

December 8th

Parshall School District #3

High School
601 N Main Street
PO Box 158
Parshall, ND 58770
701-862-3129
Fax 701-862-3801

Elementary School
211 1st Street NW
PO Box 69
Parshall, ND 58770
701-862-3417
Fax 701-862-3419



Agenda

- I. Call to Order
- II. Pledge of Allegiance
- III. Approve Agenda
- IV. Roll Call
- V. Consideration to Approve Consent Agenda
 - A. Minutes
 - B. Bills for Payment
 - C. Financial Report
- VI. Reports
 - A. Superintendent
 - 1. District Newsletter
 - B. Secondary Principal
 - C. Elementary Principal
- VII. Old Business
 - A. Policies (2nd Reading)
 - 1. ABEA ~ Wellness (required)
 - 2. GCC ~ Student Surveys (required)
 - 3. IDC ~ Data Protection & Security Breaches (required)
 - 4. HBAA ~ Federal Fiscal Compliance (required)
 - B. COVID-19
- VIII. New Business
 - A. Policies (1st Reading)
 - 1. ABEA-E Wellness Policy Assessment (exhibit)
 - 2. ABEB Child Nutrition Programs (recommended)
 - 3. ABEB-BR1 Child Nutrition Programs Civil Rights Complain Procedure (board regulation)
 - 4. ABEB-BR2 Free & Reduced Priced Meal Eligibility Appeals (administrative regulation)
 - 5. ABEB-E1 Child Nutrition Programs Civil Rights Complaint Form (exhibit)
 - 6. ABEB-E2 Child Nutrition Program Civil Rights Complaint (exhibit)
 - B. Approved Consolidated Application
 - C. Calendar 2021-22
- IX. Personnel
 - A. Resignation

- B. Open Enrollment Form
- X. Set Date & Time for Next Regular Meeting
 - A. January 12th, 2021 @ 5:30 pm
- XI. Adjourn

PARSHALL SCHOOL DISTRICT #3
Regular School Board Meeting
November 12, 2020

The Regular Meeting of the Parshall School Board was held on Thursday, November 12th 2020 in the Conference Room at the H.S. and via ZOOM. The meeting was called to order at 5:45 p.m. by Pres. M. Hoff. Board members present were: Clauson, Young Bird, Jarski, Onstad and Hoff.

A motion was made by Jarski; seconded by Clauson to approve agenda with addition of cleaning equipment under New Business F.

All in Favor

Motion made by Young Bird; seconded by Jarski to Approve Consent Agenda.

All in Favor

Motion made by Clauson; seconded by Onstad to Approve Minutes.

All in Favor

Motion made by Young Bird; seconded by Jarski to Approve Bills for Payment.

All in Favor

Motion made by Jarski seconded by Clauson to Approve Financial Report.

All in Favor

Superintendent Report:

We are getting close to the end of construction of the Sports Complex. Hopefully we will be able to start our book study. We are looking at English/Literature curriculum for grades 6-12 for next year.

Continuing to update Board Policies. We are thinking of doing something for staff appreciation. We are

looking at getting iPads and Swivels for the teachers. This will provide more mobility in the classroom.

We would also like to get teachers a second monitor. This would come from CARES funding

Waiting to hear back from North Country about storing our track and field equipment.

We lost about \$50,000 in Transportation Aid when we shut down in March.

Chairman Fox and Councilman Mervin Packineau came to meeting to update the Board on what the Three Affiliated Tribe is doing regarding Covid 19, along with a Covid task force member. The Tribe itself is going to take some bold measures to try to reduce Covid. The main concern is lack of hospital beds for those who need them. Ft. Berthold does not have their own hospital. The numbers are way worse than they were in March and April. The problem is not with the children in school. It is after school, when children are children and want to play with their friends. Many students are being raised by their Grandparents, Tribal Elders who are in the high risk group. On Ft. Berthold, underlying conditions are more prevalent, which makes the Elders more vulnerable. Ft Berthold has a mandatory mask mandate. There will be enforcement when this mandate is not followed. Chairman Fox commended Parshall School for all they have done in response to this virus. At the present, with the increase of positive cases, every effort to mitigate needs to be used.

High School Principal:

Working on evaluations. This is not a good strategy when teaching online. Teachers are doing excellent work engaging students. We had 2 deer hunting contests online. Attendance is fairly good. Teachers have been reporting when students are not online. It's better face to face, but when parents are contacted, more get online. We are thinking of doing a Saturday school. We have started power hour virtually for those who want help. We are offering buy back classes up to 10 hours. Mr. Klever has tutoring classes after school to help students get caught up. We are needing computers. Aims results are in. Current sophomores have 2 students at high risk and 11 average. Most are proficient in English. Same class in math have 13 average and above and 7 slightly below average. We have new Science books.

Elementary Principal:

Enrollment is 156. Attendance is 88% for October. Pre-K is not online virtually right now. We are working out a plan. SFA (our intervention program) was here and went into classrooms. Teachers are under estimating themselves. They are doing a good job. Met with SCRL grant people. Working on Targeted Support grant. We need a core program for ELA. We had a Masked Singer event.

Old Business:

Motion was made by Jarski; seconded by Young Bird to Approve 2nd reading of Policy FFB ~ Attendance Absences (Required)

Roll:

Onstad – Aye
Jarski – Aye
Young Bird – Aye
Clauson – Aye
Hoff – Aye
M.C.U

Motion was made by; seconded by Onstad to Approve 2nd reading of Policy FFD ~ Carrying Weapons (Required)

Roll:

Clauson – Aye
Young Bird – Aye
Jarski – Aye
Onstad – Aye
Hoff – Aye
M.C.U.

Motion was made by Young Bird; seconded by Jarski to Approve 2nd reading of Policies:

FFE ~ Extra-Curricular Requirements (Required)

FFK ~ Suspension Expulsion (Required)

GABAA ~ English Learners (Required)

GABDB ~ Title Disputes (Required)

Roll:

Young Bird – Aye
Clauson - Aye
Onstad – Aye

Jarski – Aye
Hoff – Aye
M.C.U.

Building Updates:

The small gym in the sports complex is not done. There are scratches that need to be removed and painting touchups. The shot put and javelin areas are not completed as well as the fence under the bleachers.

New Business:

Motion made by Onstad; seconded by Jarski to Approve the Superintendent evaluation as satisfactory.

Roll:

Clauson – Aye
Onstad – Aye
Young Bird – Aye
Jarski – Aye
Hoff – Aye
M.C.U

Motion made by Young Bird; seconded by Clauson to Approve 1st Reading of Policy ABEA ~ Wellness (Required)

Roll:

Jarski – Aye
Clauson – Aye
Young Bird – Aye
Onstad – Aye
Hoff – Aye
M.C.U

Motion made by Onstad; seconded by Young Bird to Approve 1st Reading of Policy GCC ~ Student Surveys(Required)

Roll:

Jarski – Aye
Clauson – Aye
Young Bird – Aye
Onstad – Aye
Hoff – Aye
M.C.U.

Motion made by Young Bird; seconded by Jarski to Approve 1st Reading of Policy HBAA ~ Federal Fiscal Compliance (Required)

Roll:

Onstad – Aye
Young Bird – Aye
Clauson – Aye
Jarski – Aye
Hoff – Aye

M.C.U.

Motion made by Young Bird; seconded by Clauson to Approve 1st Reading of Policy IDC ~ Data Protection & Security Breaches. (Required)

Roll:

Clauson – Aye

Onstad – Aye

Young Bird – Aye

Jarski – Aye

Hoff – Aye

M.C.U

Motion made by Clauson; seconded by Jarski to Approve 2019/2020 Financial Report.

Roll:

Onstad – Aye

Jarski – Aye

Clauson – Aye

Young Bird – Aye

Hoff – Aye

M.C.U.

At the Board Retreat on October 28th, the main discussion was on Covid and staffing.

Parent who had concern about White Shield bus route did not show.

Motion was made by Young Bird; seconded by Jarski to Approve the Pre-K tuition waiver.

Roll:

Onstad – Aye

Young Bird – Aye

Clauson – Aye

Jarski – Aye

Hoff – Aye

M.C.U.

Commented [JT1]:

Motion was made by Jarski; seconded by Clauson to Deny the Resignation of Henry Klever.

Roll:

Onstad – Aye

Jarski – Aye

Clauson – Aye

Young Bird – Aye

Hoff – Aye

M.C.U.

Motion was made by Onstad; seconded by Clauson to Deny the Resignation of Lee Lopez.

Roll:

Young Bird – Aye

Clauson – Aye

Jarski – Aye

Onstad – Aye
Hoff – Aye
M.C.U.

Motion was made by Jarski; seconded by Young Bird to Approve Distant Learning through the end of the semester.

Roll:

Clauson – Aye
Jarski – Aye
Onstad – Aye
Young Bird – Aye
Hoff – Nay
M.C

Motion by Young Bird to Approve December 8th at 5:30 pm.
All in Favor

Motion made by Young Bird to Adjourn.
All in Favor

Meeting adjourned at 9:58 pm.

Michelle Hoff, President

Joani Tucker, Business Manager

Invoice Listing - Summary

Vendor ID	Vendor Name	Invoice Number	Description	Invoice Date	Check Date	Checking Account ID	Check Number	CC	Invoice Amount
BOUNDTREE	Bound Tree	83821022	Battery for AED Elem	10/22/2020	11/12/2020	1	35171		175.99
BRADS	BRAD'S TRUSTWORTHY HARDWARE	20201018	Hardware Monthly Charges	10/18/2020	11/12/2020	3	21013		281.83
BRADS	BRAD'S TRUSTWORTHY HARDWARE	20201018	Hardware Monthly Charges	10/18/2020	11/12/2020	1	35172		228.44
BSNSPORTS	BSN Sports	090870700	PE Equipment	10/14/2020	11/12/2020	1	35173		512.25
CAROLINABI	Carolina Biological Supply Company	51194213 RI	Classroom Supplies	10/15/2020	11/12/2020	1	35174		336.73
CAROLINABI	Carolina Biological Supply Company	51219987	CR Supplies	11/19/2020					12.95
CIRCL	CIRCLE SANITATION	5498272	Sanitation	10/20/2020	11/12/2020	1	35175		978.75
CITY	CITY OF PARSHALL	20201026	Utilities - Water/Sewer	10/26/2020	11/12/2020	1	35176		1,006.33
CLUTE	CLUTE OFFICE EQUIPMENT	201026-0033	Copies Meter	10/30/2020	11/12/2020	1	35177		170.15
COCAC	COCA-COLA CO	Order #3451601	Sophomore Concessions	10/31/2020	11/12/2020	3	21014		419.50
COUNTRYHIL	Country Hillside Design	274505	VB Warm Ups	09/16/2020	11/12/2020	3	21015		655.00
DAKOT5	DAKOTA DUST-TEX	20201102	Custodial Supplies	11/02/2020	11/12/2020	1	35179		429.37
DAKOT5	DAKOTA DUST-TEX	20201130	Custodial Supplies	11/30/2020					711.37
DELTAE	DELTA EDUCATION	202501741428	Classroom Supplies	10/23/2020	11/12/2020	1	35180		357.95
DELTAE	DELTA EDUCATION	202501749304	CR Supplies Elementary	11/03/2020	11/12/2020	1	35180		6.37
DEPTBO	DEPT OF PUBLIC INSTRUCTION	13496	School USDA Foods (SCH)	10/30/2020	11/12/2020	2	10662		824.33
DISC2	DISCOVERY BENEFITS ADMIN	1240087-In	Monthly FSA	10/31/2020	11/12/2020	1	35181		50.00
DEANFO	East Side Jersey Dairy, Inc.	20201031	Food Service Dairy	10/31/2020	11/12/2020	2	10663		505.24
FIRSTW	FIRST WESTERN BANK	20201025	Sept/Oct Charges	10/25/2020	11/12/2020	3	21016		330.72
FIRSTW	FIRST WESTERN BANK	20201025	Sept/Oct Charges	10/25/2020	11/12/2020	1	35182		5,415.92
FIRSTW	FIRST WESTERN BANK	20201025	Sept/Oct Charges	10/25/2020	11/12/2020	1	35183		1,548.44
FIRSTW	FIRST WESTERN BANK	20201124	Credit Card Charges	11/24/2020					4,050.62
FIRSTWESTE	First Western Bank-Title 1	11242020	Title 1 Charges	11/24/2020					194.33
FIRSTWESTE	First Western Bank-Title 1	20201025	Sept/Oct Charges	10/25/2020	11/12/2020	1	35184		709.80
HAYDENC	Hayden, Crystal	20201106	Conference Meal Reimbursement	11/06/2020					74.46
JACKSONREC	JACKSON RECOGNITION	Grad Pkg #3	Graduation Sweaters	11/05/2020	11/12/2020	3	21017		1,946.00
MARCOTECHN	Marco Technologies LLC	7938284	Contract payment for Sept-elementary	10/01/2020	11/12/2020	1	35185		557.09
MARCOINC	Marco Technologies, LLC	426673588	Last contract payment	10/16/2020	11/12/2020	1	35186		161.94
MENARD	MENARDS - MINOT	57509	Teacher Housing	11/29/2020					822.93
MHATIM	MHA TIMES	4570	Taxpayer advertising	09/09/2020	11/12/2020	1	35187		336.00
MINOTSASHD	Minot Sash & Door, Inc	8979	Oak War Bonnet Case	10/30/2020	11/12/2020	1	35188		926.00
NETWORKSER	Network Services Company	20201015	Custodial Supplies	10/15/2020	11/12/2020	1	35189		745.34
NETWORKSER	Network Services Company	20201102	Custodial Supplies	11/02/2020	11/12/2020	1	35189		720.36
OTTERT	OTTER TAIL POWER CO	11122020	Utilities - Teacher Housing	11/12/2020					165.11
OTTERT	OTTER TAIL POWER CO	20201006	Power	10/06/2020	11/12/2020	1	35190		9,125.48
PARS20	PARSHALL 2000	322376964	Reimbursement - Stackable W/D Rockview	10/20/2020	11/12/2020	3	21019		1,354.49
PARS20	PARSHALL 2000	583	Association Charges - Teacher Housing	11/01/2020	11/12/2020	3	21019		4,175.00

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Invoice Listing - Summary

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User ID: JMT

Vendor ID	Vendor Name	Invoice Number	Description	Invoice Date	Check Date	Checking Account ID	Check Number	CC	Invoice Amount
PARSHS	PARSHALL FOOD PRIDE	20201031	Food Service	10/31/2020	11/12/2020	2	10664		6.20
POSTM	POSTMASTER	158/69	PO Box Renewal	12/01/2020					300.00
PRAXAI	PRAXAIR	99909208	Ag Gases	10/31/2020	11/12/2020	1	35191		215.25
PRAXAIR	PRAXAIR	98713702	Voc Ag	08/31/2020					285.75
QUILL	QUILL CORP.	11380140	HS supplies	10/15/2020	11/12/2020	1	35192		192.96
RTC	RESERVATION TELEPHONE CO-OP	20201031	Telephone/Internet Service	10/31/2020	11/12/2020	1	35193		3,453.74
SCH002	SCHOOL SPECIALTY	208126105952	Art/Ag supplies	10/12/2020	11/12/2020	1	35194		47.52
SCH002	SCHOOL SPECIALTY	208126238713	Art/Ag supplies	10/27/2020	11/12/2020	1	35194		177.75
SCH002	SCHOOL SPECIALTY	208126434777	Supplies/HS English	10/23/2020	11/12/2020	1	35194		32.88
SCH002	SCHOOL SPECIALTY	208126458067	Art/Ag supplies	10/29/2020	11/12/2020	1	35194		34.11
SCHOOLWIDE	Schoolwide Inc.	SI4913	Middle School Books/SCRL	09/24/2020	11/12/2020	1	35196		943.45
SCHOOLWIDE	Schoolwide Inc.	SI4941	Middle School Books/SCRL	09/27/2020	11/12/2020	1	35196		752.43
SCHOOLWIDE	Schoolwide Inc.	SI4962	Middle School Books/SCRL	09/28/2020	11/12/2020	1	35196		2,029.28
TEACHINGST	Teaching Strategies LLC	0394073	GOLD Online Assessments	11/30/2020					344.25
TIMEMANAGE	TIME MANAGEMENT SYSTEMS	243886	Time & Attendance Contract	11/02/2020	11/12/2020	1	35197		135.73
TIMEMANAGE	TIME MANAGEMENT SYSTEMS	245205	Time Management	12/01/2020					141.27
TURTLE	TURTLE LAKE-MERCER SCHOOL	2020-137	GWN Membership	09/21/2020					33,300.00
UNITEDQUA1	UNITED QUALITY COOPERATIVE	20201031		11/04/2020	11/12/2020	1	35198		4,064.92
VERIZO	VERIZON WIRELESS	9864186828	Wireless	10/26/2020	11/12/2020	1	35199		113.20
WELLSFV	Wells Fargo Vendor Financial Services, LLC	5012308628	Contract payment	10/12/2020	11/12/2020	1	35200		265.99

Report Total: 87,859.26

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Vendor ID	Vendor Name	Batch Description:	November Invoices 3
CIRCL	CIRCLE SANITATION		
MARITZAGAR	Maritza Folden		
NETWORKSER	Network Services Company		
SNA	SNA		
SWVLDBASA	Swivi dba Satarli		
TRENTO	TRENTON HIGH SCHOOL		
USFOOD	US FOODSERVICE		

Invoice Listing - Summary

Page: 1
User ID: JMT

Check Date Checking Account ID Check Number CC: Invoice Amount

End of Fiscal Year Expense Invoices:

<u>Invoice Number</u>	<u>Description</u>	<u>Processing Month:</u>	<u>Credit Card Vendor ID:</u>	<u>Invoice Date</u>
35175	Trash PickUp	12/2020		11/20/2020
20201201	Reimbursement License Renewal			12/01/2020
20201201	Custodial Services			12/01/2020
20201201	School Nutrition Assoc Membership Dues			12/01/2020
IVT16411	Renewal 5 Yr			12/03/2020
20201202	District 15 VB Tournament			12/02/2020
4957930	Food Service			11/30/2020

GENERAL FUND EXPENDITURES FY21 BUDGET									
PG	EXPENSE	BUDGET	SPENT	% SPENT	EXPENSE	BUDGET	SPENT	% SPENT	PG
3	School Board 01-000-000-000-2310	\$106,900	\$67,705	63%	Special Education 01-055-000-240-1000	\$444,801	\$79,538	18%	15
3	Superintendent 01-000-000-000-2320	\$175,633	\$68,172	39%	Special Education Speech 01-055-000-225-1000	\$2,030	\$270	13%	15
4	District Office 01-000-000-000-2500	\$231,115	\$67,827	29%	Voc Instruction Ag 01-056-005-310-1000	\$44,705	\$7,940	18%	16
5	District Wide Technology 01-000-000-000-2900	\$136,116	\$28,413	21%	Voc Instruction FACS 01-056-005-342-1000	\$19,734	\$0	0%	16
6	District Wide Instruction 01-000-000-100-1000	\$215,750	\$9,732	5%	Voc Instruction Bus - 01-056-005-360-1000	\$28,009	\$965	3%	16
7	District Wide Staff Development 01-000-000-000-2210	\$7,211	\$3,875	54%	Extra Curricular Coaches/Adv. 01-000-000-400-3400	\$124,247	\$28,397	23%	17
8	Operation & Maintenance 01-000-000-000-2600	\$530,443	\$198,731	37%	Extra Curricular Travel 01-000-000-400-2700	\$23,545	\$1,250	5%	18
9	Library 01-000-000-000-2220	\$48,340	\$2,164	4%	Food Service01-000-00	\$72,510	\$52,302	72%	19
10	Kindergarten Instruction 01-000-002-110-1000	\$129,952	\$32,200	25%	Title I 01-068-200-120-1000	\$166,792	\$57,416	34%	20
11	Elementary Instruction 01-000-002-120-1000	\$1,053,867	\$289,090	27%	Title IA Transfer 01-082-020-261-1000	\$51,963	\$74,255	143%	20
12	Elementary Guidance 01-000-002-120-2120	\$75,261	\$18,706	25%	Title IV - Acad/Enrich. 01-082-020-285-1000	\$26,636	\$0	0%	20
12	Elementary Principal - 01-000-002-120-2410	\$148,526	\$51,374	35%	Title VI Indian Educ 01-063-000-100-2120	\$45,039	\$2,488	6%	20
13	Jr High School Instruction 01-000-003-130-1000	\$412,908	\$115,351	28%	PreK 01-000-000-105-3300	\$96,871	\$20,075	21%	21
13	Jr High School Principal 01-000-003-130-2410	\$79,658	\$12,698	16%	Transportation 01-000-000-000-2700	\$180,183	\$40,279	22%	22
14	High School Instruction 01-000-004-140-1000	\$529,151	\$177,326	34%	Transfers 01-000-000-000-6350	\$25,000	\$0	0%	23
14	High School Guidance 01-000-004-140-2120	\$79,697	\$19,810	25%	SRCL Grant 01-098- 000-000-1000	\$218,312	\$25,781	12%	24
14	High School Principal 01-000-004-140-2410	\$77,929	\$30,732	39%	Target Assistance Grant 01-099-002-261- 1000	\$75,000	\$0	0%	25
TOTAL GENERAL FUND EXPENDITURES						\$5,683,835	\$1,584,862	28%	
5/1/20						\$1,584,862			
% of Budget						27.9%			
% through FY						50.0%			

