

10310 - 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: Submitted
Status Report Number: 001
Status Report Type: Application
Reporting Period: 07/12/2021 - 12/31/2024

Initial Submit Date: Jul 27, 2021 10:07 AM
Initially Submitted By: Shane Sagert
Last Submit Date:
Last Submitted By:
Approved Date:

Contact Information

Primary Contact Information

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Organization Information

Name*: Parshall Public Schools - DPI

Organization Type*: Public LEA

Tax Id:

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

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SAM.gov Entity ID: MLEJFLR3BAK5

SAM.gov Name: Parshall School District #3

SAM.gov Entity ID Expiration Date: 04/26/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Beginning in March 2020 when school was cancelled by Governor Burgum, a weekly COVID memo was sent to all stakeholders in the district through Alert Solutions from PowerSchool, Parshall's website (<https://www.parshall.k12.nd.us/>), & Parshall's Facebook Page (<https://www.facebook.com/pg/parshallps/posts/>). This continued until the end of the 2020-21 school year. Bi-monthly newsletters contained pandemic-related information in every issue. The initial school restart planning committee included student representatives. On three occasions between March 2020 and June 2020 students were surveyed regarding distance learning. The first survey was to determine what resources they had in their homes. The second survey was conducted later to find out their perception of how distance learning was working and what could be improved. The third survey was to determine how their Chromebooks or iPads were helping their learning. This was especially important at the time because we didn't know if face-to-face instruction would be an option. When ESSER II and ESSER III funds were allocated and the application windows were opened, students were included among the stakeholders surveyed on how best to use ESSER funds.

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

Beginning in March 2020 when school was cancelled by Governor Burgum, a weekly COVID memo was sent to all stakeholders in the district through Alert Solutions from PowerSchool, Parshall's website (<https://www.parshall.k12.nd.us/>), and Parshall's Facebook Page (<https://www.facebook.com/pg/parshallps/posts/>). This continued until the end of the 2020-21 school year. Bi-monthly newsletters contained pandemic-related information in every issue. The initial school restart planning committee included MHA council representatives. Our MHA education committee meets weekly to discuss updates on testing sites and vaccine displacement.

Civil rights organizations (including disability rights organizations)*:

All COVID memos, newsletters, and other public information related to the pandemic were published in the school newsletter, on Parshall's school website, and on the school district Facebook page. The Title I teachers conducted a virtual parent meeting on November 13th.

Superintendents*:

The superintendent served as the coordinator for all district COVID-related activities.

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

Beginning in March 2020 when school was cancelled by Governor Burgum, a weekly COVID memo was sent to all stakeholders in the district through Alert Solutions from PowerSchool, Parshall's website (<https://www.parshall.k12.nd.us/>), and Parshall's Facebook Page (<https://www.facebook.com/pg/parshallps/posts/>). This continued until the end of the 2020-21 school year. Bi-monthly newsletters contained pandemic-related information in every issue. The initial school restart planning committee included teachers, parents, and administration representatives. On two occasions between March 2020 and June 2020 all staff were surveyed regarding distance learning. The first survey was to determine what resources they had in their homes. The second survey was conducted later to find out their perception of how distance learning was working and what could be improved. This was especially important at the time because we didn't know if face-to-face instruction would be an option. When ESSER II and ESSER III funds were allocated and the application windows were opened, students were included among the stakeholders surveyed on how best to use ESSER 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*:

As stated previously, all communication related to the pandemic were made public through a variety of media. There were no barriers to any individuals being informed and being consulted as to providing feedback to the school district on the use of ESSER funds. It should be noted that the Parshall School District does not have students from all of these categories. Parshall School District had no students who were EL, migrant students, in foster care, or who were incarcerated. Students with disabilities and homeless along with their parents/guardians had the same opportunities to provide feedback as all other stakeholders.

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.parshall.k12.nd.us/wp-content/uploads/2021/06/Health-Safety-Plan-2021.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.*:

Parshall School District #3 will be using ESSER III funds for implementation, prevention, and mitigation strategies. We plan on using these funds to help our students stay in school. We will purchase extra cleaning supplies with another maintenance person to ensure the schools are sanitized efficiently enough. Following all the guidelines set forth by the CDC purchase enough plexiglass barriers to maintain guided distances.

