

# 10178 - 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:** 002  
**Status Report Type:** Application  
**Reporting Period:** -  
  
**Initial Submit Date:** Aug 6, 2021 1:07 PM  
**Initially Submitted By:** Mitchell Strand  
**Last Submit Date:**  
**Last Submitted By:**  
**Approved Date:** Sep 10, 2021 11:25 AM

## Contact Information

### Primary Contact Information

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Salutation First Name Middle Name Last Name  
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Harvey North Dakota 58341  
City State/Province Postal Code/Zip  
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Phone  
###-###-####  
**Fax:** ###-###-####

### Organization Information

**Name\*:** Harvey Public School District #38 - DPI  
**Organization Type\*:** Public LEA  
**Tax Id:**  
**Organization Website:** <http://www.harvey.k12.nd.us>  
**Address\*:** 811 Burke Ave  
  
Harvey North Dakota 58341-\_\_\_\_  
City State/Province Postal Code/Zip

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**SAM.gov Entity ID:** P17KKHV7N7M5

**SAM.gov Name:** Harvey Public Schools

**SAM.gov Entity ID Expiration Date:** 03/13/2022

## ESSER III Application - Stakeholder Consultation

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### *Stakeholder Consultation*

#### **Students\*:**

On June 22nd, the Harvey School District held a Budget & Finance Committee Meeting to discuss the needs of the district and how ESSER dollars could be utilized to address those needs. All Public Stakeholders including students were invited to come to the committee meeting. The committee and public stakeholders wishing to share ideas were explained the different categories of expenditures that qualified for ESSER reimbursement. Feedback from the public was taken. A list of items from stakeholder feedback was created and shared with the full school board when planning for ESSER funding.

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

NA

#### **Civil rights organizations (including disability rights organizations)\*:**

On June 22nd, the Harvey School District held a Budget & Finance Committee Meeting to discuss the needs of the district and how ESSER dollars could be utilized to address those needs. All Public Stakeholders were invited to come to the committee meeting. The committee and public stakeholders wishing to share ideas were explained the different categories of expenditures that qualified for ESSER reimbursement. Feedback from the public was taken. A list of items from stakeholder feedback was created and shared with the full school board when planning for ESSER funding.

#### **Superintendents\*:**

The Superintendent's individual input was given to the School Board Budget & Finance Committee meeting on June 22nd. The Superintendent also shared individual input individually to board members at the July Regular Meeting in relation to ESSER III spending.

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

An all staff email was sent out on June 25th to certified and non-certified staff asking for input on how the district could benefit from the use of ESSER funding. The Superintendent also met individually with the head custodian, head cook, and bus mechanic. A list was compiled by the Superintendent and shared with the school board during ESSER planning.

#### **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\*:**

On May 14th, the Superintendent met individually with the K-12 Guidance Counsellor about the mental health needs of our students.

On June 16th, the Superintendent and Guidance Counsellor met with our counsellor that our district contracts with through the Assessment and Therapy Associates of Grand Forks about how to utilize ESSER funds to address the needs of our students in the area of mental health.

On June 18th, the Superintendent met with the director of Wells County Social Services to discuss the needs of our students that are served in relation to ESSER funding.

On June 22nd, the Harvey School District held a Budget & Finance Committee Meeting to discuss the needs of the district and how ESSER dollars could be utilized to address those needs. Public Stakeholders were invited to come to the committee meeting. The committee and public stakeholders wishing to share ideas were explained the different categories of expenditures that qualified for ESSER reimbursement.

On June 30th the Superintendent met with the entire Wells County Health Unit to discuss how ESSER funds could be used to address the needs of our students.  
A list of items from stakeholder feedback from all groups was created and shared with the full school board when planning for ESSER funding.

**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/999567/HPSD\\_Re-Start\\_Template.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/999567/HPSD_Re-Start_Template.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.\*:**

We will continue to purchase and update appropriate custodial equipment that will ensure cleanliness of our school district. The School District also plans to increase our school security by upgrading our door lock system to a door fob system. This will help reduce the risk of mitigation by adding a level of security to control who has access to our building.