Appendix A: Revenue Tracking

State Aid	Projected FY21	Revised	Received	%Received
Foundation Aid	\$2,201,340	\$2,215,758	\$1,326,264	60.25%
Transportation Aid	\$222,108	\$167,772	\$100,663	45.32%
CTE	\$20,000	\$20,000	\$0	0.00%
SpEd Reimbursement	\$15,000.00	\$15,000.00	\$0	0.00%
Total State Aid	\$2,458,448	\$2,418,530	\$1,426,927	58.04%

Federal Impact Aid	Projected FY21	Revised	Received	%Received
FY19	\$1,000,000	\$1,000,000	\$0	0.00%
Clean Up	\$0	\$0	\$0	#DIV/0!
Total Impact Aid	\$1,000,000	\$1,000,000	\$0	0.00%

Other Federal Revenue	Projected FY21	Revised	Received	%Received
Carl Perkins	\$6,000	\$6,000	\$0	0.00%
Title I	\$181,944	\$181,944	\$0	0.00%
Title II	\$43,404	\$43,404	\$0	0.00%
Reallocated	\$16,000	\$16,000	\$0	0.00%
Title IV - Enrichment	\$28,134	\$28,134	\$0	0.00%
Title VI - Indian Ed	\$57,853	\$55,110	\$0	0.00%
SRCL Grant	\$239,133	\$239,133	\$0	0.00%
Total Other Fed Rev	\$572,468	\$569,725	\$0	0.00%

Local Property Tax	Projected FY21	Revised	Received	%Received
McClellan	\$1,400,000	\$1,400,000	\$2,472	0.18%
Mountrail			\$33,835	2.42%
Interest	\$2,500	\$2,500	\$1,588	63.52%
Total	\$1,402,500	\$1,402,500	\$37,895	2.70%

Oil/Gas/Coal Revenue	Projected FY21	Revised	Received	%Received
State oil/gas production	\$200,000	QWAS	\$65,491	32.75%
State coal/mineral	\$8,500	\$8,500	\$5,496	64.66%
Oil Royalties from Companies	\$40,000	\$40,000	\$1,268	3.17%
Total Oil/Gas/Coal Revenue	\$248,500	\$48,500	\$72,255	29.08%

Miscellaneous Local Revenue	Projected FY21	Revised	Received	%Received
MHA Nation	\$0.00	\$0.00	\$0.00	#DIV/0!
Vending Machine	\$0.00	\$0.00	\$0.00	#DIV/0!
Rebates/Refunds	\$0.00	\$0.00	\$0.00	#DIV/0!
PreK Revenue (MHA Donations)	\$0.00	\$0.00	\$0.00	#DIV/0!
Other Employee Benefits (in/out)	\$40,000.00	\$40,000.00	\$0.00	0.00%
Reimbursement for J1 Fees/	\$18,000.00	\$18,000.00	\$0	0.00%
PHLab	\$0.00	\$0.00	\$0.00	#DIV/0!
is (Score Board, Table, & Marquee)	\$35,000.00	\$35,000.00	\$0.00	0.00%
Total	\$93,000.00	\$93,000.00	\$0.00	0.00%

Miscellaneous State Revenue	Projected FY21	Revised	Received	%Received
Targeted Assistance Grant	\$125,000.00	\$125,000.00	\$0.00	0.00%
Land Trust Grant	\$0.00	\$0.00	\$0.00	#DIV/0!
Total	\$125,000.00	\$125,000.00	\$0.00	#DIV/0!

Projected FY21	Projected FY21	Revised	Received	%Received
\$5,899,916	\$5,657,255	\$0	\$1,537,077	26.05%

Fund 4	Projected FY21	Revised	Received	%Received
Sinking & Interest Fund Levy	\$363,587	\$363,587	\$0	0.00%

Parshall School District #3

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601 N Main Street
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701-862-3129
Fax 701-862-3801

Elementary School
211 1st Street NW
PO Box 69
Parshall, ND 58770
701-862-3417
Fax 701-862-3419



Superintendent

1. Goal and vision setting
 - Long term and short term vision.....Goals
 - Continue with curriculum development from our teachers in August and book study after new year.
 - Financially make it thru construction of the track and field. Currently pay application #14 not paid.
 - Strategic Plan
 - Implement curriculum development in our school buildings. Looking at literature thru our targeted assistance grant.
2. Board Relations
 - Policy updates- monthly working on 6 or more required policies.
3. Human Resource management
 - Recognition of staff members – holiday break handing out jackets for our staff again with a CHRISTmas card.
4. Curriculum and student support services
 - Literacy Audit and curriculum
5. Community relations – Letting everyone know what plans are for the winter.
 - Must wear a Facemask in order to enter buildings.
 - Must be flexible with schedule.
 - Some students might be in school and others distance learning
 - Community Elders meeting ~ visited about getting gift cards for students doing extremely well and also some gift cards for incentives for our struggling students.
 - Education department ~ also looking into incentives for perfect attendance and honor roll students.
 - Truancy team is looking for an additional truancy member.
 - Only home team can have 50 people attend basketball games or no fans at all.
6. Operations and resource management
 - Budget- 2020-21 efficiently (1/2 thru year)
7. Certified by MSU to instruct courses for teachers on continuing education.
 - Book Study – Culturize January
8. Other Staff Development
 - 2020-21 Staff Development Calendar
9. ADA forms turned in from staff members.
10. Early out moved from tomorrow to December 18th.

Parshall School District #3

High School
601 N Main Street
PO Box 158
Parshall, ND 58770
701-862-3129
Fax 701-862-3801

Elementary School
211 1st Street NW
PO Box 69
Parshall, ND 58770
701-862-3417
Fax 701-862-3419



PARSHALL BRAVES Insider News

MONTHLY HIGH SCHOOL NEWSLETTER

AMBITION...INTEGRITY...RESPONSIBILITY...RESPECT...DEDICATION...DIVERSITY...SAFETY

A Message from the Superintendent

Hello Parshall Braves!

We have been faced with challenges that nobody could have predicted over the past eight months. Our school system has had to adapt to a pandemic to help prevent spreading of COVID-19, which resulted in Distant Learning for ALL. We have been impressed with student attendance and our teachers have worked extremely hard to build an effective in class and distance learning framework. With that being said, we will continue to anxiously wait for the opportunity to welcome you all back into our classrooms on January 4th. We miss you.



Until then, know that what we all do in distance learning matters. Teachers and students should be interacting virtually in Zoom meetings. Remember High School students, you will earn grades this year. The grades you earn will be transcribed and count towards graduation requirements.

Someday we will be back in our buildings. Until then, keep up the great effort and please contact us if you need any support to be successful.

Lastly, I'd like to wish you a safe and healthy Holiday Season.



Happy Holidays!

Calendar of Events

December 1-21 - Distant Learning

December 14 - Tentative Winter Sports Begins

December 18 - Early Out 1:00pm

End of 1st Semester/Last Day of
School Before Holiday Break

December 21 - January 1 - Holiday Break

January 4—Classes Resume

WE ARE
Stronger
TOGETHER



December 2020

ELEMENTARY SPOTLIGHT

A Word from Mr. Esquibel, Elementary Principal

Dear Parshall Elementary School Families,

As we move into the holiday season, I am disappointed that our students are not in the building to celebrate all our Fall and Winter events. However, over this Thanksgiving weekend I have been reflecting on the things we have done so far for this year and I still have so much to be thankful for. I am thankful that we were face to face for a few weeks at a time, giving us time to get to know our new students and teachers and reconnect with our returning students. I am thankful that we have put the established procedure and practices in place that has limited the transmission of COVID-19 in our building. Most of all, I am thankful for the trust our Parshall School families have placed in us as we safely educate your children.

The PES will continue with distance learning instruction through December. Our top priority is to keep our staff and students safe while continuing to deliver quality instruction. Please remember to report any COVID information affecting your student to our school administration by calling 701-862-3417.

I am looking ahead to the second semester, it is still too early to determine whether we will continue distance learning or return to our hybrid model. It is our hope to return to the building in January, but only if we can do so safely. We are monitoring conditions throughout the state, county, reservation, and town and will notify you as soon as this decision is made.

I look forward to the time we can all gather for a celebration with some greatly needed socialization.

Happy Holidays,
Keep Safe & Healthy

ATTENDANCE MATTERS

**1st Semester
Attendance**

85.31%

**November
Attendance**

83.0 %



Please Call 862-3417
If your child will be absent
or tardy.

Call will be made home for
students that are counted
absent after 9:00 am

best-clipart.com

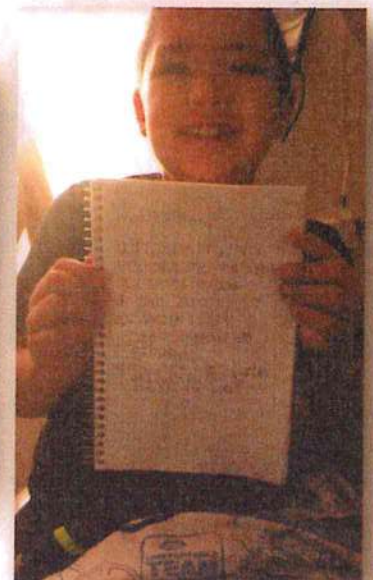
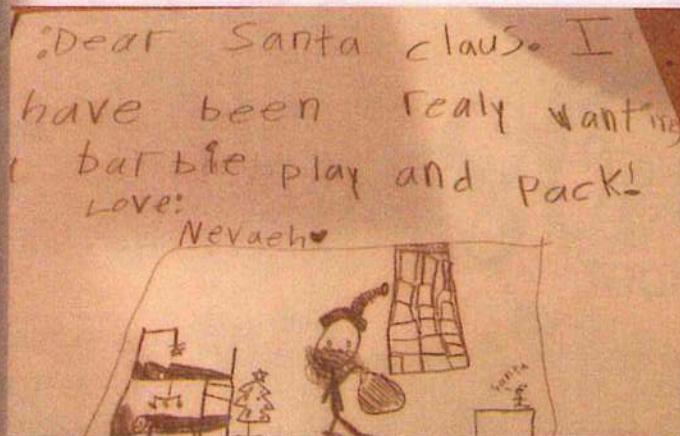
Telephone Numbers: Elementary 701-862-3417 Fax : 701-862-3149

ELEMENTARY SPOTLIGHT

The Masked Singers



Letters to Santa



HIGH SCHOOL SPOTLIGHT

Something Good That Happened This Year

Mr. Klever: The best thing for me so far this year is the discovery that so many Parshall Middle School students are such quick learners.

Crystal Hayden: Something good was being able to help the seniors with applying to college and getting the Native Pathways grant to promote college readiness by, additionally, helping seniors with applying for financial aid while offering prize incentives like an Apple laptop.


Mrs. Sowagen: "I would say most of my students learned time management skills. I believe these skills are essential in every aspect of life. Students who otherwise busy schedules now have much time available to them to finish and complete projects and assignments before due dates. Not all of them are practicing it but at least 75% of the class do."

Mrs. Wells: "I have been able to collaborate lessons with a couple of the other teachers. It has been fun working together and it seems the kids have enjoyed it, as well."

Helpful hints:

1. COMMUNICATE with parents/guardians when needed. I have spoken with many parents (some, frequently) and they appreciate the communication. It also does affect students' attendance and performance when they know teachers and parents are communicating with each other.
2. Set a schedule of "things to do" and don't procrastinate.
3. Reach out to other staff members when struggling.

Mr. Albertson: "Idk, the kids get their daily dose of exer-

cise  a few laughs and a little bit of sports history/knowledge."

Mrs. Olson: "Students reaching out to me asking for help on assignments or asking me if I can help them get caught up. Even just getting a copy of the work because they can't get the format that is in the classroom to work!"

Helpful Hint: A tip for email would be to make a folder for each teacher. Read the emails each day if it is just an assignment that was posted to delete those emails. If it is a specific email for you about your class, read it, do what needs to be done and add it to that teachers folder for reference if you need it.

Mrs. McRae: "My something good is when we were reading about petroglyphs (informational text, studying graphic sources) and a student asked who is the oldest teacher in the school. He then goes, "I think it's Mr. Klever!" No idea why old rocks and drawings made him think of people who are older haha!"

Mrs. L. Folden: "I was helping student out in a online class when another student pops into the conversation says to the student I'm helping!

She's way to nice to you & the student I'm helping quickly responses That's cause she loves me:)"

Ms. Izzo: "This week all of my students have been participating more in the (online) classroom and are actively engaged in the group discussions we have been having :)"

Ms. Beja: "Something good that has happened to me this semester is I have been getting along pretty well with the kids, it was a smooth transition for all of us being that I'm a new teacher. I would like to commend the students who have been very participative in doing our science experiments and activities. Pretty much, it has been a good semester, I am enjoying my time teaching the students and I feel contented and happy every time I see they're learning something in class."

Miss Shirkey: "The enthusiasm, teamwork and creativity we saw from the students was outstanding and they made us all extremely proud with their creations! - World People Projects

Ms. Bueno: "Lit club was something good that happened this semester, hearing the kids ask to have another meeting so that they could read more of the book was awesome. I hope they are like that with all the books"

Ms. Salvador: "A lot of good things can be highlighted this semester. We have a good team of administrators and teachers who are very helpful in every way. Kids are putting their best foot forward to help themselves and more importantly help each other. I have seen kids who made their own zoom rooms to do their own study hall after school. I am thankful that despite of the challenges we faced this year, I can confidently say that I would not skip 2020. :)"

Mrs. Quillin: "Amazing team of paraprofessionals came to PHS that deeply care and are committed to the students of PHS."

Ms. Young Bird: "Students understand how to use Google Meets and Zoom. Students even ask for break out rooms!"

Students:

Harley: "I got into all 5 colleges I applied to."

Ivy: "I made the honor roll, made it to class consistently, and am working harder on being a leader in basketball. -yes"

James: "I only missed 3 classes this week so far!"

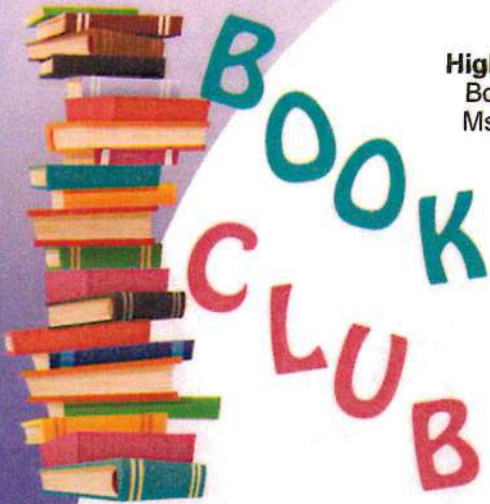
Alysa: "I've gotten closer to all my teachers. I know how they all expect stuff done, and im able to talk to them now."

Dwight: "I stayed all without falling asleep all week!!!!"

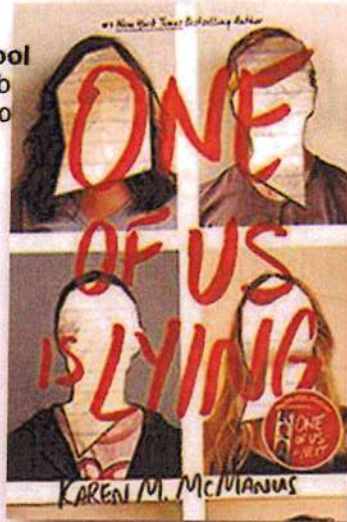
Landen: "Nothing. I miss school" Ms. Young Bird~ "At least he misses school! Positive!"

Eli: "I managed to make high honors while also maintaining my mental health. Sometimes you need to choose one or the other haha"

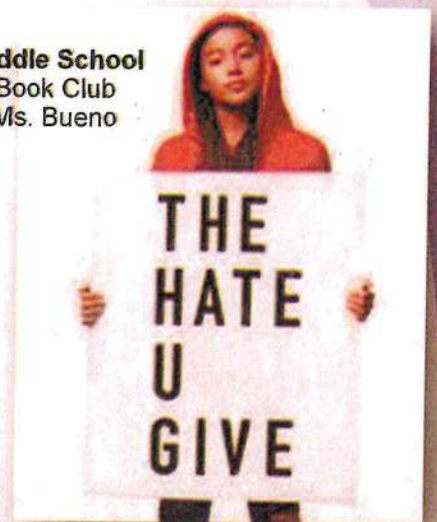
This & That ...



High School
Book Club
Ms. Bueno



Middle School
Book Club
Ms. Bueno



Fall Fun Day: Students and Staff had a little break from their content. The students were all able to pick two different classroom they wanted to participate in. Teachers came up with classrooms they thought students would enjoy. We are still trying to get creative even though we are all miles apart.



Study Hall



Game Room



Kahoot Room

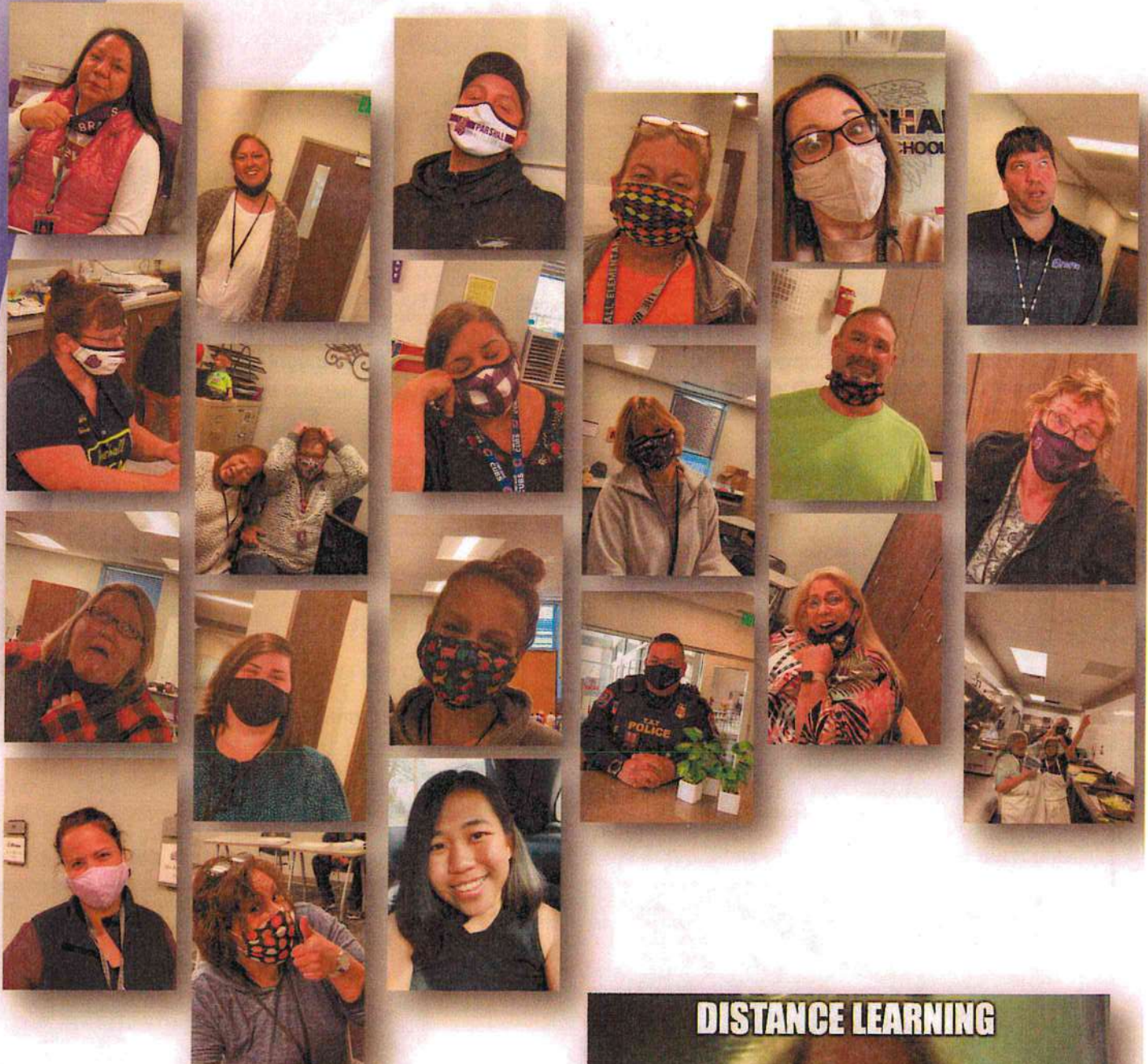


Bridge Building

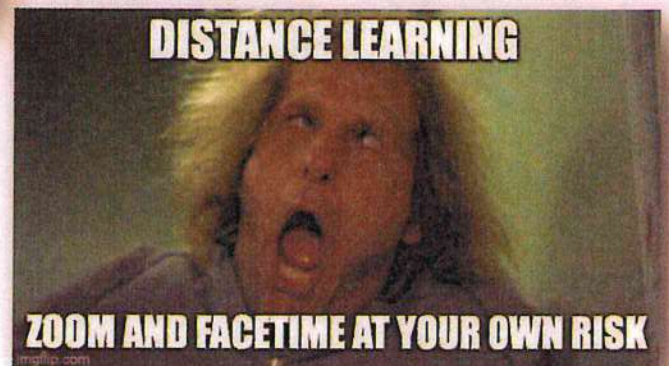
STAFF SPOTLIGHTS

Our Finest

This is how we faired the 1st Quarter...