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 Parshall School District 20% set aside of approximately \$275,000 will be used to pay certified staff for non-contractd time spent on high quality professional development focused on addressing academic student learning loss; pay certified staff to teach summer remediation/credit recovery classes; hire additional non-certified staff to serve at-risk students; pay for presenters and materials who will work with staff, students, and parents in an effort to address social-emotional concerns; hire an instructional coach to help with data and peer coaching; utilize the Villiage and bring in an extra counselor for all students k-12; and pay for elementary and high school English curriculum.

In terms of evidence-based practices, the activities identified all are supported not only by research, but they represent the high-priority activities identified by the school district stakeholders, especially parents and staff. One-to-one instruction with at-risk students, whether it be during the school year or during the summer, provided by qualified teachers and trained support staff, is the most effective way to ensure that academic learning loss is addressed. In terms of data, our K-12 students attended f2f instruction and distance learning throughout the 2020-21 school year, so academic loss is minimal. However, through surveys and discussion, we have identified that students on the hybrid schedule, as well as those who were quarantined for longer periods of time, struggled to follow a schedule and self-monitor. This carried over to the second semester, even though all students were f2f. Only a few students opted for full-time distance learning, and those students will be monitored independently. Elementary staff are scheduled for three days of non-contract time for IReady & SFA in August. IReady & SFA are areas that elementary staff identified as a need in the spring of 2021. Dave Weber has been contracted to come to Parshall on August 16th to spend the afternoon with staff, working on developing resilience, social skills, and conflict resolution. He will also meet with parents in the evening. Although his work is limited to one afternoon, his program includes additional training provided by the vendor. The current English curriculum is outdated. Staff m

et multiple times during the 2020-21 school year to review and identify a curriculum that would best fit the needs of the students. A key component of this curriculum is literacy.

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.*:

Title 1 students and special education students were most disproportionately impacted by the pandemic if they were quarantined for a lengthy period of time, or if their parents opted for full-time distance learning. These students experienced more academic learning loss than regular education students, in part because of the difficulty of providing Title I and special education services in a virtual environment. These students are also more likely to struggle socially in normal circumstances, so we believe they are more negatively affected than the regular education population by social emotional learning loss. The addition of non-certified staff to work with this population of students, combined with hiring certified staff for non-contract time to offer summer programs for remediation and/or credit recovery, will address the needs of these students

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)
Mental health supports	\$5,000.00	\$5,000.00
Educational Technology	\$50,000.00	\$50,000.00
Supplemental learning	\$110,000.00	\$110,000.00
Purchase cleaning supplies	\$25,000.00	\$25,000.00
Transportation	\$10,000.00	\$10,000.00
Additional pay	\$74,000.00	\$74,000.00
Construction Projects	\$1,094,268.00	\$0.00
	\$1,368,268.00	\$274,000.00

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?*

In terms of physical or virtual access to ESSER-funded programs and activities, there are no barriers of gender, race, national origin, color, disability, or age. However, based input from parents and staff, along with data provided by special education and Title I instructors, there is a concern that students with disabilities were most impacted by the pandemic, primarily if they were subject to extended quarantine, if their parents opted for full-time distance learning, or if as a high school student they had difficulty self-monitoring on non-contact days during the hybrid schedule portion of the school year.

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

The Parshall School District will use ESSER funds to hire additional non-certified staff to serve special education and Title I students during the school year, to extend services to Title I summer school beyond what is covered by the Title I budget, and to hire certified staff for summer recovery classes for 6-12 students. ESSER funds will also be used for professional development for 6-12 staff to address social-emotional needs of students, to train elementary staff in IReady & SFA instruction, and to train teachers in the new English curriculum. Instructional activities and strategies, professional development, and support services funded with ESSER dollars will be implemented so that no student or staff member will be denied participation based on gender, race, national origin, color, disability, or age.