**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 Harvey School district will use a combination of human capital, assessments to drive instruction, and effective research based programs in general education, intervention, and special education.  
The Harvey School District is hiring two additional general education para-educators to start the 2021-2022 school year and will evaluate whether our district would benefit from a third additional para-educator. These para-educators will be used to provide interventions to both general education and special education students.  
The Harvey School District hired additional Special Education Teachers and an Interventionist for the 2021-2022 School Year and is currently seeking additional Special Education Staff for the coming years. These Special Education Teachers provide additional services to students who qualify for extended school year to close the learning loss gap.  
The Harvey School District utilizes evidence-based programs and assessments in both the general education and special education settings. These programs include, but are not limited to:  
Reading Mastery and Corrective Reading  
Corrective Math Concepts  
Right Brain Math  
Fundamentals in Sentence Writing Strategy  
ACT  
NWEA  
STAR Testing

Reading Mastery/Corrective Reading Articles/Website:  
1) <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/program/reading-mastery-signature-edition-2008/research/success-clover-school-district-sc.pdf>  
2) <https://www.mheducation.com/prek-12/program/reading-mastery-transformations/MKTSP-UQV01M01.html>

Corrective Math:

- 1) <https://www.mheducation.com.au/schools/numeracy/corrective-mathematics#:~:text=About%20the%20program&text=Corrective%20Mathematics%20provides%20intensive%20support,catch%20up%20with%20their%20peers.>
- 2) <https://www.nifdi.org/resources/free-downloads/programs/mathematics/corrective-math/related-research/3724-corrective-math-evidence-of-effectiveness/file.html>

Fundamentals in Sentence Writing Strategy:  
<https://sim.ku.edu/fundamental-sentence-writing>

NWEA:  
<https://www.nwea.org/about/#:~:text=About%20NWEA&text=NWEA%20is%20a%20research%2Dbased,insights%20to%20help%20tailor%20instruction.>

STAR Reading/Math:  
<https://www.renaissance.com/products/star-assessments/evidence/>

### 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 Harvey School District has responded to these needs by creating an additional school guidance counsellor position. The district will also continue to contract mental health services from Assessment and Therapy Associates of Grand Forks to provide mental health supports to our K-12 students. The district wishes to use ESSER III dollars to fund an additional counsellor and/or contract additional services from Assessment and Therapy Associates or another services. This may include the district paying for additional coursework for a current employee to receive additional licensure to provide other services.

The Harvey School District also employs 4 Special Education teachers, numerous para-educations, and contract Special Education Services through LoneTree and Central Region Education Association which provides additional staffing and assessments to meet IEP requirements. We offered extended school year for students on an IEP and after school programming in our elementary school.

The purchasing of devices for students would allow students who are low-income, access to a device that their family may not be able to afford on their own.

## 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)
School facility repairs and improvements	\$100,000.00	\$0.00
Professional development	\$30,000.00	\$0.00
Purchase cleaning supplies	\$10,000.00	\$0.00
Mental health supports	\$50,000.00	\$0.00
IDEA (Special Education)	\$200,000.00	\$200,000.00
ESSA (New fed law replacing NCLB)	\$202,684.00	\$202,684.00
Educational Technology	\$250,000.00	\$0.00
	<b>\$842,684.00</b>	<b>\$402,684.00</b>

## 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?\***

60% of our student population qualified for Free and Reduced Lunch in the 2020-2021 school year. Due to the high percentage of low income students, many services including, but not limited too technological upgrades, mental health support, additional interventions would not be available for families to provide on their own.

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

The school district currently provides a contracted counsellor for mental health support counselling for students who do not have insurance. We also keep our technology fee very low so that all families can afford, with an the ability for administration to wave the fee in a case-by-case basis. We also have an after-school program provided in our elementary school for students that need extra assistance.