Show us how you did!





Home of the **Brave**

This school year, the World Peoples class has been learning about different cultures and countries around the world. We first visited Egypt and then hopped over to Greece. The finale unit project for Greece was to recreate a Greek Temple or to design a board game featuring Greek gods.

The enthusiasm, teamwork and creativity we saw from the students was outstanding and they made us all extremely proud with their creations!

While all the unit projects turned out great, we only have room to share a few here. Blayne R. created The Game of the Gods an outstanding monopoly style game. While Isabella P. and Koda D. created a fabulous Temple of Athena. Kianna E., Emily F., and Myalya G. created a gorgeous Apollo's Temple complete with a clay idol.

The hard work the students put into these projects is evident by the incredible amount of time, energy and creativity displayed in these projects and we can't wait to see what they will think of next!



Parshall School District
601 N Main Street
PO Box 158
Parshall, ND 58770



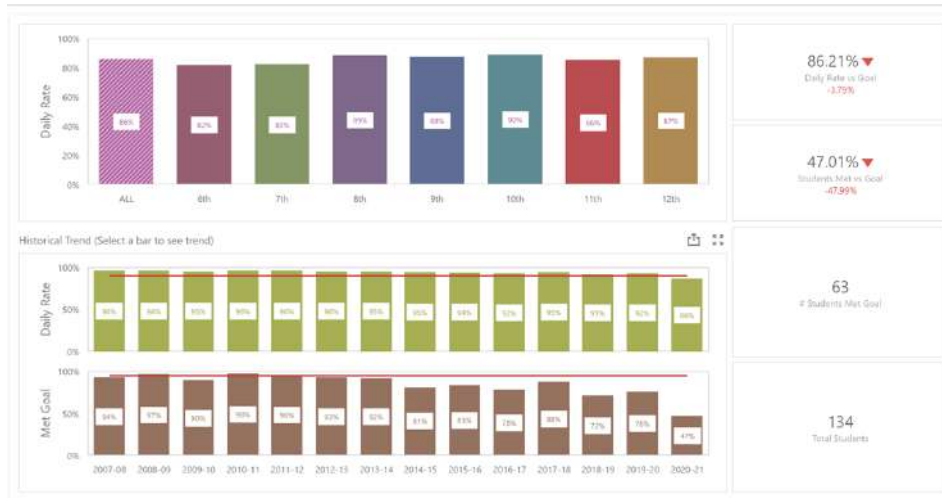
December 2020

Telephone Numbers: Elementary 701-862-3417 Fax : 701-862-3149

Parshall High School / Middle School

December Board Report

Student Attendance



➤ August

Grade	Membership	Present	Absent	ADA	Absent Rate
Grade 06	0,167.0	0,141.0	025.9	84.5	15.5
Grade 07	0,124.0	0,103.6	020.3	83.6	16.4
Grade 08	0,158.0	0,146.1	011.8	92.5	7.5
Grade 09	0,235.0	0,212.1	022.8	90.3	9.7
Grade 10	0,111.0	0,101.6	009.3	91.6	8.4
Grade 11	0,165.0	0,150.0	014.9	90.9	9.1
Grade 12	0,118.0	0,107.1	010.8	90.8	9.2
Total	1,078.0	0,961.9	116.0	89.2	10.8

➤ **September**

Grade	Membership	Present	Absent	ADA	Absent Rate
Grade 06	0,420.0	0,343.3	076.7	81.7	18.3
Grade 07	0,329.0	0,260.7	068.2	79.3	20.7
Grade 08	0,424.0	0,377.3	046.6	89.0	11.0
Grade 09	0,641.0	0,536.3	104.6	83.7	16.3
Grade 10	0,294.0	0,261.4	032.5	88.9	11.1
Grade 11	0,453.0	0,384.0	068.9	84.8	15.2
Grade 12	0,315.0	0,257.4	057.5	81.7	18.3
Total	2,876.0	2,420.7	455.2	84.2	15.8

➤ **October**

Student Attendance - Daily Absent/ADA Summary Totals

Grade	Membership	Present	Absent	ADA	Absent Rate
Grade 06	0,380.0	0,322.0	057.9	84.7	15.3
Grade 07	0,304.0	0,273.1	030.8	89.8	10.2
Grade 08	0,380.0	0,342.9	037.0	90.2	9.8
Grade 09	0,558.0	0,510.8	047.1	91.6	8.4
Grade 10	0,266.0	0,248.6	017.3	93.5	6.5
Grade 11	0,404.0	0,355.0	048.9	87.9	12.1
Grade 12	0,268.0	0,229.3	038.6	85.6	14.4
Total	2,560.0	2,281.9	278.0	89.1	10.9

➤ **November**

Student Attendance - Daily Absent/ADA Summary Totals

Grade	Membership	Present	Absent	ADA	Absent Rate
Grade 06	0,360.0	0,281.7	078.3	78.3	21.8
Grade 07	0,288.0	0,228.1	059.8	79.2	20.8
Grade 08	0,360.0	0,311.6	048.3	86.6	13.4
Grade 09	0,522.0	0,438.3	083.6	84.0	16.0
Grade 10	0,252.0	0,218.9	033.0	86.9	13.1
Grade 11	0,378.0	0,305.9	072.0	80.9	19.1
Grade 12	0,252.0	0,225.2	026.7	89.4	10.6
Total	2,412.0	2,010.0	401.9	83.3	16.7

➤ **December**

Student Attendance - Daily Absent/ADA Summary Totals

Grade	Membership	Present	Absent	ADA	Absent Rate
Grade 06	0,280.0	0,271.3	008.6	96.9	3.1
Grade 07	0,224.0	0,216.2	007.7	96.5	3.5
Grade 08	0,280.0	0,273.0	006.9	97.5	2.5
Grade 09	0,406.0	0,398.2	007.7	98.1	1.9
Grade 10	0,196.0	0,191.8	004.1	97.9	2.1
Grade 11	0,294.0	0,283.0	010.9	96.3	3.7
Grade 12	0,196.0	0,192.3	003.6	98.1	1.9
Total	1,876.0	1,826.2	049.8	97.3	2.7

Students that are over >= 10 day(s) absent per semester

Grade	>= 10 day	Percent
6 th	10/20	80%
7 th	9/16	68.75%
8 th	6/20	20%
9 th	10/29	48.28%
10 th	3/16	25%
11 th	5/21	42.86%
12 th	4/14	50%
Total Students	47/134	35%

Teacher Attendance

Teachers were out of the building and did not work. This is only teachers and the counselor.

	September	October	November	December
All Teachers Present	17/21 days	7/20 days	7/18 days	0/4

Students with failing grades

<i>Failing Classes</i>	Grades 9-12:	Percent	Grades 6-8	Percent
1 class	12/78	15.4 %	10/56	17.9%
2 classes	4/78	3.8%	8/56	14.3%
3 or more classes	18/78	23.1%	13/56	23.2%
Total Failing Students	34/78	43.6%	31/ 56	55.4%

Total amount of students failing one or more class(es) in grades 6 – 12:

➤ 65/134 48.5%

Break Down By Grades

Grade	Students Failing	Percent
6 th	16/20	80%
7 th	11/16	68.75%
8 th	4/20	20%
9 th	14/29	48.28%
10 th	4/16	25%
11 th	9/21	42.86%
12 th	7/14	50%

Seniors not on track to graduate.

- 4/14 28.6%

November: Fall Fun Day

- Students and staff needed a little break from the focusing of content. On our early out day we had different activities for the kids to select and join.
 - Homework Help Classroom
 - Game Classroom
 - Among US Classroom
 - Bridge Building Classroom
 - Movie Classrooms
 - Pop Tart Houses Classroom
 - Cooking Classroom
- Honor Society – Leadership club has had a great kick off. Many of our Parshall students for CloseUp presented to a group of 4 panelists, including Chairman Fox. – Read more about it in News Letter.
- BookClubs are kicked off in both the Middle School and High School
 - One of Us is lying – HS
 - The Hate You Give Us- MS, (Finished) Next book The Good Girls Guide To Murder or The Ballad of Song Birds.
- ASVAB testing was on November 17.
- AimsWeb Assessment scheduled for December 9th and 10th; 14th and 15th
- Power Hour: Everyday after school except Friday.
- Saturday School: December 5, 2020 – Online and Face to Face 9am to 1pm
- Last day of school this semester is December 18th – We moved the early out day to the 18th. Students dismiss at 1pm.

Commented [YBAS1]:

Something Thoughtful A lady from Washington State read the article about the passing of Elvia Ramirez. She sent a card and check; She wished the money to be donated for Elvia. The senior class can choose what they want to do with the money for Elvia.

Parshall High School and Middle School would like to thank the school for the stipend for extra hours worked during the pandemic.

Have a great Christmas!!

Good Bye 2020

Parshall Elementary
Principal Report
Mr. Esquibel
December 2020

- Enrollment: 154
- Semester 1 Attendance 85.31%
- November Attendance 83.9 %
- Teacher Evaluations
 - Scheduled, post evaluation sent out, will be complete by Dec 15th
- Targeted Supports and Improvement Grant Submitted
 - Awaiting Approval
 - (Based on recommendations from Literacy Audit)*
 - PreK-5 Classroom Libraries.
 - Readers and Writers Workshop (Lucy Calkin) TBA
 - Training on Routines and Structure
 - Special Education (PreK-8)
 - Adaptive, sensory and redirecting resources and equipment
- Virtual Clubs
 - Among Us
 - Drawing Club
 - Story Time Club
 - Coloring Club
 - We the Singers Club
-

NOTICE

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WELLNESS POLICY

District Wellness Committee

The Board shall form a district wellness committee to develop the wellness policy and perform additional duties described. The Board encourages parents, students, school food service representatives, teachers of physical education, school health professionals, school board members, school administrators, and the public to participate in the development, implementation, and periodic review and update of the school wellness policy.

The District Wellness Committee shall determine the best methods for these individuals and groups to participate in meetings and shall provide information about the participation processes to others using appropriate, effective, and cost efficient methods.

The District Wellness Committee shall meet at least quarterly to develop a plan for implementing the wellness policy in each school. The implementation plan shall delineate roles, responsibilities, and timelines specific to each school and set goals and objectives in accordance with the requirements of this policy.

The District Wellness Committee shall work with the Superintendent to evaluate each implementation plan. The Superintendent shall designate one individual per school building to ensure building-level compliance with this policy. The name of each designee must be listed in administrative regulations (see ABEA-AR1). Each designee shall collect, summarize, and report evaluation data to the committee.

At least once every three years, the District Wellness Committee shall conduct an assessment of the wellness policy and comply with all reporting requirements mandated by federal law. The District Wellness Committee shall provide the assessment to the Board and disseminate it publicly in the district newsletter.

The District Wellness Committee may recommend amendments to the wellness policy for board consideration, based on the results of the assessment; changes in district priorities; changes in community needs; changes in wellness goals; advances in health science, information, and technology; new federal or state guidance; or the issuance of new standards or regulations.

Annually, the District shall disseminate the wellness policy to staff, students, parents, and the public publication in student handbooks and posting on the district website. The District shall also inform parents regarding improvements that have been made to school meals and compliance with school meal standards, the availability of child nutrition programs and how to apply; as well as the USDA Smart Snacks in Schools nutrition standards (ABEA-AR3).

The District shall retain all wellness policy records mandated by federal law.

Physical Activity

In addition to state standards and mandates¹ related to physical education, the District should strive to make opportunities available for students to be physically active.

The goals of physical activity programs must be to:

1. Develop students' knowledge and skills necessary to perform a variety of physical activities;
2. Assess, maintain and improve personal fitness;
3. Regularly participate in physical activity;
4. Understand the short- and long-term benefits of physical activity; and
5. Value and enjoy physical activity as an ongoing part of a healthy lifestyle.

Students with disabilities and other special health needs may participate as fully as possible in physical education and other school physical activity programs. Teachers and other school personnel shall not withhold opportunities for physical activity (e.g., recess, physical education class) as punishment.

Nutrition Education and Promotion

The District shall teach, model, and support healthy eating in grades K-12 through the curriculum and through other promotional methods². The District should strive to:

1. Educate teachers and other staff members responsible for nutrition education (e.g., provide training regarding the [Dietary Guidelines for Americans](#) and how to teach them);
2. Identify and implement methods to educate family members about district nutrition standards and goals as well as involve them in program development and implementation.
3. Integrate nutrition education into core curricula that is aligned with state standards and requirements;
4. Include developmentally appropriate, culturally relevant and participatory activities in the nutrition curriculum;
5. Emphasize caloric balance between food intake and physical activity
6. Provide students with the knowledge and skills necessary to promote and protect their health;
7. Promote fruits, vegetables, whole-grain products, low-fat dairy products, healthy food preparation methods, and accurate portion sizes; and
8. Promote healthy food and beverage choices for all students as well as encourage participation in school meal programs.

Nutrition promotion must be implemented through the use of evidence-based healthy food promotion techniques (e.g. Smarter Lunchroom techniques³). All foods and beverages offered to students during the school day must meet or exceed the USDA Smart Snacks in Schools nutrition standards.

¹ <https://www.nd.gov/dpi/SchoolStaff/SafeHealthy/HealthEducation/>

² <https://www.healthiergeneration.org/programs/>

³ <http://smarterlunchrooms.org/ideas>

The District Wellness Committee may develop a list of activities that will help the District achieve the above goals.

Other School-Sponsored Activities

The District shall seek to promote the physical activity and nutrition goals of this policy through other activities that are practical, implementable, and within district budgetary and statutory parameters. The goals of these other activities shall reinforce the nutrition promotion, nutrition education, and/or physical activity goals set forth above. Activities implemented under this provision may be offered to students, parents, and/or district staff.

The District Wellness Committee may develop activities and programs that will help the District achieve its goals. Such activities and programs may include before-school and after-school physical activities, active transport programs, staff wellness programs, staff professional development programs related to wellness, alternatives to using food as rewards, healthy celebration/party ideas and fundraisers, as well as community partnership programs.

Nutrition Standards

The District shall comply with applicable nutrition standards established in federal regulations for all reimbursable meals, e.g., the National School Breakfast and Lunch program. The District also operates additional nutrition-related programs and activities including Breakfast in the Classroom, Mobile Breakfast/snack carts, Grab 'n' Go Breakfast, Fresh Fruit & Vegetable Program. The District shall comply with the USDA Smart Snacks in School nutrition standards for all competitive foods and beverages sold on school grounds during the school day to students, including those foods and beverages provided at celebrations and parties and classroom snacks brought by staff or family members. The District shall not allow foods and beverages at a free or discounted price if those foods do not meet the USDA's Smarter Snacks in Schools nutrition standards. Non-food celebrations and rewards shall be promoted and a list of ideas made available to staff and family members.

Foods purchased to raise funds must meet the USDA's Smart Snacks in Schools nutrition standards. The District may also encourage fundraising ideas that are non-food related.

Exception to Competitive Food and Beverage Sales

Each school year, schools within the District may hold up to three fundraisers that do not comply with federal nutrition standards for competitive food and beverage sales. The Superintendent shall develop rules for requesting and receiving approval to hold fundraisers under this exception. The fundraiser may occur during school hours, but not during school meal times.

Standards for competitive food and beverage sales do not apply to foods and beverages sold off school grounds and foods and beverages sold on school grounds more than 30-minutes after the school day until midnight of the next school day.

Hydration Standards

To promote hydration, unflavored drinking water that is free must be made available to all students throughout the school day and throughout every school. The District shall make drinking water available where school meals are served during mealtimes. **[In addition, students shall be allowed to bring and carry water bottles filled with only water throughout the day.]**

Marketing

The District permits the marketing of food items that meet or exceed the USDA's Smart Snacks in School nutrition standards. All advertising and promotions of food items, must be approved by the Superintendent, or an individual that has been appointed by the Superintendent to make such decisions. These standards do not apply to foods and beverages sold off school grounds.

Qualifications and Training

The District shall comply with applicable hiring requirements in federal regulations for new hires in the food service program. The District shall also comply with the annual training requirements in state law and federal regulations for all food service personnel.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- ABEA-AR1, Building-Level Wellness Policy Coordinators
- ABEA-AR2, Physical Activity and Recess Regulations
- ABEA-AR3, Smart Snacks in Schools Regulations
-
- ABEA-E, Wellness Policy Assessment
- BBBB, School Board Committees
- BDA, Procedure for Adopting Board Policy
- BDBC, Citizens' Advisory Committees
- FGDB, Student Handbooks
- ABEB, Child Nutrition Programs

End of [Name of District] Policy ABEAAdopted:

[0920

NOTICE

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PROTECTION OF PUPIL RIGHTS AMENDMENT & THIRD-PARTY RESEARCH ON STUDENTS

Surveys and educational studies can serve as a valuable tool for determining student needs and developing educational services.

Because of the possibility of a large number of outside requests to conduct surveys and research studies, the Superintendent shall only bring to the Board for approval¹ requests that at least meet the following criteria:

1. The study/survey is conducted for the purpose of improving the education or general welfare of students.
2. The party proposing the study/survey has a purpose and mission that is in keeping with the district's mission, goals, and objectives.
3. The study/survey proposal is sufficient in scope and depth to justify the use of the time and effort of district students and staff.
4. The party conducting the study/survey will provide a copy of the survey instrument and/or any instructional material that will be used including, but not limited to: textbooks, teachers' manuals, films, software, and/or other supplementary material. Such material must be provided prior to the initiation of the survey/study and in a timely manner, allowing the Superintendent and other relevant school officials ample opportunity to review such material, bring approval recommendations to the Board, and comply with any applicable parental notification and consent requirements under the Protection of Pupil Rights Amendment (PPRA) if the survey concerns a protected area or is for marketing purposes.²
5. Neither the study/survey nor its findings are reasonably predicted to exploit or compromise the safety of district students and staff.
6. The party conducting the study/survey agrees to provide a copy of the outcome/results to the District within a reasonable time after the study/survey's completion.

Before recommending to the Board for approval a study/survey, the Superintendent shall also take into account the amount of instructional time the survey/study will consume, if it will unduly disrupt the educational environment, the level of supervision the District will have to provide to third parties conducting

¹ See NDCC 15.1-07-25.3

² **Protected areas** are as follows:

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine program eligibility.

Parental consent requirements: If a survey on a protected area is funded in whole or in part by a program of the U.S. Department of Education (ED), parental consent is required for students to participate. If a survey relates to a protected area and is funded by a source other than ED or if a survey on any topic is conducted for marketing purposes, schools must provide parents with advance notice of the survey and an opportunity to opt out.

the survey/study, the amount of protected/confidential information that will be gathered, and whether or not the agency conducting the survey/study has developed appropriate safeguards for collection, protection, disclosure, and use of protected/confidential information.

Teachers may use surveys in classes to determine student knowledge and/or attitudes prior to teaching provided that administrative approval has been given and provided that responses will not be used in a manner that would breach student confidentiality requirements under law and/or district policy.

Protection of Pupil Rights Amendment (PPRA)

The District shall comply with PPRA, which affords parents specific rights with relation to conducting surveys, collecting and using student information for marketing purposes, and conducting certain physical exams.

Under PPRA, parents are afforded the following rights:

1. Receive advance notice of any survey related to a protected area³ and an opportunity to opt in their child if the survey is funded by the U.S. Department of Education (ED) or opt out their child if the survey is not funded by ED.
2. Receive advance notice of any survey that will be used for marketing purposes and an opportunity to opt out their child.
3. Upon request, inspect a survey created by a third party or a survey that will be used for marketing purposes before the survey is administered or distributed by a school to a student; parents must file such requests with the building principal, and the building principal or designee will mail, email, or arrange for a parent to inspect the survey at school within a reasonable timeframe after receiving the request.
4. Upon request, inspect any instructional material used as part of the educational curriculum for his/her child; parents must file such requests with the building principal, and the building principal or designee will mail, email, or arrange for a parent to inspect the instructional material at school within a reasonable timeframe after receiving the request.
5. Receive advance notice of any nonemergency physical exam and an opportunity to opt out except when the physical exam is required by law.

