 589

Watford City North Dakota 58854-____
City State/Province Postal Code/Zip

Phone*: (701) 444-3626 1
Ext.

Fax: (701) 444-3626
#####

SAM.gov Entity ID: MMLLJ7LE4SU4

SAM.gov Name: Mckenzie Co School District 1

SAM.gov Entity ID Expiration Date: 09/14/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Students of McKenzie County Public School District #1 are involved with various processes to receive input and to provide feedback from a student perspective. Students are involved in school improvement committees, Wolves Innovation Teams, and students were included in the recent strategic planning process conducted by the school district. Each school building exercises its student groups, including student councils and advisory groups, to provide opportunities for students to provide feedback on major school initiatives and opportunities for improvement. Students were involved in the Health and Safety plan development for 2020-2021 and provided feedback in a variety of capacities. These same methods were utilized to receive feedback from students regarding proposed use of ESSER III funds as it relates to the learning loss and efforts to mitigate impacts of the pandemic. Students were also able to complete the survey provided on the school district website requesting input on use of ESSER funds by the school district.

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

NA

Civil rights organizations (including disability rights organizations)*:

The administration of McKenzie County Public School District #1 serves as various representation of civil right organizations and guidelines outlined in state and federal law. The civil rights representatives were

included in the discussions regarding the proposed use of ESSER III funds and will be maintained throughout the timeline of which the funds can be expended. Consideration of 504 plans and accommodations were included in the process and grant utilization. The Civil Rights coordinator invited the public to participate in plan discussions as well as parents/guardians of underserved students to provide input into plan formation. The invitation was placed through the school district website, social media, and digital newsletters of which a survey could be completed or direct communication methods with the school district were provided and encouraged.

Superintendents*:

The superintendent, along with the Director of Teaching and Learning, communicated extensively on the proposed use of ESSER III funds and specifically the learning loss set-aside. As the two sole district level administrators in our school district; the communication and planning for involvement of all stakeholders and to address specific academic needs to mitigate regression were extensive and reflected in the application.

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

Teachers, administrators, and all school staff including Watford City Education Association representation were involved with all levels of the Health and Safety plan associated with the pandemic and are also included in all processes related to school improvement, Wolves Innovation Teams, and general curriculum and data assessments. This process will be continual as the school district monitors and assesses all needs related to learning loss and the health and safety of students and staff through the duration of the pandemic and the ESSER grant funds.

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*:

All stakeholders representing the special interests of students and their varied demographics were included in opportunities for feedback and general planning and plan development throughout the pandemic. Leadership groups, as well as our resource teams, include representation of all student populations and students special interests to ensure students of all levels and unique needs are addressed in discussion of curriculum, learning loss, and general health and safety. Academic teams, as well as the resources teams of social workers, school nurses, and school resource officers, collaborate and share information to assure students of all levels and unique needs are represented in discussions of this nature. The invitation was placed through the school district website, social media, and digital newsletters of which a survey could be completed or direct communication methods with the school district were provided and encouraged.

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.watford-city.k12.nd.us/Page/2157>
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 McKenzie County Public School District #1 will utilize ESSER III funds to assist with implementation of its Return to In-person Instruction and Continuity of Service plan for 2021-2022. Grant funds will be allocated to promote general health and safety guidelines through increased sanitation practices and supplies for its buildings and ensuring all school building ventilation and general air quality control systems are operating at a high level and promote student safety. The school district will allocate funding, as needed, to address observed situations regarding sanitation, HVAC equipment, student distancing, or otherwise noted. The middle school building, the oldest in our system, was studied the summer of 2021 for potential improvements to its HVAC systems to help promote enhanced air exchange and overall air quality performance in the building. The results of the study, along with observed situations regarding health and safety at the middle school, may be subject to ESSER III fund allocation as needed. The school district is committed to working with its local public health unit and local medical network to communicate regularly and to employ any measures to help promote the health and safety of school district students. ESSER III funds will be allocated accordingly with those conversations and collaborations through the 2021-2022 school year. The school district will pursue construction plans as part of the ESSER III budget to expand on facilities to better facilitate distancing and overall classroom sizes. The projects may include renovation of the current middle school facility to better accommodate open collaborative spaces or expanding the high school CTE programs with additional space to allow for students to receive education off-campus and relieve larger class sizes in certain areas of the high school, in particular, CTE and associated classes.

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 McKenzie County Public School District #1 will utilize its learning loss set-aside to purchase curriculum and professional development to address the area of English Language instruction and general literacy skills and proficiency levels. The school district has identified in its varied assessment models the area of English Language instruction as well as reading and writing skills has been impacted the most with interruptions to in-person instruction through the overall shutdown in the spring of 2020 and the intermittent situations that arose with quarantines and isolations during the 2020-2021 school year. The set-aside funds will be targeted to learning objectives related to this content area and to curriculum supports, instructional resources, and professional development to address the learning loss that has occurred since the spring of 2020.

