### Status Report Details

<table>
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<tr>
<th>Funding Opportunity:</th>
<th>9830-ESSER III - Elementary and Secondary School Emergency Relief Fund III</th>
</tr>
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<tbody>
<tr>
<td>Program Area:</td>
<td>CARES-CRRSA-ARP</td>
</tr>
<tr>
<td>Status:</td>
<td>Approved</td>
</tr>
<tr>
<td>Status Report Number:</td>
<td>001</td>
</tr>
<tr>
<td>Status Report Type:</td>
<td>Application</td>
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<tr>
<td>Reporting Period:</td>
<td>06/01/2020 - 07/01/2024</td>
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| Initial Submit Date: | Aug 12, 2021 2:52 PM                                      |
| Initially Submitted By: | Britney Gandhi |
| Last Submit Date:    | Sep 28, 2021 1:45 PM                                      |
| Last Submitted By:   | Britney Gandhi                                         |
| Approved Date:       | Sep 29, 2021 10:55 AM                                    |

### Contact Information

#### Primary Contact Information

| Name:            | Dr. Britney Gandhi                                        |
| Title:           | Salutation First Name Last Name                          |
| Email*:          | britney.gandhi@k12.nd.us                                  |
| Address*:        | 101 Main                                                 |
| Phone*:          | 701-372-3713 Ext.                                        |
| Fax:             | ####-####                                               |

#### Organization Information

| Name*:            | Richland School District #44 - DPI                     |
| Organization Type*: | Public LEA                                      |
| Tax Id:           |                                                    |
| Organization Website*: | http://www.richland.k12.nd.us/                |
| Address*:         | PO Box 49                                              |

Colfax North Dakota 58018
City State/Province Postal Code/Zip


**ESSER III Application - Stakeholder Consultation**

**Stakeholder Consultation**

**Students**:  
Our Principal Advisory Council is comprised of student representatives from grade levels 7-12. The council meets monthly with our superintendent/high school principal Dr. Gandhi. The council discussed ESSER III funds with Dr. Gandhi, including amount of the award, possible uses, and their ideas for uses. The general student body was encouraged to discuss their ideas for ESSER funds with their class representative.

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

**Civil rights organizations (including disability rights organizations)**:  
We do not have any local Civil Rights Organizations. However, we collaborate regularly with South Valley Special Education on the needs of our students qualifying for special education services. Richland #44 School District also participates in the Office of Civil Rights Data Collection which helps us review our equity in services on a regular basis.

We have consulted our special education unit on use of ESSER III funds. We have discussed ESSER III funds at every finance and board meeting for the past three months in which civil rights organizations are welcome to comment.

The finance committee meetings and board meetings in which the ESSER III funds were discussed over many months are always advertised in our daily announcements and on our website. The agendas are published ahead of time and “ESSER III fund use” was listed as an agenda items for several months.

**Superintendents**:  
The superintendent has met with the board and staff to review the biggest need areas as a result of COVID-19, and has given her input at board committee meetings and board meetings as to the use of the funds.

**Teachers, principals, school leaders, other educators, school staff, and their unions**:  
Use of the ESSER III funds were discussed at staff meetings. Specifically, there was discussion of hiring of new staff to help with interventions. The principals also gave input into the use of the funds, specifically in their use to address learning loss at both campuses and to hire staff and purchase curriculum for student intervention.

**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**:  
When news of the ESSER III funding came out, we emailed our foster care liaison, homeless liaison, and ELL coordinator. We asked them to provide us any feedback on funds that could be used for underserved students. Our special education unit was aware of the funds, and our superintendent spoke with the special education director about ways we can help support students with disabilities. It was also discussed some at our regional special education board meetings.
**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://richland44.com/smartrestart/

LEA Website Link (copy from browser-must include http)

Yes

*Describe how ARP ESSER III funds will be used by the district to implement prevention and mitigation strategies.*:

Throughout the pandemic, Richland #44 School District has prioritized the health and safety of students and staff during the return to in-person learning. Following these strategies allowed us to stay in school and keep everyone safe. Below is a description of the safety strategies we utilized and the current status of implementation.

Universal and correct wearing of masks
All students, staff and visitors were required to wear masks for the duration of our 2020-2021 school year. Later in the spring, elementary students had the option to remove them during outdoor recess. Students, staff, and visitors still have the option now to wear masks when on school grounds.

Physical distancing
Teachers and custodial staff refigured all classrooms during the summer of 2020 to create physical distancing in classrooms. Elementary students remained in classroom groups throughout the day and did not comingle with other groups. Lunches were reconfigured so that elementary students ate as a class and Jr/Sr high school students sat at tables of four with students in their grade only. Students could only use lockers twice a day to avoid intermixing of grade levels during class periods. Moving forward, Richland #44 will monitor the need for physical distancing to reduce transmittable moments as needed.

Handwashing and respiratory etiquette
Stations are made available throughout school buildings which included hand sanitizer, disinfectant wipes, anti-bacterial hand soap, and adult and child disposable masks. Coughing and sneezing into a tissue or sleeve, proper disposal of used tissues and proper handwashing are stressed to students and staff. Posters and signage will continue to be used throughout all school buildings.