Whenever administering or overseeing a survey or physical exam of students, the District will comply with student confidentiality requirements in law and applicable district policy.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- FGA, Student Education Records & Privacy
- GAAA, Curriculum Design & Evaluation
- GCC-E, Model Notification of Rights Under the Protection of Pupil Rights Amendment

End of [Name of District] Policy GCCAdopted: [09/15]

³ See footnote one for a definition of protected area.

NOTICE

This is a policy template only. This template must be compared to your existing policy on this topic. If your board wants to adopt the template in its entirety, it must make a motion to rescind its existing policy on this topic first and only then adopt the template (adoption requires two readings). If your board wishes to only adopt portions of this template, copy those portions to your existing policy and make a motion to amend (amendments require two readings).

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DATA PROTECTION & SECURITY BREACHES

Data Protection

The Parshall School District will take reasonable security measures to guard against the foreseeable loss of private information. Private information is defined as that information protected under federal laws such as, but not limited to, the Family Educational Rights and Privacy Act (FERPA), information defined as confidential or exempt in NDCC Ch. 44-04, and data defined as “personal information” in NDCC 51-30-01(2). Private information does not include publicly available information that is lawfully made available to the general public pursuant to state or federal law or regulation.

In determining the reasonableness of the district’s security measures, the Board will consider the value of private information in the district’s possession and the potential damages associated with the loss or compromise of this data.

All security measures will be delineated in a security system plan, which is exempt from North Dakota open records law. Creation of, discussion of, and revision to this plan will occur in executive session in accordance with North Dakota law.

Security Breach

State law defines “breach of security” in NDCC 51-30-01. Any security breach that meets this definition or any reasonable suspicion of such a breach shall be immediately reported to the Superintendent. The Superintendent shall put procedures in place to notify state residents affected by the breach as required by law.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- ACDA, Acceptable Use
- BCAD, Executive Session
- IDC-E, Security Breach Procedure

End of [Name of District] Policy IDCAdopted:

NOTICE

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FEDERAL FISCAL COMPLIANCE

The Parshall School District shall appoint one individual annually to serve as the authorized representative for the Title I program in accordance with state Title I requirements. This individual shall have official signature authority over the Title I program and the district's Title I funds, shall serve as the district's main contact for the State Title I office, unless the district specifies otherwise, and shall receive Title I updates and mailings.

The Parshall School District Board approves the authorization of the Superintendent as the authorized representative for the following federal programs: Title I, Title II Part A, Title III, Title IV Part A, RLIS funds¹, School Food Service, Comprehensive School Reform, and Federal Vocation Program.

(NOTE: Districts that receive additional federal funds, such as formula or competitive grants, must also assign an authorized representative for those programs and grants.)²

Annually, the Board shall review and approve the consolidated application for Title I, Title II Part A, Title III, Title IV Part A, and RLIS funds. Upon approval, the Board shall grant permission to the authorized representative to submit the application. The Board shall also review and approve all competitive grant applications prior to their submission.

The Business Manager shall track all Title expenditures and assure that the District follows all budgetary requirements under Title.

The Business Manager shall ensure that the budgetary requirements have been appropriately documented, submit all Title program reports to the State Title office, as required, and ensure that the district's Title programs comply with the federal Maintenance of Effort regulation.

The Business Manager shall also ensure that all other federal funds, such as those received through grants, are expended as intended in the grant application or budget revision and will verify that the budgetary information for these federally funded programs matches the budgetary information on file with the state.

The Business Manager shall track all items purchased with Title funds. These items will be labeled as purchased with Title funds. The District shall maintain a formal equipment inventory description list for all items purchased with Title funds that are valued at \$750 or more and all computers purchased with these funds.

All employees paid with federal funds shall document the time and effort they expend towards federal programs in accordance with federal law.

¹ Rural and Low-Income School grant program, AKA, Rural Education Achievement Program (REAP) - <https://www2.ed.gov/programs/reaprlisp/index.html>

² Remove NOTE prior to adopting final version.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- HBAA-E, Title I Fiscal & Inventory Requirements

End of [Name of District] Policy HBAAAdopted:

[10/19]

SAMPLE

Parshall Elementary Attendance

Dates	ADA/ADM
Aug 24 th , 2020-Dec 3 rd 2020	85.65

Attendance Count

Grade	10+ Days	20+ days
PreK	5	0
Kindergarten	4	3
1 st Grade	5	2
2nd Grade	2	6
3 rd Grade	3	1
4 th Grade	2	3
5 th Grade	4	3
Total	25	18

AIMSWeb Plus Data Fall 2020-2021

English Language Arts			
Grade	Low Risk %	Moderate Risk %	High Risk %
PreK	0	0	100.0
Kindergarten	20	24	56.0
1 st	26.3	10.5	63.2
2 nd	15.4	15.4	69.2
3 rd	55.0	30.0	15.0
4 th	42.9	28.6	28.6
5 th	47.1	23.5	29.4
Math			
Grade	Low Risk %	Moderate Risk %	High Risk %
PreK	0	8.3	91.0
Kindergarten	28.0	36.0	36.0
1 st	21.1	26.3	52.6
2 nd	12.0	12.0	76.0
3 rd	35.0	35.0	30.0
4 th	32.1	17.9	50.0
5 th	29.4	23.5	47.1

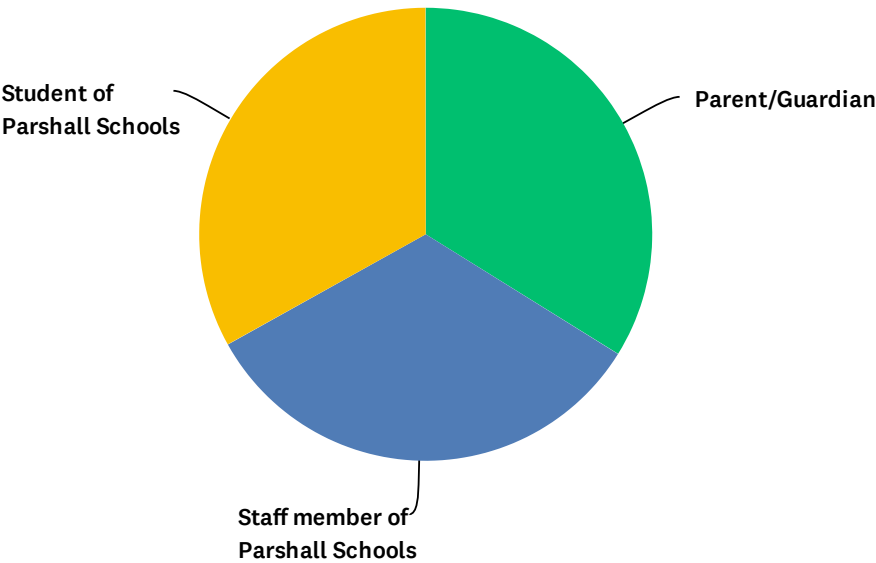
AIMSWeb Plus Data Fall 2019-2020

English Language Arts			
Grade	Low Risk %	Moderate Risk %	High Risk %
PreK	Not Tested		
Kindergarten	24	12	64
1 st	18.5	3.7	77.8
2 nd	34.8	13	52.2

3 rd	42.9	8.6	48.6
4 th	45.5	27.3	27.3
5 th	62.5	8.3	29.2
6 th	55.6	27.8	16.7
Math			
Grade	Low Risk %	Moderate Risk %	High Risk %
PreK			
Kindergarten	16	32	52
1 st	23.1	23.1	53.8
2 nd	21.7	39.1	39.1
3 rd	22.9	25.7	51.4
4 th	45.5	9.1	45.5
5 th	34.8	21.7	43.5
6 th	29.4	35.3	35.3

Q1 Are you a

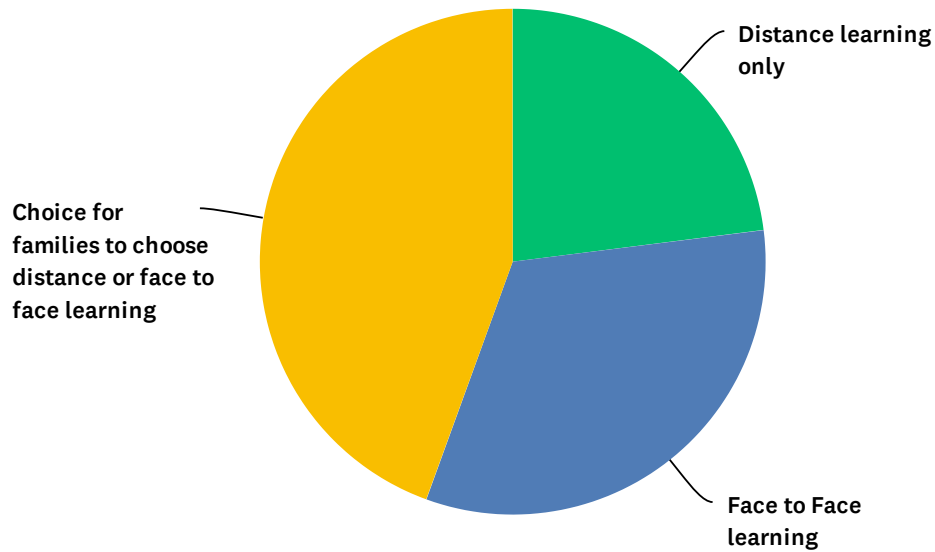
Answered: 127 Skipped: 0



ANSWER CHOICES	RESPONSES	
Parent/Guardian	33.86%	43
Staff member of Parshall Schools	33.07%	42
Student of Parshall Schools	33.07%	42
TOTAL		127

Q3 What would be your choice of education in the new year, starting Jan 4th 2021?

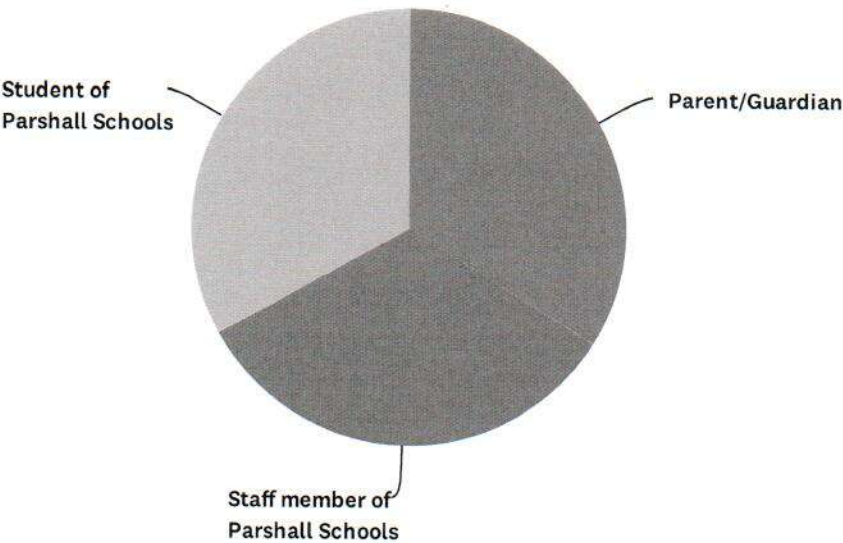
Answered: 126 Skipped: 1



ANSWER CHOICES	RESPONSES	
Distance learning only	23.02%	29
Face to Face learning	32.54%	41
Choice for families to choose distance or face to face learning	44.44%	56
TOTAL		126

Q1 Are you a

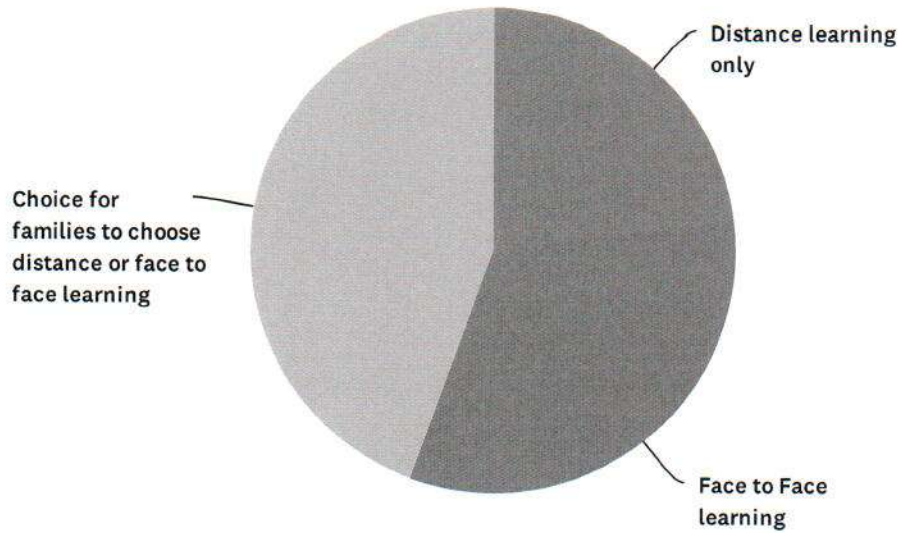
Answered: 127 Skipped: 0



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Answered: 126 Skipped: 1



ANSWER CHOICES	RESPONSES	
Distance learning only	23.02%	29
Face to Face learning	32.54%	41
Choice for families to choose distance or face to face learning	44.44%	56
TOTAL		126

Q2 The Parshall Schools has been strictly distance learning since Nov 2nd, what are your thoughts/feelings/experiences of distance learning in the Parshall District?

Answered: 117 Skipped: 10

Tell me your thoughts

#	RESPONSES
1	The students aren't engaged. They aren't learning much and they are rapidly losing interest in school altogether.
2	it ok
3	I hate it I can't focus correctly
4	The days get to be long. We are grateful that we were able distance learning and stay safe! The teachers and staff have been amazing!
5	I don't think online education is a good way for young students to learn.
6	Good.
7	its a real struggle for student to do online if the changed it up ans had some days here and some not like rotate it would help the students so much it is gonne put back the students who already struggle and the student s homes who struggle if it was a normal home fine there would be some issues but alot of the homes are not
8	I think it's good
9	i like to distant learn becasue then ik that i am safer then the ones who went face to face
10	i like distance learning but it is hard to stay foces
11	Distance learning with my older kid is easy , she will sit and focus and do her work, but my kindergarten one it is a challenge for.
12	For me distance learning makes me feel safe.
13	I believe that distance learning is the safest option for our staff and students due to the current state of the COVID pandemic.
14	I would rather be Face to Face. Students are not learning at home.
15	With the recent increase in cases I strongly feel that we should continue with distance learning. Especially after the holidays! We do not know who is going where or who they will be exposed to. Symptoms of covid may take 14 days to appear so the school could become riddled with cases before we know it. While I miss my kids dearly I would much rather proceed on the side of caution and keep our students safe. I understand the frustration of families, but that frustration may cause some not so wise decisions on who is sent to school. We need to be the advocates for our students and put their health/lives first. P.s. And please, anything but hybrid, that really is the worst of the three choices as far as consistency and routine for the students goes! (And its the hardest model on the staff). Thanks for reaching out for feedback and for all you do!
16	I would like to have the hybrid. cause I like online but ether people like in school. I feel like more people like hybrid.
17	I don't really like distance learning. I want to face to face learn.
18	I feel like majority of high school teachers do very well.
19	It is awful, the kids are having such a hard time paying attention, getting school work done, it's a daily battle. Sometimes I want to cry because it causes so much stress in our household.i also don't feel like the kids are learning anything by distance learning. Many times the kids are released from classes early. Seriously considering moving my kids to a new school.
20	I feel the school district is doing what it can under the circumstances. Decisions either way will be met with negative reaction.
21	I as a staff member have heard parents say my kids need to be in school they can't focus at home, they need extra help, they won't listen to me what will happen to my kids if they don't pass and get behind. I have seen kids in tears because they flat out tell you they can't learn at home and they feel safe at school.
22	I will say as a parent my kids have done fine either way. But they really want to be back in school and hanging out with friends and. They also say some of their classes are hard to do online and feel that they could do better face to face.

Tell me your thoughts

23	teachers aren't understanding.
24	its cool
25	I feel that with the rising number of cases in the state and our area that this is the best option for us right now. Also, I am concerned with people traveling for the holidays and gathering in large groups and would like additional time for distance learning after Christmas break as a quarantine period and then go back to the choice for families after the first two weeks. We have a lot of students and staff with families that will be traveling for the holidays. I think it would be a smart move to have a quarantine period before we go back to face to face if that is chosen.
26	Boo!!! we need change! We need a hero!
27	I don't like it and my kids don't like it. I have an elementary school kid who wants to skip school now. Cries because she cannot see her teacher and friends. Her attention span is crap when it comes to staying focused with class. Her teacher, not her fault, isn't trained to keep kids' focus on the lessons of the day. Again, not her fault. My son's grades have slipped. A legit all A student when he was getting to go to class to a C student. He's getting swamped with homework and I'm not sure if that's because he's choosing not to do it, or are all teachers packing them with homework. He said classes are boring, and is looking forward to the time when they can go back to school
28	It's tough but safe
29	Sometimes it does get very rough and hard to focus but we just need to put our minds to it and focus. I like distance learning but I miss being in school with everyone else.
30	Not much of a affect because I been doing distance learning the start of the school year. I'm ready for a vaccine.
31	It's destroyed my mental health and made my and others grades plummet.
32	i think im ok with distance learning but i do miss my teachers and friends
33	I'm not a huge fan. I think our kids are falling behind educationally. Teachers aren't keeping up with grading and/or are holding the kids to different standards, assuming that because they are home they have more time; therefore they give assignments with no makeup possibilities if students have to miss classes.
34	My thoughts are that the Parshall School District already had one of the worst ranked proficiency levels in North Dakota. By going online the school just made that ranking worse, if safety is the main reason why we can't be in school then we wouldn't be having sports either. So I think if you want our school district's students to succeed you need to reconsider your choice of online school.
35	Glad
36	Whatever protects the staff & students during this pandemic I'm all for!, I want my child in school but until this pandemic is in check we need to do are part to keep each other safe! So that means distant learning.. and then of course I want my child on school.. this is hard on everyone!
37	I feel as if the top students are doing fine. In fact, maybe better, since they do not have to deal with the students with behavior problems. Some students need to be in school because they need structure. Sometimes it may take 20 minutes of class time for a student to find their book and get to the correct page. Then it takes them 10 more minutes to find a pencil. It is very difficult in math and language arts to monitor student work and catch mistakes that students are making. I would estimate that you get about 1/3 of the amount of material covered during distance learning as opposed to face to face. I do feel safer when we are distance learning.
38	I think keeping kids sitting in front of a computer screen for six hours is a little crazy why not 8:30-12 It's hard to keep them focused especially boys. I wish they would just focus on the basics and not have music, art and PE. Also if the teachers would inform the parents and not the children about picking homework up at the school.
39	I think it's the safest way to learn but I know the kids miss each other.

Tell me your thoughts

40	Having a preschooler trying to learn from a screen isn't what I was hoping for during his first year of school. I fear that this will give him a misconstrued concept of what learning is supposed to be like. He is unable to develop a relationship with his teacher or make friends. I am also concerned that the teachers may have a hard time with their lessons because the kids have the ability to unmute themselves. I have noticed the kids talking over the teachers and many other interruptions. It poses a serious challenge for teachers to manage their students and give proper instruction.
41	Student likes distance learning, but misses friends.
42	The distance learning is good, teachers does the great job! BUT kids need to be in school!!!
43	I think it's very hard to keep up and extremely stressful.
44	My thoughts are that Diance Learn is the best option until our community sees a significant decrease in active cases. My children have adjusted to online life. I personally know my children are very fortunate to have the at home atmosphereto be able to focus on school, but i also know that some student do not have that and need the support of the the school staff.
45	I think the Heath and Safety of our students should be top priority. If it isn't in the school boards best interest, then it's time for them to move on.
46	I think it's a good thing. Safety and student welfare is big factor. We all can't please the crowd but I want to talk to my child, not talk about them.
47	Ita been good and been hard.. some dont have have Wi-Fi and keeping the kids to sit in front of the computer and if they are not and being kicked off and counted absent ... some times a student has more than one device on front of them they are doing work on... and when the teacher's have to help the students that were gone or doing other things and the other kids are doing things waiting for them but it turns in to them doing other things around rhe house ...
48	My only problem I see is the no social interaction with their friends until just recently with The Among us games. Its very hard for the kiddos to be focused at times. Also I am lucky to have someone home to help well I work. But I really believe Parshall is doing an amazing job.
49	Having a tough time keeping the younger kids engaged and focused,having a hard time with the older kids actually learning anything at all. We are having a tough time.
50	Naturally, face to face is ideal. However, these are not ideal times. Positive COVID numbers are really high and are likely to get higher after the holidays. I STILL see people in public without masks! The hardest thing on everyone is jumping back and forth from face to face, online, repeat. I feel we need to stay distance until the numbers go WAY down and a vaccine is available to all
51	It's definitely different but I'd rather be safe then sorry. My Kids are getting better and more used to the online schooling.
52	We need to be back in school. If parents don't want to send their kids they can do the zoom. Maybe hire an aide to help the teacher with the zoom kids and when the teacher is teaching then they can monitor the computer kids.
53	My kids prefer face to face and learn better. Schooling at home has too many distractions.
54	I prefer face to face school but understand why we are distance learning; to keep the students and staff safe.
55	It is the worst form of education my child can get. I will pull her from Parshall schools if distance learning continues. She's in Kindergarten and distance learning is pointless for 5-6 yo kids. My high schooler's grades have dropped drastically and I'm too preoccupied with my toddler that doesn't have a daycare option right now to sit with him to help him. Please open school up!
56	My child is safe but is in need of socializing even if it is with small groups for a day or two out of the week at the school. For classes.
57	I'm getting used to it but I like inschool better.
58	I think it is good that the school chose to do this. It is much safer than going in person, for the kids and the staff. But I think it is also good to go in face to face too.

