

10297 - 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
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Status Report Type:	Application
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Initial Submit Date:	Jul 21, 2021 12:26 PM
Initially Submitted By:	Jeff Hagler
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Last Submitted By:	Jeff Hagler
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Contact Information

Primary Contact Information

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Organization Information

Name*:	North Star Schools - DPI
Organization Type*:	Public LEA
Tax Id:	
Organization Website:	http://www.northstar.k12.nd.us/
Address*:	PO Box 489 Cando North Dakota 58324-____ City State/Province Postal Code/Zip

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SAM.gov Entity ID: 100060417
SAM.gov Name: North Star Public Schools District #10
SAM.gov Entity ID Expiration Date: 03/22/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Information was shared with students through public meetings, newsletters and the webpage. Feedback was requested through face to face meetings, emails, text messages and a Back to School Night.

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

NA

Civil rights organizations (including disability rights organizations)*:

The Superintendent is the Title IX Coordinator and was involved in all meetings pertaining to ESSER. These meetings included Special School Board Meetings, Staff Meetings, Special Educational Meetings, and Stakeholder Meetings. Information with questionnaires have been published on the school website and handed out at registration. Methods used to keep or get stakeholders involved include monthly newsletter articles, instant alerts, newspaper articles, daily announcements, and a weekly radio show.

Superintendents*:

The Superintendent attended NDCEL meetings and NDDPI meetings.

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

Information was shared with staff through emails, newsletters, webpage and back to school meetings. Feedback was requested through face to face meetings, emails, text messages.

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*:

Information was shared with stakeholders through public meetings, newsletters and the webpage. Feedback was requested through face to face meetings, emails, text messages and a Back to School Night.

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.northstar.k12.nd.us/>

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 district will purchase cleaning supplies, masks, desk guards, thermometers, as well as hire extra personnel to clean and to allow groups to be smaller. Technology was purchased in case distance learning was needed. A district app to improve communication with stakeholders will continue to be used. Air purifiers to improve air quality.

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 school implemented a summer school program focused on students who were below grade level. Students were grouped by ability and were in small groups for individualized instruction. The ratio of student to staff was no more than 3 to 1 to meet the needs of each student. Evidence was found in the article "Effectiveness of Summer Learning Programs." (link below)
https://www.jstor.org/stable/10.7249/mg1120wf.11?seq=1#metadata_info_tab_contents

The school hired an additional teacher to reduce class sizes which gives students more individualized help. Evidence was found in the article "Class Size Matters . . ." (linked below)
<https://www.eschoolnews.com/2019/11/12/class-size-matters-understanding-the-link-between-class-size-and-student-achievement/>

School will provide professional development opportunities throughout the school year for all staff members. Evidence was found in the article "Effective Teacher Professional Development" (link below)
https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf

Teachers and staff will be looking at research-based curriculum to assist with learning loss with the hope of implementing during small groups throughout the year.

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 North Star School will respond to the district's students that were impacted by Covid-19 including the following groups: Low-Income, Color, ELL, Homelessness, Foster Care, Migrants, and Disabled. The School provided and will continue to provide meal delivery during distance learning, technology devices and internet, summer school, additional paraprofessional assistance, social and emotional resource areas, and mental health supports to all sub-groups. Ongoing regular meetings with School Leadership and PBIS teams to assess needs of all sub-groups. Newspaper articles, instant alerts, monthly newsletter, special school board meetings, daily announcements, and weekly radio show are used to update all stakeholders and seeking their input.

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)
Professional development	\$5,000.00	\$5,000.00
Supplemental learning	\$68,455.00	\$68,455.00
Added needs of at-risk populations	\$26,495.00	\$26,495.00
High quality instructional materials and curricula	\$20,000.00	\$20,000.00
Transportation	\$120,000.00	\$0.00
Improving Air Quality	\$100,000.00	\$0.00
Purchase cleaning supplies	\$50,000.00	\$0.00
Additional pay	\$50,000.00	\$0.00
Educational Technology	\$113,929.00	\$0.00
	\$553,879.00	\$119,950.00

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?*

Professional Development - Having to travel to receive the professional development.
 Supplemental Learning - Lack of applicants
 Added Needs of At-Risk Population - Transportation to summer school
 High Quality Materials and Curricula - Time for implementation
 Transportation - Production of buses has been reduced
 Air Quality - shortage of products
 Cleaning Supplies - shortage of products
 Additional Pay - Lack of applicants
 Educational Technology - families do not have internet access or technology to learn at home

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

Professional Development - the school will provide transportation.
 Supplemental Learning - Continue to advertise for teaching position
 Added Needs of At-Risk Population - Teachers provided transportation for those in need.
 High Quality Materials and Curricula - Added Bearcat time and late starts PD
 Transportation - Continuing to use more and smaller buses in smaller groups
 Air Quality - Checking multiple options
 Cleaning Supplies - checking multiple vendors
 Additional Pay - increased pay and provided training opportunities
 Educational Technology - provided technology and internet access