Cleaning and maintaining healthy facilities
HVAC upgrades, water filtration system upgrades, and deep cleaning measures were put in place at each school. Daily sanitizing and disinfecting became a daily practice in all buildings and on school buses, and is a practice we will continue.

Contact tracing
Contact tracing occurred all school year led by school administrators and Richland County Health Department. We will continue to monitor whether contact tracing is needed and will work with the state and local health department if so.

Diagnostic and screening testing
COVID-19 testing was a practice we put into place this school year. Parents had the option for students to be tested on site and staff were voluntarily tested every Monday morning using BinaxNow tests. This did catch some positive cases and helped us to prevent spread. We will continue to encourage staff and students to be tested if displaying any symptoms.

Efforts to provide vaccinations to educators, other staff, and students
Educator vaccine clinics took place in April at our county health department. Staff were encouraged to be vaccinated and were permitted to leave early to make their appointments. A student vaccine clinic was held at our high school in May and several students opted to be vaccinated.

Appropriate accommodations for students with disabilities
We were not made aware of any students with disabilities who needed specific accommodations related to our health and safety measures. However, we will make any and all accommodations needed in the future if this arises.
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 we returned to in-person learning in the fall of 2020, we knew that student achievement had declined due to the drastic change in educational setting in the final quarter of the 2020 school year when students learned from home. We started the school year two days later to give educators time to test students’ reading levels and to start determining math achievement also.

Consequently, we have put the following items into place to meet the needs of students’ learning.
- Refined assessment protocols to determine areas of need.
- Identification of student gap areas in reading and math
- Creation of reading pathways for multi-tiered systems of support
- Hiring of an interventionist
- Restructuring of schedules to allow for interventions
- Purchase of intervention materials
- Staff training and professional development for intervention implementation

38.5% of our funds will be set-aside to address the academic impact of learning loss. The implementation of our MTSS program will impact students in grades K-10, determining their reading and math levels and putting them in appropriate interventions. We are using ESSER funds to help fund an interventionist and the intervention materials needed to help close the academic gaps.

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.*:

We track our student data at least three times a year (some more often that that) and are able to see which students are progressing and which are not making adequate progress. If any students fall into categories of those disproportionately impacted by the COVID-19 pandemic, we make sure that they get any additional resources we can provide. We do not currently have any English learners, students experiencing homelessness, youth in foster care or migratory students but will make sure to provide them supports and resources if we do have any.

Children with disabilities are tracked by our MTSS, special education and 504 program leads and receive additional supports and services that align to their needs. Students of color and students from low-income families receive at minimum the same services and interventions (if needed) as students not following into those categories. If we learn of challenges these students face due to them falling into a group disproportionately impacted by the COVID-19 pandemic, our administrative, counselor and academic teams will provide additional interventions and supports to make sure they are taken care of academically, mentally and social-emotionally.

Estimated Use of Funds Plan

Allowable Use of Funds

<table>
<thead>
<tr>
<th>Allowable Use of Funds</th>
<th>Estimated Expenditure</th>
<th>Estimated Amount to address Learning Loss under this Use of Funds (20% of Budget Total MUST be spent on Learning Loss)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Projects</td>
<td>$84,799.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Improving Air Quality</td>
<td>$40,213.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>ESSA (New fed law replacing NCLB)</td>
<td>$116,000.00</td>
<td>$116,000.00</td>
</tr>
<tr>
<td>High quality instructional materials and curricula</td>
<td>$40,000.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Additional pay</td>
<td>$20,000.00</td>
<td>$0.00</td>
</tr>
<tr>
<td></td>
<td><strong>$301,012.00</strong></td>
<td><strong>$116,000.00</strong></td>
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</tbody>
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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?**

All of our students in grades 2-12 have access to a device through the school, but not all have internet access (or the same quality) at home, which creates an access barrier. Students from low socioeconomic homes may not all have the same resources available to them at home due to less financial resources.

During the pandemic, we know our student subgroups were affected disproportionately. The academic scores of students with learning needs and those from poor households suffered more than other students. This could create an inequity as it increases the achievement gap between these populations and the rest of the student population.

The lack of staffing in our intervention system could result in students not receiving services or the quality of those services suffering.

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

Through our budget, we plan to use funds to address student needs through our Multi-Tiered Systems of Support (MTSS), which will include increased staffing for reading and math interventions. From regularly scheduled, national norm-referenced assessments we can gather important data about student achievement and progress. Our MTSS teams meet every six weeks to review student progress and to determine their progress in interventions. This year our team is going through the second year of MTSS training (Evaluating Our System) to tighten up any areas within the MTSS system and to strengthen it further.

For families in need, we plan to provide internet service to ensure equitable technology access.

We have policies in place to help protect our different subgroups. We have board policies AAC Nondiscrimination and Anti-harassment, AAC-BR1 Discrimination and Harassment Grievance Procedure, and GAAD Selection and Adoption of Instructional Materials. We also include policies in the student handbook on sexual harassment & discrimination, a non-discrimination policy, and Equal Opportunity and Equality Regulation.