Tell me your thoughts

59	I was receiving calls from many parents asking if their students could come back after Veterans day holiday. They felt their children were falling behind and need to be in the classroom. Some of them even stated that they knew cases were still high and it was a concern but their children needed to be back. Parents call frustrated with internet or links that don't work daily. Some just give up because they are so frustrated. As a parent my son has struggled with being at home and honestly hates it. I understand the virus is scary but so is the fact that our children are not getting the educations they will need in the future. I really think we need to be in school.
60	This is good
61	It is okay but in school is better for me and my classmates.
62	I think it is harder to concentrate on a computer all day
63	At first, I tended to agree with the decision. Cases were on the rise and I understood the decision. The decision was made to protect members of the community. HOWEVER, I have students going to Bismarck, Minot, Montana, Florida, etc. on a daily basis. To me we are just giving families a chance to do whatever they would like with their time. They are choosing to leave Parshall. When they do this, they could expose themselves to Covid and bring it back to Parshall. If it is not safe to be in school, it should not be safe to go anywhere!!! I think if we are going to stick with distance learning then the reservation should be in some sort of lockdown. I also have had very little support from families. Students are distracted by TVs that are turned up, they are in bed sleeping, they are in the car, they are IN RESTAURANTS, at the spa or salon, shopping, etc. while "in class". I am then told that they can't do their work because they are at said places. Many don't bring their books or supplies with them when they are going places. Education is becoming a choice. It is becoming the least important thing to many; but it is because we have enabled that. I hold very high expectations for my students. I CONTINUALLY am begging them to keep their cameras on, come to the computer to work, wake up, etc. It is exhausting. I feel like 80% of my time is spent just trying to get the kids to come join me for class and tracking attendance. I am spending MAYBE 20% of my time actually teaching content. I have never wanted to leave this profession more than I currently do. It is so discouraging. I literally feel like I am banging my head against a wall every day! I am not normally a negative person. I have done so many things to try my best to engage my students. Things that worked at first are no longer working. My students tell each other and me every day that they miss each other and just want to be back in school and I couldn't agree more! IF I saw that families were staying home and taking this time to protect themselves and others my view would be totally different.
64	It seems like most kids have already adjusted to it. Some kids have already developed their routines. Smaller kids are still trying though. As a teacher, it is more demanding but satisfying the moment you see kids faces when they learned something new.
65	As a teacher distance learning is very rough, and I mean VERY rough. The students are either not paying attention, having problems with their connections, or not logging on at all, and when we send home work not everyone gets it and we offer plenty of help. There are too many factors that are not going well for virtual, and this is affecting many teachers mental health for the worse. We are trying our hardest and we understand the need to keep our community safe but at the moment it's not working.
66	I believe it is the right decision due to the pandemic. Distance learning, however, has problems such as internet down, students not being online, etc. The absentee rate of first hour is terrible; perhaps a later start may be possible and a late finish? We need to understand the target audience is at the home environment; how do we adjust curriculum and still meet standards?
67	Considering that the ND covid spread is one of the most dangerous in the world, it is a good thing that we are distance learning. As a teacher, it's hard to teach students with no accountability, it's hard to teach students when they can leave a meeting at anytime. It's hard to teach students when they have a TV on in the background. Until a vaccine is provided to teachers, I think that distance learning is the most responsible choice the district can make at this time.
68	As a teacher, distance learning is not going well at all. The younger kids are struggling so bad to keep their attention on the virtual classroom, and it is hard to keep them engaged in what they are doing. I understand the ideals of wanting to keep our community safe, but as teachers we need to understand that we also need to serve our students to the best of our abilities and distance learning is doing the exact opposite. We are essential workers, and as long as the

Tell me your thoughts

proper precautions are taken to protect our selves and our families out side of the school, and the district is doing their part to protect our staff and students I feel completely safe coming to school.

69	I like distance leaning because I don't have a higher chance of getting corona and it's at home so I feel more comfortable.
70	I haven't liked the learning situation at ALL. It is much harder to learn for many students and the attendance has drastically diminished. It is hard to have good interactions between teacher and student because it is impossible for the teacher to address a large amount of people easily like they could in school. With a few grades so close to graduating and moving into college it is greatly hindering their learning which can and will lead to struggles throughout college. The increased amount of screen time is likely hurting the kids and teachers physically as well as mentally. Eyes of the people on screen constantly hurt and headaches are common. Also, the places that students and teachers use to look at their computer are hurting their bodies because they dont have time to walk around during the day.
71	i dont really like it alot
72	Thank you for giving us peace of mind and considering everybody's health.
73	It's been tough. Our kids aren't getting what they need. I do feel like this will be a major detriment to this generation if we dont get back soon. I can foresee issues related to: social skills, attention difficulties, and increased behaviors (whether it be internal behaviors such as depression or external such as outbursts). I do think we need to do everything we can to keep our teachers and students safe but we also have to outweigh the benefits/risks.
74	I dont really like it because i dont have motivation to go to any of my classes so I miss my classes
75	i like it but i dont
76	Attendance has improved and so with students interactions.
77	i feel fine
78	absoutley have no problem with it , its a pandemic and should be treated as one , its not about what we want its whats needed in a public health crisis, not the politics or oppions it should be for the safety of all not based on ones beliefs or opipions. May I ask a question why ask , we been through this before and it wasnt even a consideration what we said even matters on survey it will be politics /base and what your friends/board want. No one should be forced into having to feel unsafe or uncomfortable just because I say so. there might be circumstances they may have to why they dont want to be forced into a building just cause everyone else is .
79	I dislike it but it's better than the hybrid plan we have. If we go back to hybrid we seriously need to consider having Fridays off as a prep day for staff. It literally doubles the amount of prep work you have to do. I vote for all face to face come January 4th. It's time to turn these kids' education around and start the new year on a good note.
80	I support distance learning completely for the safety of our community. Although it is very frustrating trying to actually learn as I am a very hands-on and visual learner. Until COVID-19 is under control or a vaccine comes out though, chances are I will remain online. It is very difficult to learn one thing at a time when you have 6 other topics that you need follow as well during this time. I'm not sure if it's the actual classes themselves or the amount of work being assigned. It is also becoming very mentally and physically straining working on a screen all day.
81	Distance learning is less than idea but it is needed for our health and safety!
82	I know some students NEED to be in school, because we are losing students. I wish instead of it being parent choice it be based on a risk level. If this kid has only attended 2 distance learning classes but normally has very good attendance we bring them back. If this kid is signing on every day and doing ok we leave them distance learning. We get the high risk not attendance kids back into school even if only part time. Kids who are doing fine we keep at home. I know as parents they want to make the decision however I feel that as adults we need to be smart. If we only bring back high risk kids who are consistently missing distance learning it is still way less kids you can space them out even more and be even safer for the staff also! I know it is not what kids want, I know it's not what some parents want however as we see with

Tell me your thoughts

the schools around us all being in school isn't working either! I feel staff if they don't feel safe it has to be acknowledged also. My biggest concern is a lot of times kids aren't affected horribly, however we do not know the lasting affects it is having on kids organs. I know we can't stop it and I know we can't not address the issue. I just feel like there is a safer way to go about slowly bringing kids back. I don't think it should be 100% left up to parents. So my choice for Jan is not distance only but not total face to face or families choice either!!

83	Connection issues
84	It is awful. It is very hard to watch your child stare at a screen and cry during or after school because they can not interact with their friends and teachers.
85	there are positive and negative aspects to both.
86	I enjoy distance learning.
87	I'm glad we are being safe during the uptick but it is challenging keeping the kids engaged/assist them with help. But we are getting better at it. I think the amount of work should be lowered and more connection/engagement should happen and not just work.
88	Distance learning is a double edged sword. It keeps our community safe but also hinders our students from learning. Personally I feel like distance learning is effecting students in a negative way. Some students don't log on, have bad wifi connection, or simply can't learn from a screen. But I do understand why that decision had to be made, since covid cases are at an all time high in ND.
89	I understand the circumstances. There is not a right choice right now everyone has different opinion. My children have been getting through the long days.
90	With my health issues I feel safer but it has been challenging not only with keeping students engaged but technology issues can make things challenging.
91	I do not mind it. Getting better and better at it and becoming more efficient. Best decision for everyone.
92	It sucks, but its necessary. I think keeping us safe should be one of the top priorities . Online school is more difficult I went from being a straight A student to having a C. I know I'm not the only one who struggles with the changes this year.
93	The school building is the place where children need to be to grow. I see my kids slowly fading with their interest in distance learning and their grades are following. Kids learn better with their peers and teachers in a classroom. It is not ideal to expect kids to stay focused all day in their own home.
94	It has been a huge learning curve, but I feel that distance learning has been the safest thing for everyone.
95	We are denying, the students that want to be face to face, their choice, without out valid reason. Students are suffering, academically and emotionally. The stress, on the elderly caregivers especially, is detrimental to their health!
96	i think everyone is doing a great job! It would be nice to have all the kids at school but with our current issues I think we have to consider the safety of everyone. Question 3 depends on COVID
97	I feel it's not working at all. The students aren't paying attention, not doing their assignments, or not showing up at all! Many of my students want to be here so they can get help. It's to distracting at home for them. I feel we should let those families that want to stay home do so and those that want to face to face come back. It's a win, win for all!
98	My feeling are stressing because it hard to understand some of the work and I think it is more better face to face but I also think that our Health is important too
99	In my opinion, Distance Learning has been going pretty well. There are some kids that struggle but we have kids that struggle face-to-face as well. My son's teacher has done a great job engaging her students and keeping the interested.
100	it's very unmotivated and hard to keep track of work.
101	I personally have seen a decline in attendance, student engagement, and grades. Students

Tell me your thoughts

doing online classes just completely stopped responding when we went distance learning. I just was looking and some students have not logged onto their classes for weeks. While we were face to face they were working on their classes during class time. When we let the students and families choose we had over 50% of the students choose to be here. I think that shows that the students want to be here!!!

102	I personally don't like online school, because most work is hard to find and understand. I get distracted more easily at home.
103	I prefer face to face learning because it is a lot easier and I personally do better with face to face.
104	My feelings/thoughts/ and experiences with distant learning is that I miss face to face school, I miss my friends, and distant learning makes the school hours go by so slow and I prefer to return to public school as soon as possible.
105	To be quite frank, it's difficult. It is hard for me to mix home life with school life and I have a lot of difficulty with online. The format of showing up like an actual school day online is difficult for me because my home life, I have to help out a lot because my mother's health isn't too well and I have to watch my siblings and so on.
106	As a senior not only it affecting the school year it is going to affect our graduation rate. I know a lot of my classmates were borderline with graduating, but now are for sure not going to. Even myself as a motivated and hard working student who has taken online classes before feel like it is very hard to concentrate during this time. Staring at a screen all day in your own house is so hard because of all the distractions and so many students are already easily distracted. So much information is not being retained no matter how hard us as students are trying. I feel I am not college ready anymore because of how many set backs that distance learning has caused me.
107	I believe we should all be in school face to face.
108	It's actually not good as I thought, there is even more distractions at home than there is at school
109	It's frustrating. I think classes like pe, and keyboarding can be just assigned. It's along day for little ones. I think if they could do these two At a different time would make a difference esp for the little ones. Mrs gray is awesome. She includes all the kids and he is learning. The other classes such as pe are struggling.
110	I don't feel it is working well. Our students want to be back in class.
111	I don't mind online, its just a regular school day but in the comfort of our homes. Although, I do miss seeing my teachers and friends at school.
112	I think that this experience on distance learning is a bit hard for the kids
113	It's difficult for students at such a young age to learn virtually without hands on experiences. I'm finding I'm not getting student's assignments handed in. Grades drop. And some students aren't doing their work while in group.
114	I don't like it
115	My husband and I feel that our child is not getting the education deserved. Our child has always done good in school but we have seen grades slip. We watched the once crazy fun loving kid fall into a depression. I understand the concerns with the virus but I also know that our students need to be educated in a school surrounded by peers and adults. Being at home is too comfortable and with families working students aren't supervised or as attentive as in the classroom. I feel that the option of coming to school or going online should be determined by each family. If they have health concerns or other issues they have the ability to stay home but i feel that is a small percentage. The rest should be allowed to come to school if they would choose. Also, I feel high school students are losing out because some classes cannot be taught online. They take these extra classes trying to figure out what they want to do or prepare for the future. Not being able to try these things out is a disservice to them. I truly feel that it depends on the student. Some are doing amazing online but others are struggling. I know staff also have covid concerns but i feel that they are essential workers and need to take pro-cautions to keep themselves safe. I believe giving everyone the option is what is best for our school district.

Tell me your thoughts

- 116 I do not like it, as it is frustrating for the whole family. I want my kids face to face with their teachers!
- 117 Can't wait to be back face to face. The kids moral has steadily gone down. It was fine for awhile but is not sustainable. Their focus has gone down. And lack of interaction with others their age is hurting their social skills and attitudes.

Deb H sent letters on 11/30/20

will send additional letters on 12/3/20

following students have exceeded 10 absences for
all 7 classes

Grade 6 - IIII

Grade 7 - IIII

Grade 8 -

Grade 9 - III

Grade 10 - I

Grade 11 - III

Grade 12 - I

Occurrences of these codes: A

Number of occurrences between 08/24/2020 - 12/01/2020

Grade	1	2	3	4	5	6	7	Total		Grade	1	2	3	4	5	6	7	Total		Grade	1	2	3	4	5	6	7	Total
6	30	22	19	40	34	26	35	206		7	18	8	6	9	5	7	9	62		7	2	2	6	2	2	1	1	16
10	40	37	23	24	24	24	24	196		9	20	14	13	5	3	4	3	62		11	4	2	3	3	2	0	2	16
6	24	32	24	28	21	20	30	179		11	13	10	10	6	9	7	6	61		9	2	2	3	3	3	3	0	16
11	25	25	19	24	30	28	26	177		10	16	12	6	5	7	8	4	58		9	5	3	3	0	1	1	2	15
9	26	30	28	25	23	20	15	167		8	10	6	2	6	8	9	15	56		10	3	3	1	0	2	3	3	15
7	18	18	20	30	18	31	31	166		6	7	6	4	16	8	4	8	53		9	3	1	2	1	6	1	1	15
6	24	21	21	25	21	16	24	152		11	0	9	4	13	10	6	10	52		8	7	2	1	1	1	1	2	15
11	22	24	20	27	20	19	19	151		6	11	5	4	11	8	6	7	52		10	2	2	0	2	1	4	3	14
6	15	19	11	31	30	15	24	145		12	2	9	10	7	8	7	9	52		8	3	4	1	1	2	1	2	14
7	15	13	17	27	18	22	28	140		9	12	8	5	6	8	6	4	49		10	5	0	0	0	3	3	3	14
9	26	24	23	25	12	14	16	140		11	15	14	6	4	6	2	1	48		8	2	2	2	3	1	1	2	13
7	14	14	22	21	19	20	28	138		10	9	9	0	5	8	6	8	45		6	2	1	1	5	0	1	3	13
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9	23	12	17	19	14	18	18	121		9	5	6	6	6	1	10	8	42		9	6	1	3	0	1	1	0	12
8	11	14	28	16	22	5	15	111		11	7	6	4	8	6	4	7	42		6	1	1	2	1	2	3	2	12
7	18	20	14	14	8	21	15	110		12	0	6	4	5	7	3	16	41		7	1	1	0	2	0	4	3	11
7	17	11	10	17	15	18	19	107		9	5	8	7	7	6	2	6	41		8	2	1	2	1	3	1	1	11
7	10	12	10	19	11	24	21	107		12	14	10	4	2	8	2	0	40		12	0	3	0	1	1	2	3	10
8	23	14	9	19	12	11	12	100		9	1	3	4	16	3	10	2	39		8	1	0	0	4	2	1	1	9
12	13	10	11	14	19	19	13	99		7	13	5	3	0	3	6	6	36		11	0	1	0	2	1	4	1	9
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7	16	14	7	10	5	16	22	90		6	8	3	5	5	2	3	8	35		12	0	0	0	2	1	2	2	7
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6	13	9	13	20	7	9	14	85		11	10	5	3	4	6	2	3	33		11	0	1	1	1	1	1	1	6
8	19	15	5	20	9	9	6	83		8	4	2	2	6	5	6	5	30		9	2	0	0	1	0	0	3	6
9	18	10	8	9	15	12	11	83		9	14	2	3	1	3	3	4	30		11	1	0	1	1	1	1	1	6
10	10	11	12	13	7	12	17	82		9	4	4	4	5	4	4	3	28		6	2	0	0	0	1	0	2	5
9	19	7	10	5	10	17	14	82		7	3	4	2	2	2	2	12	27		11	0	0	0	0	1	2	2	5
6	14	13	8	13	13	7	12	80		7	7	4	4	3	2	4	3	27		7	0	0	0	0	1	2	1	4
11	19	9	9	10	10	13	8	78		10	2	3	5	3	1	5	6	25		11	3	0	0	0	0	0	0	3
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7	11	12	9	12	9	9	11	73		9	5	4	3	3	2	6	0	23		8	0	0	0	2	0	0	0	2
9	18	10	11	10	10	8	4	71		9	2	1	3	2	5	6	4	23		8	0	0	0	0	0	1	1	2
8	10	6	7	7	10	20	11	71		10	3	3	2	3	3	3	4	21		9	1	0	0	0	1	0	0	2
6	12	4	20	9	9	6	9	69		10	2	3	0	2	3	8	3	21		8	0	0	0	0	1	0	0	1
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9	20	14	8	7	6	8	5	68		9	4	4	3	3	2	3	1	20		12	0	0	0	0	0	1	0	1
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6	21	15	14	4	3	5	3	65		12	0	3	2	3	7	2	2	19										
9	15	10	7	7	11	12	3	65		10	2	2	2	0	4	4	5	19										
8	10	5	7	8	8	12	14	64		12	2	2	2	2	5	1	4	18										
8	11	9	8	10	7	8	10	63		11	4	4	1	3	1	1	3	17										
6	11	13	5	11	8	5	10	63																				