The school district is participating in the CLSD Literacy Grant and has implemented intervention programs, instructional coaches, and WIN groups over the past several years at the K-5 level. The set-aside funds will be used to promote learning loss at all levels K-12 and to assist with a cohesive and comprehensive approach to addressing the substantial learning loss that has occurred in the area of literacy and writing at all levels in our school district. This involves targeting Tier 1 and 2 of our MTSS system with additional resources and support to mitigate past and current interruptions of in-person learning with instructional models to ensure gains in proficiency despite any past or future obstacles present in the traditional learning models currently utilized at the K-12 level.

The school district will work with the school board Curriculum Committee, its school level leadership teams, administration, and Director of Teaching and Learning to ensure all allocations of set-aside funds target areas identified in our formal and informal assessments and promote high levels of returns in mitigating the learning loss gap that currently exists with our K-12 students in the area of English Language and writing instruction and achievement.

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 McKenzie County Public School District #1 has experienced substantial student and community growth since 2010 and its student demographics have changed dramatically over the same period of time. In response to those changes, the school district has created and implemented systems of support for the variety of student needs and resources required for them to be successful and address their unique needs. The following outlines our proposed response to student needs as it relates to the pandemic and aspects of distance learning and other obstacles.

1. Students from low-income families: The school district has provided technology equipment to all students to be utilized for distance learning as it relates to extended absences related to the pandemic. The school district has also worked with our local telephone cooperative to provide services to families and households in need to ensure internet access is available for families unable to afford such access. The

school district coordinated with Reservation Telephone Cooperative to survey families in need of internet service and to coordinate services available to families in need. The school district will also work with RTC on their Emergency Broadband Benefit Program to further provide families in need of sustained internet access to ensure students required to be out of in-person learning for periods of time have opportunities to mitigate their educational opportunities. The school district has also offered meals through the summer of 2020 and 2021 to ensure families of need have access to appropriate nutrition through the summer months.

2. Students of color: The school district's guidance counselors and social workers work with the administration to identify students needs, in particular, students of color and ensure supports are in place for their unique needs. Various student support systems and groups are in place to provide mental health and general support for students of need. Students of color are ensured resources available through such support systems and mitigate impacts experienced through the pandemic.

3. English Learners: The school district has a significant EL population and has 5 full-time EL professional instructors as well as 5 paraprofessionals dedicated to EL students, including a district level translator and facilitator, to ensure all EL students have the appropriate academic and general support to be successful and mitigate impacts of the pandemic. The district translator and facilitator helps to connect families with resources and supports available through the school district such as the social workers and school nurses.

4. Children with Disability: The school district, along with its special education consortium, provides ongoing support for students with disabilities and any specific academic or mental health needs related to the pandemic and identified in their IEP process. The school district offered a distance learning facilitator to specifically address issues with distance learning and students with disabilities through the 2020-2021 school year. Additional supports in regards to software or curriculum resources are provided to students of disability at all levels K-12 and specific impacts of the pandemic on this population will be addressed accordingly.

5. The school district offers a McKinney Vento Homeless Liaison and monitors the needs of all students qualified as homeless and meeting their needs on an ongoing basis. Students in this subgroup receive communication and supports through the Liaison and any impacts of the pandemic can be addressed accordingly.

6. The school district provides resources and policy support for students and youth in foster care and ensures this population has access to resources to ensure academic access and distance learning options are available and supported.

7. Migratory students are provided resources through the programs offered above and through our support staff, social workers, school nurses, and guidance counselors to ensure they are aligned with programs and resources available to them. Migratory students are ensured equal access to all programs and aligned with opportunities to address gaps through our support system resource teams.

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)
High quality instructional materials and curricula	\$758,530.40	\$758,530.40
School facility repairs and improvements	\$1,034,121.60	\$0.00
Construction Projects	\$2,000,000.00	\$0.00
	\$3,792,652.00	\$758,530.40

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?*

Our school district community is comprised of 1,679 square miles and includes a wide variety of demographic including multiple rural communities and representation. Distance to our school buildings is a reality for our patrons and something that is addressed with an extensive bus system and ongoing supports. Communication is provided consistently with our communication coordinator to ensure equity in

terms of communication and access across all levels. The school district provides information in a variety of formats including social media and school software programs such as Class DoJo and Remind. Our community remains one of fluid in/out migration and engagement in local and school activities and education remain a challenge. With substantial growth the past several years; community resources have not always kept up with the needs of struggling families; these services are expanding and ensuring all community and school families have adequate resources to use and understand all opportunities made available through the school district for students.

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

The school district is conducting more family engagement activities in 2021-2022 with additional freedom in the Health and Safety plan to encourage conversations and collaboration with all stakeholders across the vast school district geography and demographics. Back to school events as well as community engagement activities are being conducted to increase the levels of engagement with all our families and reduce any barriers in regards to communication or knowledge of school projects or initiatives. School resource team members added during the last few years helps to provide additional opportunities for stakeholders to communicate with the school district and eliminate language or other barriers in place or perceived by the public. The administration will be hosting input sessions in various areas of the school district to encourage face-to-face conversations with our stakeholders and encourage ongoing dialog on all facets of academics, mental health, and overall school experiences and value to the community.