131 entries

155 students @ ES

Occurrences of these codes: E

Number of occurrences between 08/24/2020 - 12/01/2020

Grade	1	2	3	4	5	6	7	Total		Grade	1	2	3	4	5	6	7	Total		Grade	1	2	3	4	5	6	7	Total
7	12	12	10	12	15	10	12	83		8	2	2	2	1	1	2	2	12		10	0	1	1	0	0	0	1	3
6	11	12	10	12	12	11	10	78		10	2	3	2	2	1	1	1	12		9	0	0	0	0	1	1	1	3
6	11	12	9	12	12	11	9	76		9	1	1	1	1	1	4	2	11		8	1	1	0	1	0	0	0	3
12	4	6	6	6	7	8	7	44		7	4	3	2	1	1	0	0	11		7	1	1	0	0	0	0	1	3
9	5	6	5	5	9	5	5	40		9	1	1	2	2	2	2	1	11		9	1	1	0	0	0	0	1	3
11	4	4	6	6	4	6	7	37		11	0	2	2	2	2	1	2	11		11	0	0	1	1	0	0	1	3
12	2	2	2	4	9	8	6	33		10	2	3	1	1	0	2	1	10		6	0	0	0	0	0	1	2	3
8	4	5	4	5	5	4	5	32		9	2	2	1	1	0	2	2	10		8	1	1	0	0	0	0	0	2
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12	4	4	4	4	4	5	5	30		9	1	1	2	1	2	2	1	10		6	0	0	0	0	0	1	1	2
11	4	5	4	4	4	4	4	29		12	1	2	2	1	1	1	1	9		6	0	0	0	0	0	1	1	2
12	4	3	4	5	6	5	2	29		12	1	1	1	1	2	2	1	9		10	0	0	0	0	0	1	1	2
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10	3	3	3	3	3	2	2	19		12	1	1	1	1	1	1	1	7		9	0	0	0	0	0	0	1	1
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11	3	3	2	2	1	3	2	16		8	0	1	0	0	2	1	1	5										
12	3	2	4	2	1	1	1	16		7	0	0	0	0	2	2	1	5										
9	3	2	2	2	2	2	2	15		6	1	0	1	0	2	1	0	5										
9	1	1	1	3	3	3	3	15		9	2	2	1	0	0	0	0	5										
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11	2	2	2	2	2	2	2	14		7	0	1	0	1	1	1	1	5										
8	2	2	2	2	2	2	2	14		6	2	2	0	1	0	0	0	5										
9	2	1	1	2	2	2	3	13		6	1	2	1	0	0	0	1	5										
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12	1	1	1	1	2	4	2	12		9	1	1	1	0	1	0	0	4										
11	1	1	0	2	2	3	3	12		9	0	0	1	0	1	2	0	4										
10	1	1	2	2	2	2	2	12		7	1	1	0	1	0	0	1	4										

Occurrences of these codes: T

Number of occurrences between 08/24/2020 - 12/01/2020

Grade	1	2	3	4	5	6	7	Total		Grade	1	2	3	4	5	6	7	Total		Grade	1	2	3	4	5	6	7	Total
8	1	6	10	15	19	1	8	60		6	5	0	0	3	1	0	1	10		11	1	1	0	0	1	0	0	3
8	2	5	2	18	15	1	8	51		12	2	2	1	0	5	0	0	10		7	0	0	0	2	0	0	1	3
6	8	7	4	5	1	3	7	35		7	0	4	0	0	0	0	6	10		8	2	0	0	0	0	0	1	3
8	8	7	0	2	2	4	9	32		11	4	2	1	0	3	0	0	10		10	0	0	0	1	0	1	1	3
9	16	3	4	1	7	0	0	31		8	1	3	2	0	0	0	3	9		8	0	0	0	1	1	0	0	2
6	3	7	0	8	0	4	8	30		11	1	1	1	0	2	2	2	9		8	1	0	0	1	0	0	0	2
8	2	1	3	5	8	2	8	29		9	5	0	4	0	0	0	0	9		12	0	2	0	0	0	0	0	2
7	7	1	0	7	0	9	3	27		12	0	6	2	0	0	0	0	8		10	1	0	0	0	1	0	0	2
10	11	6	1	0	3	2	4	27		12	4	2	0	0	2	0	0	8		11	2	0	0	0	0	0	0	2
8	3	12	3	0	0	2	6	26		7	1	3	0	3	0	0	1	8		10	0	0	0	0	0	0	2	2
9	5	5	1	5	6	4	0	26		9	3	3	1	0	0	1	0	8		11	2	0	0	0	0	0	0	2
7	9	2	0	3	3	7	2	26		7	1	2	3	0	0	1	1	8		10	0	0	0	1	0	0	1	2
6	9	0	3	5	1	4	1	23		11	2	1	1	2	2	0	0	8		12	0	0	0	0	1	0	1	2
11	2	6	2	6	2	1	3	22		8	1	0	0	3	4	0	0	8		12	0	1	0	0	0	0	1	2
6	13	0	2	5	0	1	1	22		8	5	1	0	0	0	0	1	8		9	1	0	0	0	1	0	0	2
10	10	5	2	0	1	1	2	21		9	4	0	1	0	0	2	0	7		10	0	0	0	0	1	0	1	2
9	11	2	0	0	3	5	0	21		9	4	1	1	1	0	0	0	7		7	0	0	0	0	0	2	0	2
9	13	4	3	1	0	0	0	21		6	2	0	0	3	0	0	2	7		8	0	0	1	0	0	0	0	1
7	6	0	0	1	2	10	2	21		7	4	0	0	1	1	1	0	7		7	0	0	0	0	0	0	1	1
9	16	2	0	1	1	1	0	21		9	1	3	0	1	0	2	0	7		9	1	0	0	0	0	0	0	1
11	11	1	0	4	3	0	2	21		10	1	0	0	0	2	1	2	6		9	0	0	0	0	0	1	0	1
8	0	9	1	4	2	1	2	19		7	1	0	0	2	0	1	2	6		11	0	0	0	1	0	0	0	1
8	3	8	1	2	0	0	5	19		9	2	0	0	2	0	1	0	6		9	1	0	0	0	0	0	0	1
6	4	2	1	3	0	6	3	19		6	3	2	0	1	0	0	0	6		6	0	0	0	0	0	0	1	1
6	8	1	2	1	1	2	4	19		9	2	1	1	0	1	1	0	6		6	0	0	0	0	0	0	1	1
8	3	7	1	0	0	3	3	17		6	0	2	0	1	0	0	2	5		11	0	0	0	1	0	0	0	1
9	8	1	0	1	6	1	0	17		9	2	1	0	2	0	0	0	5		9	0	0	0	1	0	0	0	1
11	4	1	2	2	2	5	1	17		11	0	1	0	1	0	2	1	5										
6	2	2	0	7	0	3	3	17		6	2	0	0	3	0	0	0	5										
7	4	0	0	3	0	8	1	16		12	0	5	0	0	0	0	0	5										
6	7	0	5	4	0	0	0	16		6	1	0	1	2	0	0	1	5										
11	1	1	1	4	0	7	1	15		6	0	0	0	1	0	0	3	4										
9	9	0	1	1	2	0	1	14		9	1	1	0	0	2	0	0	4										
6	10	0	0	3	0	1	0	14		12	0	1	0	0	2	1	0	4										
9	13	0	1	0	0	0	0	14		12	0	3	0	0	0	0	1	4										
9	6	2	3	0	0	2	0	13		11	1	0	0	3	0	0	0	4										
11	5	3	0	1	2	2	0	13		8	0	3	1	0	0	0	0	4										
6	5	0	2	4	0	0	2	13		10	1	1	0	0	1	0	1	4										
6	5	0	0	5	2	0	0	12		10	2	1	0	0	1	0	0	4										
12	4	5	0	1	0	0	2	12		8	2	2	0	0	0	0	0	4										
7	0	6	3	0	1	0	2	12		9	0	1	1	2	0	0	0	4										
12	5	2	0	0	1	2	2	12		8	0	2	0	0	0	2	0	4										
10	1	5	2	2	0	1	0	11		8	0	0	0	0	1	1	1	3										
7	1	1	1	5	1	1	1	11		9	2	0	0	0	0	1	0	3										
12	3	5	1	1	0	0	0	10		9	2	0	0	0	1	0	0	3										
11	4	0	0	1	1	2	2	10		10	2	0	0	0	1	0	0	3										

Occurrences of these codes: A
Number of occurrences between 08/24/2020 - 01/03/2021

Grade	AM	PM	Total	Total/2		Grade	AM	PM	Total	Total/2
1	50	44	94	47		1	9	9	18	9
2	50	35	85	42.5		3	13	5	18	9
2	36	38	74	37		0	11	7	18	9
1	35	36	71	35.5		3	12	6	18	9
2	37	33	70	35		2	3	14	17	8.5
3	35	34	69	34.5		4	7	10	17	8.5
2	35	23	58	29		1	11	6	17	8.5
4	27	29	56	28		-1	10	7	17	8.5
4	32	24	56	28		1	9	8	17	8.5
5	23	30	53	26.5		0	10	7	17	8.5
5	25	27	52	26		2	11	6	17	8.5
5	28	21	49	24.5		4	5	11	16	8
0	24	24	48	24		1	7	9	16	8
2	24	22	46	23		2	9	7	16	8
0	25	21	46	23		0	4	12	16	8
0	25	20	45	22.5		2	7	8	15	7.5
4	25	16	41	20.5		2	8	7	15	7.5
2	21	19	40	20		4	6	8	14	7
-1	20	18	38	19		4	6	8	14	7
2	20	17	37	18.5		3	8	6	14	7
-1	20	17	37	18.5		0	10	4	14	7
0	19	16	35	17.5		4	8	6	14	7
5	15	20	35	17.5		1	5	9	14	7
4	12	22	34	17		0	8	6	14	7
4	19	15	34	17		5	7	6	13	6.5
1	13	20	33	16.5		3	6	7	13	6.5
3	13	17	30	15		5	4	9	13	6.5
-1	16	14	30	15		1	4	8	12	6
0	15	15	30	15		0	5	7	12	6
1	10	19	29	14.5		5	3	9	12	6
1	12	16	28	14		0	5	6	11	5.5
0	16	12	28	14		5	8	2	10	5
-1	16	12	28	14		3	7	3	10	5
5	10	17	27	13.5		0	3	7	10	5
1	13	14	27	13.5		-1	6	4	10	5
5	10	17	27	13.5		2	3	6	9	4.5
2	11	15	26	13		5	1	8	9	4.5
5	7	19	26	13		5	1	8	9	4.5
1	15	9	24	12		2	7	2	9	4.5
3	12	11	23	11.5		4	5	4	9	4.5
0	10	12	22	11		2	6	3	9	4.5
3	8	13	21	10.5		0	4	4	8	4
-1	12	9	21	10.5		0	5	3	8	4
4	10	9	19	9.5		5	3	5	8	4
2	8	11	19	9.5		2	1	7	8	4

Grade	AM	PM	Total	Total/2
4	4	4	8	4
-1	5	2	7	3.5
1	3	4	7	3.5
4	3	4	7	3.5
2	4	3	7	3.5
-1	5	2	7	3.5
5	3	3	6	3
2	2	4	6	3
2	0	5	5	2.5
4	2	3	5	2.5
5	2	3	5	2.5
2	4	1	5	2.5
3	2	3	5	2.5
0	1	4	5	2.5
4	2	3	5	2.5
4	2	2	4	2
1	3	1	4	2
4	2	2	4	2
4	2	2	4	2
1	2	2	4	2
-1	3	0	3	1.5
1	0	3	3	1.5
4	1	2	3	1.5
3	1	2	3	1.5
3	1	1	2	1
5	1	1	2	1
0	0	2	2	1
2	1	1	2	1
4	1	1	2	1
0	0	2	2	1
3	0	2	2	1
1	1	1	2	1
3	1	1	2	1
4	0	1	1	0.5
5	1	0	1	0.5
-1	1	0	1	0.5
2	0	1	1	0.5
0	0	1	1	0.5
1	1	0	1	0.5
3	0	1	1	0.5
0	0	1	1	0.5
-1	0	1	1	0.5
2	0	1	1	0.5

134 entries

134 students @ HS

Occurrences of these codes: E

Number of occurrences between 08/24/2020 - 1/01/2020

Grade	AM	PM	Total	Total/2	
1	14	14	28	14	
1	7	8	15	7.5	
1	8	7	15	7.5	
4	4	5	9	4.5	
5	4	4	8	4	
4	4	3	7	3.5	
-1	3	3	6	3	
5	2	2	4	2	
5	2	2	4	2	
5	2	2	4	2	
0	2	2	4	2	
5	2	1	3	1.5	
1	2	1	3	1.5	
4	1	1	2	1	
5	1	1	2	1	
5	1	1	2	1	
0	1	1	2	1	
3	1	1	2	1	
3	1	1	2	1	
5	1	1	2	1	
0	1	1	2	1	
3	1	1	2	1	
2	1	1	2	1	
2	0	1	1	0.5	
5	1	0	1	0.5	
0	1	0	1	0.5	
2	0	1	1	0.5	
1	1	0	1	0.5	
4	1	0	1	0.5	
1	1	0	1	0.5	
4	1	0	1	0.5	
4	0	1	1	0.5	
0	0	1	1	0.5	
1	0	1	1	0.5	

Occurrences of these codes: T

Number of occurrences between 08/24/2020 - 12/01/2020

Grade	AM	PM	Total		Grade	AM	PM	Total		Grade	AM	PM	Total
1	19	16	35		2	11	0	11		3	4	0	4
1	22	10	32		2	10	0	10		4	3	0	3
5	19	11	30		2	7	3	10		4	3	0	3
5	27	1	28		3	9	1	10		-1	2	1	3
4	24	4	28		2	10	0	10		0	1	2	3
1	21	6	27		3	6	3	9		0	2	1	3
4	24	2	26		3	8	1	9		0	0	3	3
4	26	0	26		5	9	0	9		3	3	0	3
4	22	3	25		2	8	1	9		2	1	1	2
0	18	7	25		4	9	0	9		4	2	0	2
3	24	1	25		5	8	0	8		2	2	0	2
1	17	7	24		2	6	2	8		5	1	1	2
1	14	9	23		3	6	2	8		4	2	0	2
0	16	7	23		0	7	1	8		1	0	2	2
1	15	6	21		4	8	0	8		0	0	2	2
1	13	8	21		0	5	3	8		2	2	0	2
4	18	1	19		2	5	3	8		0	1	1	2
5	11	8	19		0	3	4	7		-1	1	0	1
5	17	2	19		1	5	2	7		2	1	0	1
5	16	2	18		4	7	0	7		4	1	0	1
5	13	4	17		3	5	2	7		-1	0	1	1
5	12	5	17		0	5	2	7		3	0	1	1
1	13	3	16		5	6	1	7		2	1	0	1
1	7	9	16		3	6	1	7		-1	1	0	1
0	12	4	16		1	6	1	7		5	1	0	1
0	11	4	15		4	6	0	6		3	1	0	1
5	14	0	14		2	4	2	6		0	1	0	1
4	14	0	14		1	5	1	6		3	1	0	1
5	9	5	14		4	6	0	6		4	1	0	1
4	14	0	14		2	4	2	6		3	0	1	1
1	7	7	14		2	2	3	5					
1	9	4	13		5	5	0	5					
5	12	1	13		0	4	1	5					
2	10	3	13		1	4	1	5					
0	11	1	12		1	3	2	5					
0	7	5	12		2	4	1	5					
3	12	0	12		0	5	0	5					
4	12	0	12		0	1	4	5					
4	12	0	12		5	2	2	4					
4	10	1	11		4	4	0	4					
1	9	2	11		2	4	0	4					
2	11	0	11		2	4	0	4					
0	9	2	11		2	3	1	4					
3	11	0	11		4	4	0	4					
1	8	3	11		-1	4	0	4					



Campus Information

Enrollment Dashboard

Academic Dashboard

Parshall Elementary

P.O.Box 69
Parshall ND 58770
(701) 862-3417

Administration

Principal Anthony Esquibel
School Type Regular
Number of Teachers 16 [Click for Roster »](#)

School Dates

First Day	Last Day	# of Days
8/19/2019	5/21/2020	175

Population by Grade Level

Total number of students	153
Kindergarten	19
First Grade	25
Second Grade	20
Third Grade	26
Fourth Grade	21
Fifth Grade	24
Sixth Grade	18
<hr/>	
Late Enrollment	6.5%

Student Demographics

Gender

Female	46.4%
Male	53.6%

Ethnicity

(A) Asian	0.7%
(H) Hispanic	2.0%
(I) American Indian or Alaska Native	79.1%
(W) White	18.3%

Student by Classifications

21st Century Program	0.0%
Alternative Education	0.0%
BIE Program	0.0%
Disability	17.6%
Free/Reduced Lunch	60.8%
Limited English Proficiency	0.0%
Migrant	0.0%
Section 504 Designation	0.0%
Title I Participation	25.5%

School information was last updated on June 26, 2019



Campus Information

Enrollment Dashboard

Academic Dashboard

Overview

By Grade

By Demographics

By Classifications

Dashboard Summary

Alert

Status

Enrollment by Grade

Grade



Enrollment by Demographics

Gender



Ethnicity



Enrollment by Classifications

Classifications





Campus Information

Enrollment Dashboard

Academic Dashboard

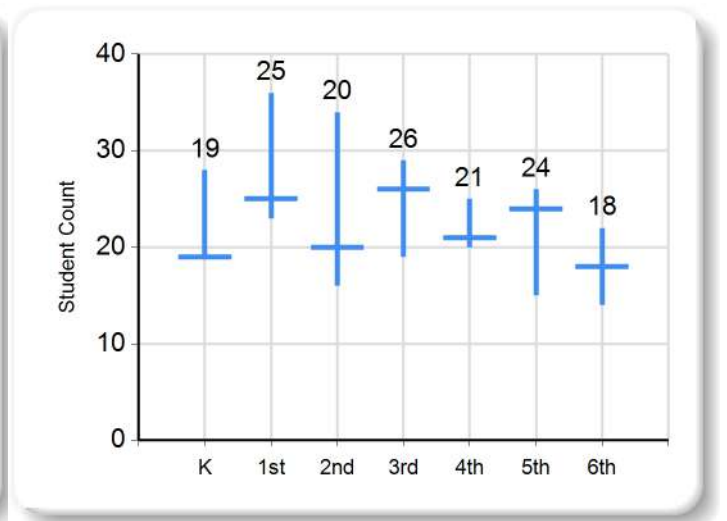
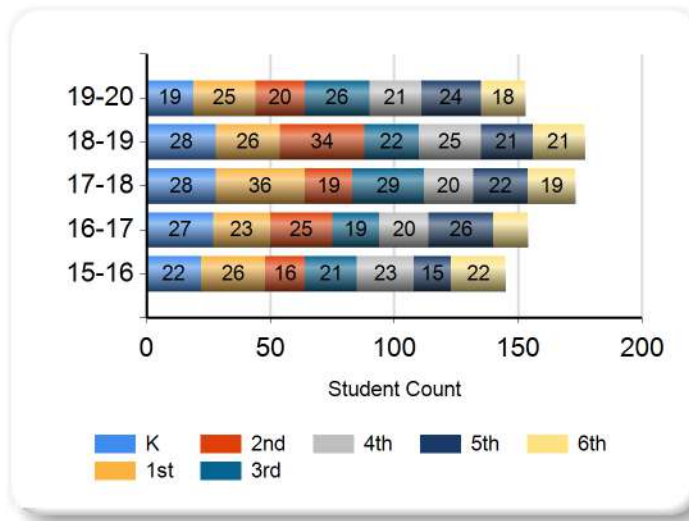
Overview

By Grade

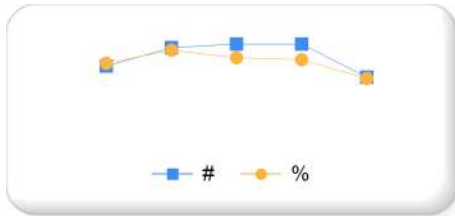
By Demographics

By Classifications

	Status	Value	Trend	Alert
Enrollment by Grade				
2019-2020 school year				
Kindergarten	12.4%	19	▼	
First Grade	16.3%	25	▼	
Second Grade	13.1%	20	▼	▲
Third Grade	17.0%	26	▲	
Fourth Grade	13.7%	21	▼	
Fifth Grade	15.7%	24	▲	
Sixth Grade	11.8%	18	▼	



Kindergarten



First Grade



Second Grade



Third Grade



Fourth Grade



Fifth Grade



Sixth Grade



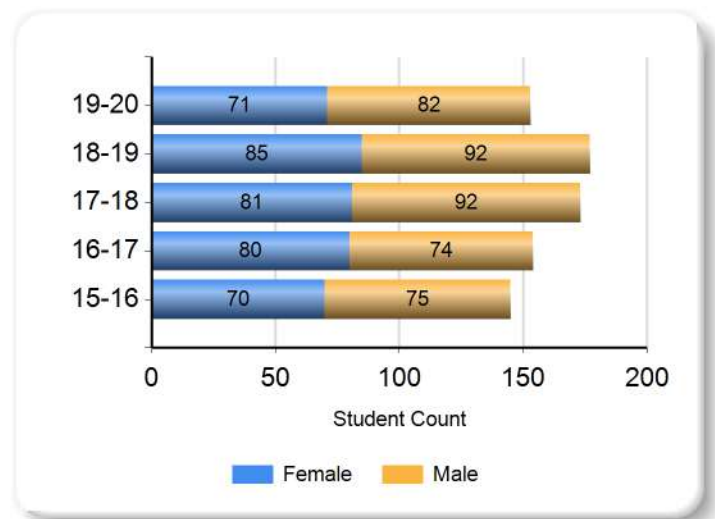
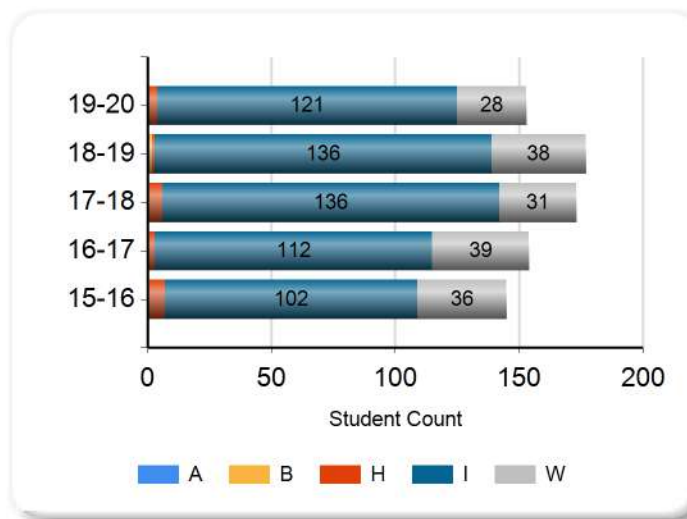


	Status	Value	Trend	Alert
Enrollment by Ethnicity				
2019-2020 school year				
(A) Asian	0.7%	1		
(H) Hispanic	2.0%	3		
(I) American Indian or Alaska Native	79.1%	121		
(W) White	18.3%	28		




Enrollment by Gender

2019-2020 school year

Female	46.4%	71	
Male	53.6%	82	

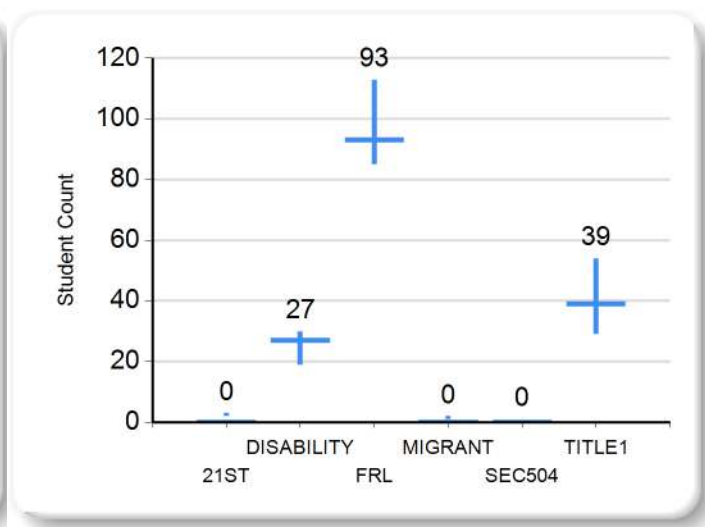
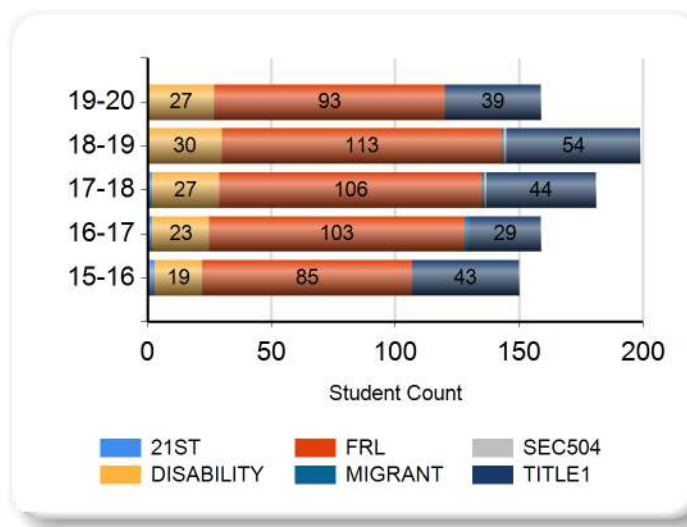


Enrollment History	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		Trend
By Ethnicity											
(B) Black or African American	1	0.7%	1	0.6%	1	0.6%	1	0.6%			
(A) Asian							1	0.6%	1	0.7%	
(H) Hispanic	6	4.1%	2	1.3%	5	2.9%	1	0.6%	3	2.0%	
(I) American Indian or Alaska Native	102	70.3%	112	72.7%	136	78.6%	136	76.8%	121	79.1%	

(W) White	36	24.8%	39	25.3%	31	17.9%	38	21.5%	28	18.3%	
By Gender											
Female	70	48.3%	80	51.9%	81	46.8%	85	48.0%	71	46.4%	
Male	75	51.7%	74	48.1%	92	53.2%	92	52.0%	82	53.6%	



	Status	Value	Trend	Alert
Enrollment by Classifications				
2019-2020 school year				
Disability	17.6%	27	▼	
Free/Reduced Lunch	60.8%	93	▼	
Title I Participation	25.5%	39	▼	🚩



Enrollment History	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		Trend
21st Century Program	3	2.1%	2	1.3%	2	1.2%					
Disability	19	13.1%	23	14.9%	27	15.6%	30	16.9%	27	17.6%	
Free/Reduced Lunch	85	58.6%	103	66.9%	106	61.3%	113	63.8%	93	60.8%	
Migrant			2	1.3%	1	0.6%	1	0.6%			
Section 504 Designation					1	0.6%	1	0.6%			
Title I Participation	43	29.7%	29	18.8%	44	25.4%	54	30.5%	39	25.5%	



Dashboard Summary

Alert

Status

Attendance

Daily and class period attendance



Assessments

Test scores and whether met standard

ACCESS - ACCESS for ELL



AIMS - AIMS Web



AIMSPLUS - AimsPlus



NDSAAIR - North Dakota State Assessment Air



NDSASB - North Dakota State Assessment SB



NDSA - North Dakota State Assessment



NWEA - Northeast Evaluation Association



STAR - Star Renaissance



Grades

Performance in current courses



College and Career Readiness

Predicting the Need for Remedial Coursework

NDUS Admission Index

Admission standard

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Attendance	Status	Goal	Value	Trend	Alert
Average Daily Attendance (Through 5/22/2020)					
Average daily attendance for all students (unweighted)					
Last Four Weeks	96.2%	90.0%	160	▲	
Last Eight Weeks	95.6%	90.0%	160	▼	
Year to Date	97.6%	90.0%	160		

Daily Attendance Rate (Through 5/22/2020)

% of students meeting attendance rate threshold of 90.0% during the specified timeframe

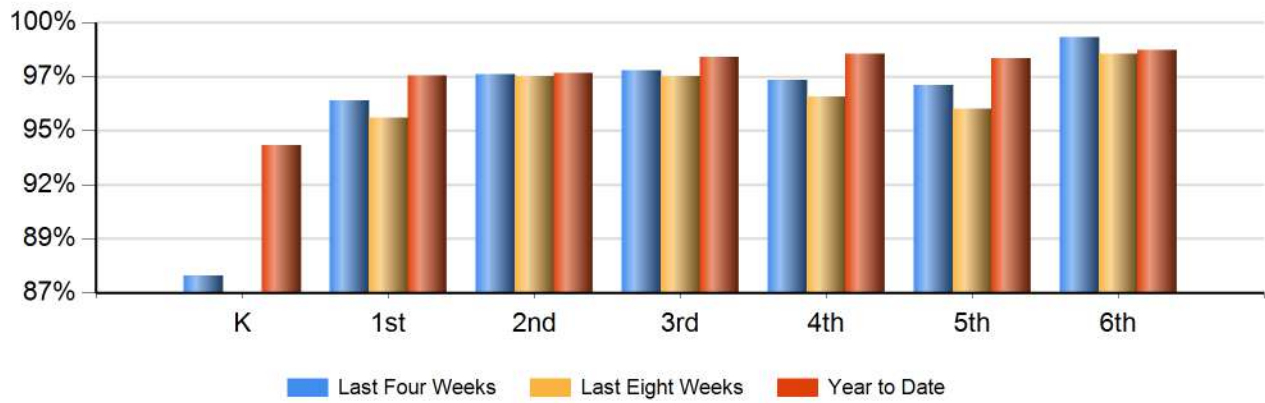
Last Four Weeks	88.1%	95.0%	141 of 160	▲	
Last Eight Weeks	86.9%	95.0%	139 of 160	▼	🚩
Year to Date	98.1%	95.0%	157 of 160		

Class Period Absence Rate (Through 5/22/2020)

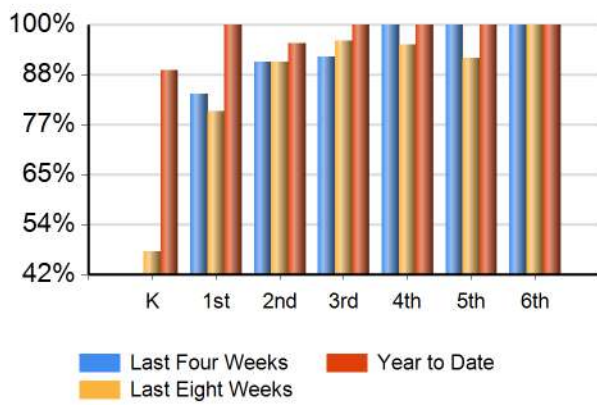
% of students exceeding class period absent rate threshold of 10.0% during the specified timeframe

Last Four Weeks	54.4%	95.0%	87 of 160	▲	
Last Eight Weeks	51.9%	95.0%	83 of 160	▼	
Year to Date	53.1%	95.0%	85 of 160		

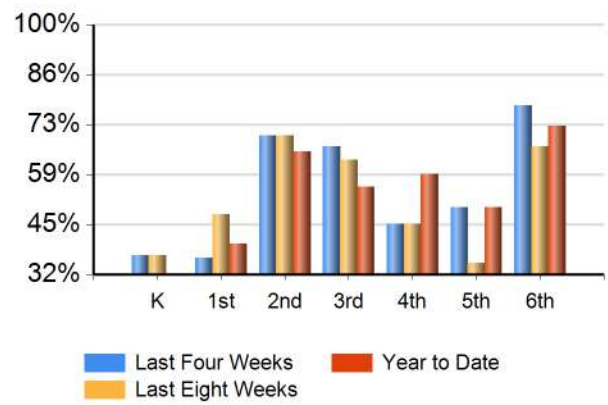
Average daily attendance for all students



% of students meeting attendance rate



% of students exceeding class period absent rate





	Status	Goal	Value	Trend	Alert
ACCESS - ACCESS for ELL					
% of students meeting standard - 4.0 - Expanding or above					
Composite	0.0%	80.0%	0 of 1		
Language-Comprehension	0.0%	80.0%	0 of 1		
Language-Listening	100.0%	80.0%	1 of 1		
Language-Listening Kindergarten Instructional	100.0%	80.0%	1 of 1		
Language-Literacy	0.0%	80.0%	0 of 1		
Language-Literacy Kindergarten Instructional	0.0%	80.0%	0 of 1		
Language-Oral	0.0%	80.0%	0 of 1		
Language-Oral Kindergarten Instructional	100.0%	80.0%	1 of 1		
Language-Speaking	0.0%	80.0%	0 of 1		
Language-Speaking Kindergarten Instructional	0.0%	80.0%	0 of 1		
Language-Writing	0.0%	80.0%	0 of 1		
Language-Writing Kindergarten Instructional	0.0%	80.0%	0 of 1		
Reading	0.0%	80.0%	0 of 1		

AIMS - AIMS Web

% of students meeting standard - At Target or above

Mathematics	50.0%	80.0%	1 of 2	
Reading	100.0%	80.0%	2 of 2	

AIMSPLUS - AimsPlus

% of students meeting standard -

Mathematics-CONAPP	20.5%	80.0%	31 of 151		
Mathematics-ENB	13.6%	80.0%	6 of 44		
Mathematics-MCF	23.3%	80.0%	30 of 129		
Mathematics-MFF1D	22.5%	80.0%	9 of 40		

Mathematics-MFFT	32.0%	80.0%	8 of 25		
Mathematics-NCFP	17.5%	80.0%	7 of 40		
Mathematics-NCFT	31.8%	80.0%	41 of 129		
Mathematics-NNF	36.8%	80.0%	7 of 19		
Mathematics-NSF	26.4%	80.0%	34 of 129		
Mathematics-QDF	31.6%	80.0%	6 of 19		
Mathematics-QTF	60.0%	80.0%	12 of 20		
Reading-AV	56.8%	80.0%	25 of 44		
Reading-ELB	13.6%	80.0%	6 of 44		
Reading-IS	47.4%	80.0%	9 of 19		
Reading-LNF	5.3%	80.0%	1 of 19		
Reading-LWSF	15.9%	80.0%	7 of 44		
Reading-NWF	20.5%	80.0%	9 of 44		
Reading-ORF	23.1%	80.0%	34 of 147		
Reading-PHS	20.5%	80.0%	9 of 44		
Reading-PRCON	21.1%	80.0%	4 of 19		
Reading-RC	37.2%	80.0%	48 of 129		
Reading-READB	34.9%	80.0%	45 of 129		
Reading-SRF	64.2%	80.0%	43 of 67		
Reading-VO	38.0%	80.0%	49 of 129		
Reading-WRF	12.0%	80.0%	3 of 25		

NDSAAIR - North Dakota State Assessment Air

% of students meeting standard -

Language	25.4%	80.0%	15 of 59		
Mathematics	13.6%	80.0%	8 of 59		

NDSASB - North Dakota State Assessment SB

% of students meeting standard - Proficient or above

Language	38.5%	80.0%	5 of 13		
Mathematics	30.8%	80.0%	4 of 13		

NDSA - North Dakota State Assessment

% of students meeting standard - Proficient or above

Mathematics	100.0%	80.0%	1 of 1	▲
Reading	100.0%	80.0%	1 of 1	▲
Science	36.8%	80.0%	14 of 38	▼

NWEA - Northeast Evaluation Association

% of students meeting standard - Average or above

Language	24.2%	80.0%	30 of 124	▲
Mathematics	20.5%	80.0%	30 of 146	▲
Reading	29.3%	80.0%	43 of 147	▲

NWEA - Northwest Evaluation Association

% of students meeting standard - Average or above

Combined Science-CSCI2OF2	100.0%	80.0%	1 of 1	▲
Language	0.0%	80.0%	0 of 2	▲
Mathematics	0.0%	80.0%	0 of 2	▲
Reading	0.0%	80.0%	0 of 1	■

STAR - Star Renaissance

% of students meeting standard - Average or above

Language	100.0%	80.0%	1 of 1	▲
Mathematics	25.0%	80.0%	1 of 4	▲
Reading	33.3%	80.0%	1 of 3	▲



	Status	Goal	Value	Trend	Alert
Class Grades					
% of students requiring mastery of content in current courses					
% with a current failing course grades	21.6%	5.0%	33 of 153	▼	🚩
% with grades dropping 10% or more	53.6%	5.0%	82 of 153	▲	🚩
% with repeating courses due to failure	0.0%	5.0%	0 of 153		

Grades Below C Level

% of students with course grades below C

% with 1 course grade below C	37.3%	5.0%	57 of 153	▼	🚩
% with 2 course grades below C	22.2%	5.0%	34 of 153	▼	🚩
% with 3 or more course grades below C	7.8%	5.0%	12 of 153	▼	🚩



Campus Information

Enrollment Dashboard

Academic Dashboard

Overview

Attendance

Assessments

Grades and Credits

College and Career
Readiness

No data available.

	Status	Value	Trend	Alert
NDUS Admission Index				
% of students meeting NDUS admission standards				
Research University	0.0%	0 of 0		
Masters University	0.0%	0 of 0		
Regional University	0.0%	0 of 0		
Community College	0.0%	0 of 0		



Campus Information

Enrollment Dashboard

Academic Dashboard

Parshall Elementary

P.O.Box 69
Parshall ND 58770
(701) 862-3417

Administration

Principal Anthony Esquibel
School Type Regular
Number of Teachers 15 [Click for Roster »](#)

School Dates

First Day	Last Day	# of Days
8/20/2020	5/21/2021	173

Population by Grade Level

Total number of students	152
Preschool	13
Kindergarten	25
First Grade	20
Second Grade	26
Third Grade	19
Fourth Grade	28
Fifth Grade	21
Late Enrollment	15.1%

Student Demographics

Gender

Female	52.6%
Male	47.4%

Ethnicity

(H) Hispanic	1.3%
(I) American Indian or Alaska Native	83.6%
(W) White	15.1%

Student by Classifications

21st Century Program	0.0%
Alternative Education	0.0%
BIE Program	0.0%
Disability	16.4%
Free/Reduced Lunch	63.8%
Limited English Proficiency	0.0%
Migrant	0.0%
Section 504 Designation	0.0%
Title I Participation	91.4%

School information was last updated on September 30, 2020



Campus Information

Enrollment Dashboard

Academic Dashboard

Overview

By Grade

By Demographics

By Classifications

Dashboard Summary

Alert

Status

Enrollment by Grade

Grade



Enrollment by Demographics

Gender



Ethnicity



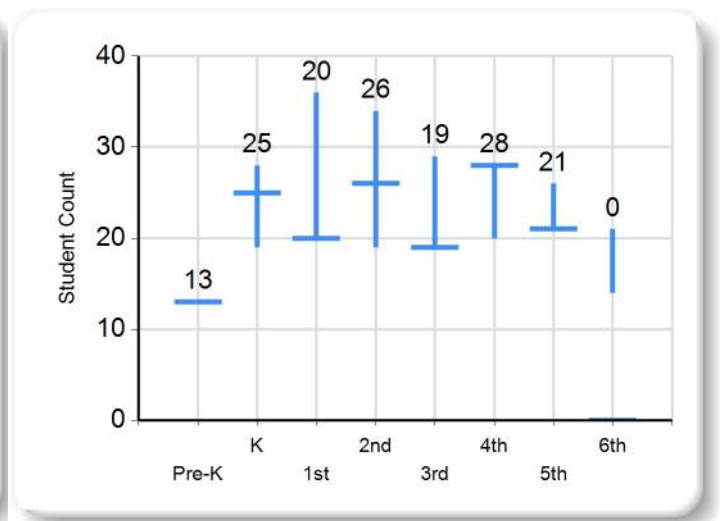
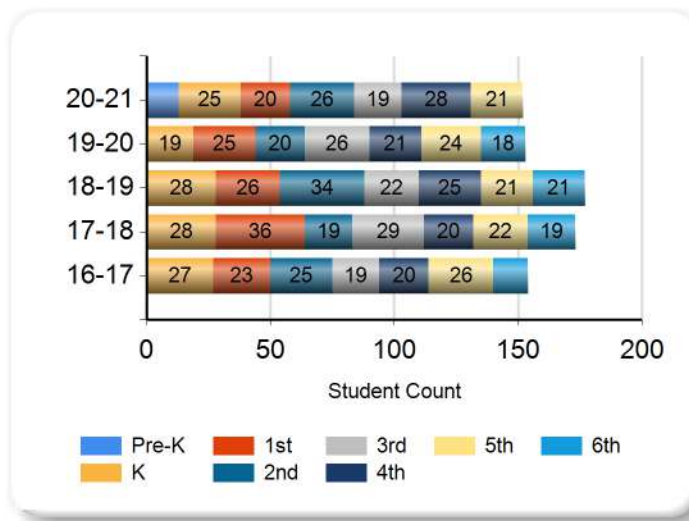
Enrollment by Classifications

Classifications

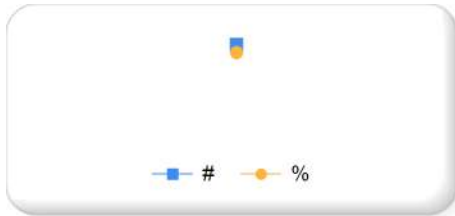




	Status	Value	Trend	Alert
Enrollment by Grade				
2020-2021 school year				
Preschool	8.6%	13		
Kindergarten	16.4%	25	▲	
First Grade	13.2%	20	▼	
Second Grade	17.1%	26	▲	
Third Grade	12.5%	19	▼	
Fourth Grade	18.4%	28	▲	
Fifth Grade	13.8%	21	▼	



Preschool



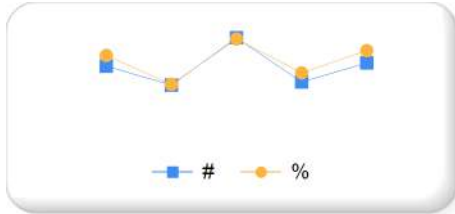
Kindergarten



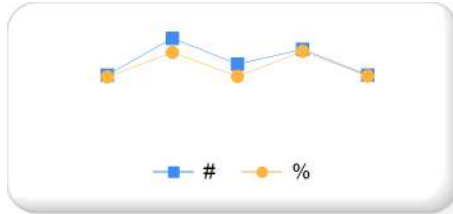
First Grade



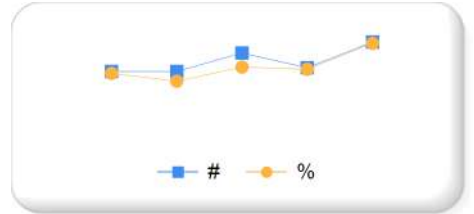
Second Grade



Third Grade



Fourth Grade



Fifth Grade



Sixth Grade



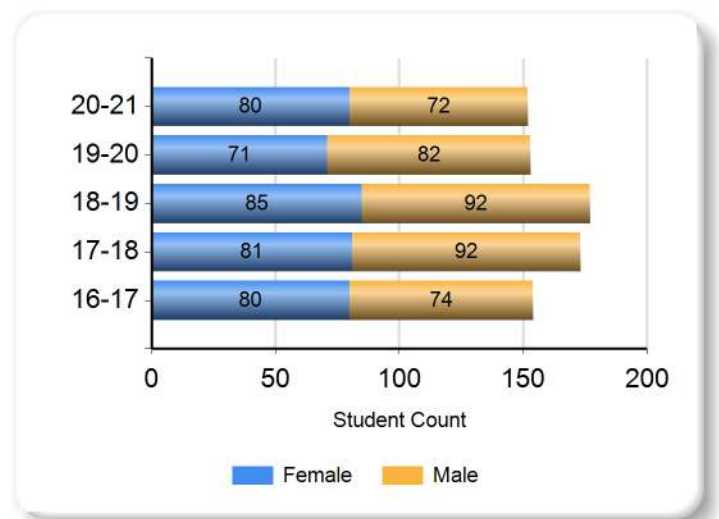
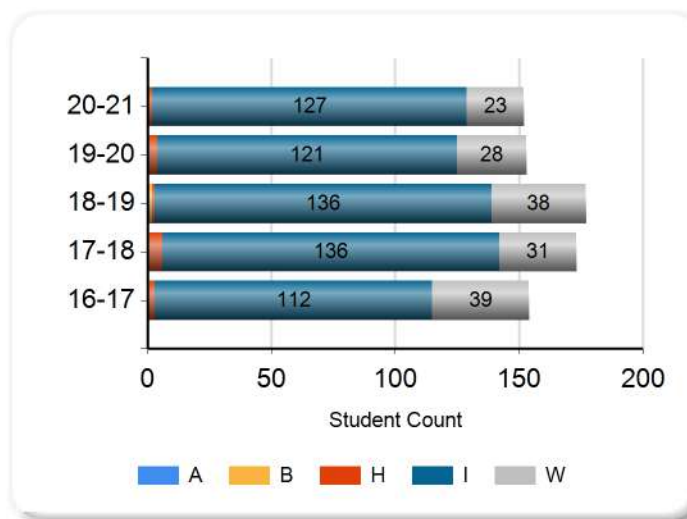




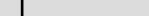
	Status	Value	Trend	Alert
Enrollment by Ethnicity				
2020-2021 school year				
(H) Hispanic	1.3%	2	▼	
(I) American Indian or Alaska Native	83.6%	127	▲	
(W) White	15.1%	23	▼	

Enrollment by Gender

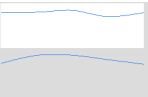
2020-2021 school year

Female	52.6%	80	▲	🚩
Male	47.4%	72	▼	🚩



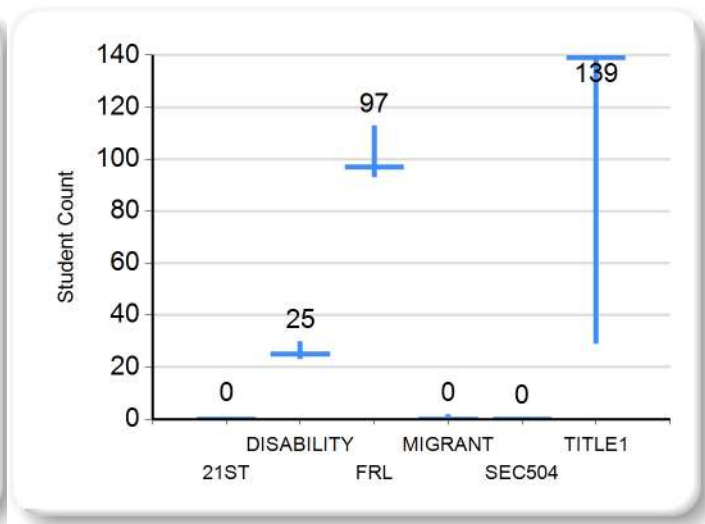
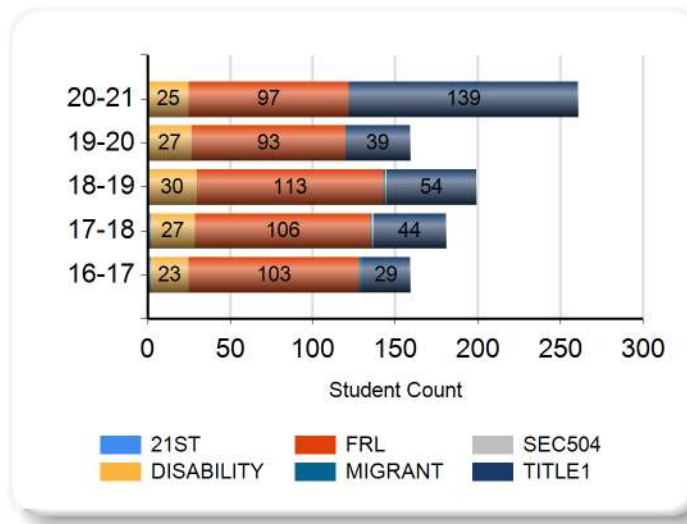
Enrollment History		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		Trend
By Ethnicity												
(B) Black or African American		1	0.6%	1	0.6%	1	0.6%					
(A) Asian						1	0.6%	1	0.7%			
(H) Hispanic		2	1.3%	5	2.9%	1	0.6%	3	2.0%	2	1.3%	
(I) American Indian or Alaska Native		112	72.7%	136	78.6%	136	76.8%	121	79.1%	127	83.6%	
(W) White		39	25.3%	31	17.9%	38	21.5%	28	18.3%	23	15.1%	

By Gender

Female	80	51.9%	81	46.8%	85	48.0%	71	46.4%	80	52.6%	
Male	74	48.1%	92	53.2%	92	52.0%	82	53.6%	72	47.4%	



	Status	Value	Trend	Alert
Enrollment by Classifications				
2020-2021 school year				
Disability	16.4%	25	▼	
Free/Reduced Lunch	63.8%	97	▲	
Title I Participation	91.4%	139	▲	▲



Enrollment History	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		Trend
21st Century Program	2	1.3%	2	1.2%							
Disability	23	14.9%	27	15.6%	30	16.9%	27	17.6%	25	16.4%	
Free/Reduced Lunch	103	66.9%	106	61.3%	113	63.8%	93	60.8%	97	63.8%	
Migrant	2	1.3%	1	0.6%	1	0.6%					
Section 504 Designation			1	0.6%	1	0.6%					
Title I Participation	29	18.8%	44	25.4%	54	30.5%	39	25.5%	139	91.4%	



Dashboard Summary

Alert

Status

Attendance

Daily and class period attendance



Assessments

Test scores and whether met standard

AIMS - AIMS Web



AIMSPLUS - AimsPlus



NDSAAIR - North Dakota State Assessment Air



NWEA - Northeast Evaluation Association



STAR - Star Renaissance



Grades

Performance in current courses



College and Career Readiness

Predicting the Need for Remedial Coursework

NDUS Admission Index

Admission standard





Attendance	Status	Goal	Value	Trend	Alert
Average Daily Attendance (Through 12/2/2020)					
Average daily attendance for all students (unweighted)					
Last Four Weeks	96.6%	90.0%	161	▼	
Last Eight Weeks	97.0%	90.0%	161	▲	
Year to Date	96.8%	90.0%	161		

Daily Attendance Rate (Through 12/2/2020)

% of students meeting attendance rate threshold of 90.0% during the specified timeframe

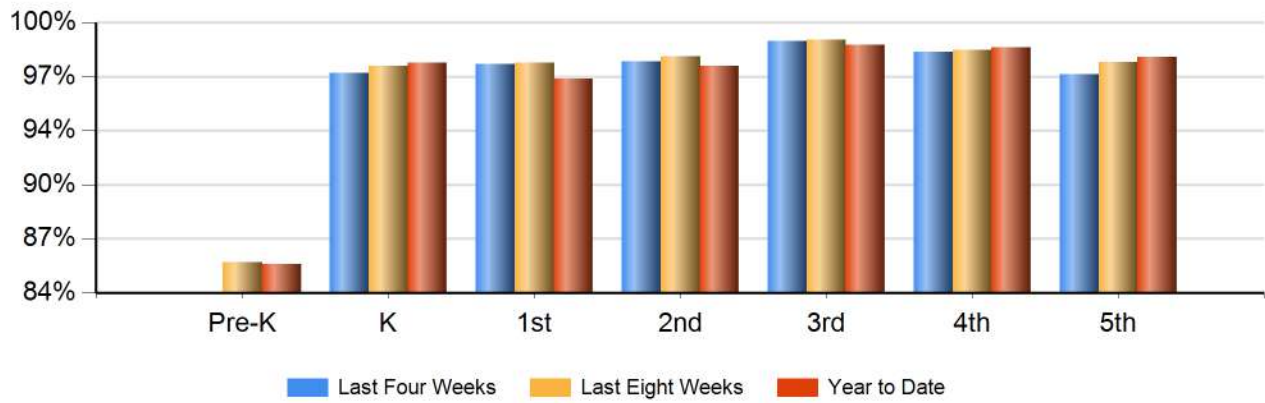
Last Four Weeks	89.4%	95.0%	144 of 161	▼
Last Eight Weeks	93.8%	95.0%	151 of 161	■
Year to Date	93.8%	95.0%	151 of 161	

Class Period Absence Rate (Through 12/2/2020)

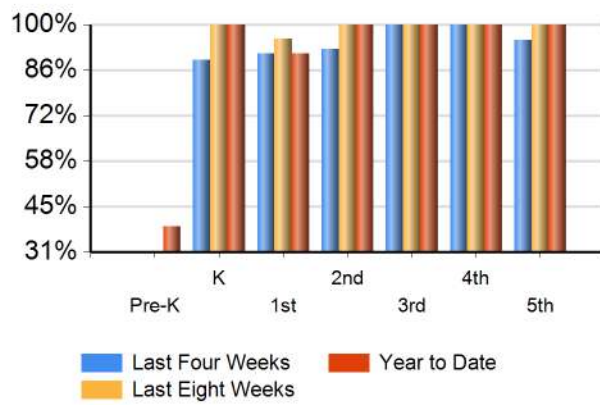
% of students exceeding class period absent rate threshold of 10.0% during the specified timeframe

Last Four Weeks	53.4%	95.0%	86 of 161	▼
Last Eight Weeks	55.9%	95.0%	90 of 161	▲
Year to Date	53.4%	95.0%	86 of 161	

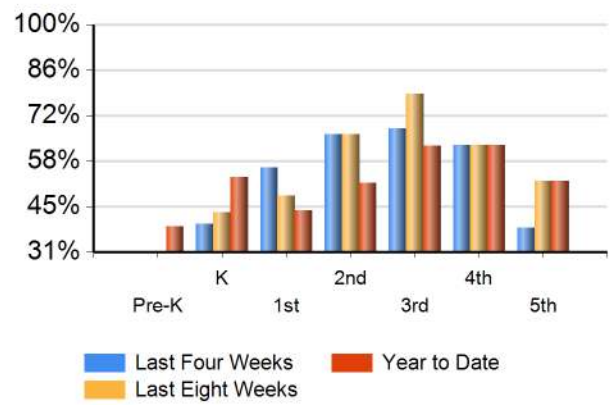
Average daily attendance for all students



% of students meeting attendance rate



% of students exceeding class period absent rate





	Status	Goal	Value	Trend	Alert
AIMS - AIMS Web					
% of students meeting standard - At Target or above					
Mathematics	66.7%	80.0%	2 of 3	▲	
Reading	66.7%	80.0%	2 of 3	▲	

AIMSPLUS - AimsPlus

% of students meeting standard -

Mathematics-CONAPP	18.9%	80.0%	27 of 143	▼	▲
Mathematics-ENB	16.4%	80.0%	12 of 73	▼	▲
Mathematics-MCF	29.7%	80.0%	27 of 91	▼	▲
Mathematics-MFF1D	22.5%	80.0%	9 of 40	■	▲
Mathematics-MFFT	28.6%	80.0%	6 of 21	■	
Mathematics-NCFP	20.0%	80.0%	8 of 40	▼	▲
Mathematics-NCFT	27.5%	80.0%	25 of 91	▲	▲
Mathematics-NNF	27.1%	80.0%	13 of 48	■	▲
Mathematics-NSF	25.3%	80.0%	23 of 91	▼	▲
Mathematics-QDF	33.3%	80.0%	6 of 18	■	
Mathematics-QTF	34.7%	80.0%	17 of 49	▲	▲
Reading-AV	40.6%	80.0%	28 of 69	▲	▲
Reading-ELB	16.4%	80.0%	12 of 73	▲	▲
Reading-IS	31.3%	80.0%	15 of 48	▲	
Reading-LNF	6.3%	80.0%	3 of 48	▲	▲
Reading-LWSF	21.7%	80.0%	15 of 69	▲	▲
Reading-NWF	20.5%	80.0%	8 of 39	▼	▲
Reading-ORF	22.3%	80.0%	25 of 112	▼	▲
Reading-PHS	17.9%	80.0%	7 of 39	▼	▲
Reading-PRCON	16.7%	80.0%	8 of 48	▲	

Reading-RC	33.7%	80.0%	31 of 92	▲	▲
Reading-READB	28.3%	80.0%	26 of 92	▲	▲
Reading-SRF	67.6%	80.0%	25 of 37	■	▲
Reading-VO	32.6%	80.0%	30 of 92	▲	▲
Reading-WRF	14.3%	80.0%	3 of 21	▲	▲

NDSAIR - North Dakota State Assessment Air

% of students meeting standard -

Language	30.0%	80.0%	6 of 20		
Mathematics	25.0%	80.0%	5 of 20		

NWEA - Northeast Evaluation Association

% of students meeting standard - Average or above

Combined Science-CSCI2OF2	0.0%	80.0%	0 of 1	▲	
Language	27.0%	80.0%	24 of 89	▲	
Mathematics	24.1%	80.0%	27 of 112	▲	
Reading	31.9%	80.0%	36 of 113	▲	

NWEA - Northwest Evaluation Association

% of students meeting standard - Average or above

Language	0.0%	80.0%	0 of 1	▲	
Mathematics	0.0%	80.0%	0 of 1	■	

STAR - Star Renaissance

% of students meeting standard - Average or above

Language	100.0%	80.0%	2 of 2	▲	
Mathematics	100.0%	80.0%	1 of 1	▼	
Reading	50.0%	80.0%	1 of 2	▼	▲



	Status	Goal	Value	Trend	Alert
--	--------	------	-------	-------	-------

Class Grades

% of students requiring mastery of content in current courses

% with a current failing course grades	24.3%	5.0%	37 of 152		
% with grades dropping 10% or more	0.0%	5.0%	0 of 152		
% with repeating courses due to failure	0.0%	5.0%	0 of 152		

Grades Below C Level

% of students with course grades below C

% with 1 course grade below C	35.5%	5.0%	54 of 152		
% with 2 course grades below C	25.7%	5.0%	39 of 152		
% with 3 or more course grades below C	19.1%	5.0%	29 of 152		



Campus Information

Enrollment Dashboard

Academic Dashboard

Overview

Attendance

Assessments

Grades and Credits

College and Career
Readiness

No data available.

	Status	Value	Trend	Alert
NDUS Admission Index				
% of students meeting NDUS admission standards				
Research University	0.0%	0 of 0		
Masters University	0.0%	0 of 0		
Regional University	0.0%	0 of 0		
Community College	0.0%	0 of 0		

NOTICE

This is an exhibit template. This template must be compared to your existing exhibit before implementing it. Administrative regulations and exhibits may be reviewed by the board but should not be adopted by them. More information on the Policy Adoption Process can be found on the Policy Services website or by contacting the NDSBA office at 1-800-932-8791.

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Wellness Policy Assessment

This template provides information on wellness policy goals and practices within the District. Use this tool to track progress and gather ideas on ways to create a healthier school environment. A separate assessment should be completed for each school building by the assigned building-level wellness policy coordinator. Assessments will be reviewed by the Superintendent and the District Wellness Committee. The completed assessment and the district wellness policy must be made available to the public.

District Name: Click or tap here to enter text.

Reviewer: Click or tap here to enter text.

School Name: Click or tap here to enter text.

Date: Click or tap here to enter text.

Select all grades: K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

Yes No I. Public Involvement

- ☐ ☐ We encourage the following to participate in the development, implementation, and evaluation of our wellness policy:
- ☐ Administrators ☐ School Food Service Staff ☐ P.E. Teachers ☐ Parents
- ☐ School Board Members ☐ School Health Professionals ☐ Students ☐ Public

- ☐ ☐ We have a wellness policy coordinator in charge of compliance for each school building.
Name/Title: Click or tap here to enter text.

- ☐ ☐ We make our policy available to the public annually.
Please describe: Click or tap here to enter text.

- ☐ ☐ Our district reviews the wellness policy at least [annually] [once every three years].

Yes No II. Physical Education

- ☐ ☐ Our district's written wellness policy includes measurable goals for physical activity.

- ☐ ☐ We provide physical education for elementary students on a weekly basis.

- ☐ ☐ We provide physical education for middle school during a term or semester.

- ☐ ☐ We require physical education classes for graduation (high schools only).

- ☐ ☐ We provide recess for elementary students on a daily basis.

- ☐ ☐ We provide opportunities for physical activity integrated throughout the day.

- ☐ ☐ We prohibit staff and teachers from keeping kids in from recess for punitive reasons.

- ☐ ☐ Teachers are allowed to offer physical activity as a reward for students.

- ☐ ☐ We offer before and after school physical activity: ☐ Competitive Sports ☐ Non-Competitive Sports ☐ Other clubs

Yes	No	III. Nutrition Education and Promotion
-----	----	--

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Our district's written wellness policy includes measurable goals for nutrition education and promotion. |
|--------------------------|--------------------------|---|

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | We offer standards-based nutrition education in a variety of subjects (e.g. science, health, math, etc). |
|--------------------------|--------------------------|--|

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | We offer nutrition education to students in: <input type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> High School |
|--------------------------|--------------------------|---|

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | We promote healthy eating and nutrition education with signage, use of creative menus, posters, bulletin boards, etc. |
|--------------------------|--------------------------|---|

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | We have reviewed <i>Smarter Lunchroom</i> techniques and evaluated our ability to implement some of them. |
|--------------------------|--------------------------|---|

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | We place fruits and vegetables where they are easy to access (e.g. near the cafeteria cashier or near the front of the line). |
|--------------------------|--------------------------|---|

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | We ensure students have access to hand-washing facilities prior to meals |
|--------------------------|--------------------------|--|

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | We annually evaluate how to market and promote our school meal program(s). |
|--------------------------|--------------------------|--|

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | We regularly share school meal nutrition, calorie, and sodium content information with students and families |
|--------------------------|--------------------------|--|

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | We participate in Farm to School activities and/or have a school garden. |
|--------------------------|--------------------------|--|

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | We only advertise and promote nutritious foods and beverages on school grounds (e.g. buildings, playing fields, etc). |
|--------------------------|--------------------------|---|

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | We price nutritious foods and beverages lower than less nutritious foods and beverages. |
|--------------------------|--------------------------|---|

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | We offer fruits or non-fried vegetables in: <input type="checkbox"/> Vending Machines <input type="checkbox"/> School Stores <input type="checkbox"/> Snack Bars <input type="checkbox"/> a La Carte |
|--------------------------|--------------------------|--|

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | We have nutritional standards for foods/beverages served at school parties, celebrations, events, etc. |
|--------------------------|--------------------------|--|

Yes	No	IV. Other School-Sponsored Activities
-----	----	---------------------------------------

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Our district's written wellness policy includes measurable goals for other school-sponsored activities that promote wellness. |
|--------------------------|--------------------------|---|

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | We provide training to staff on the importance of modeling healthy behaviors. |
|--------------------------|--------------------------|---|

- ☐ ☐ We provide annual training to all staff on: ☐ Nutrition ☐ Physical Activity

Yes	No	IV. Other School-Sponsored Activities Continued
-----	----	---

<input type="checkbox"/>	<input type="checkbox"/>	We have a staff wellness program.
--------------------------	--------------------------	-----------------------------------

<input type="checkbox"/>	<input type="checkbox"/>	We have school district staff who are CPR certified (e.g. teachers, coaches, counselors, food service staff).
--------------------------	--------------------------	---

<input type="checkbox"/>	<input type="checkbox"/>	We actively promote walk or bike to school for students with Safe Routes to School or other related programs.
--------------------------	--------------------------	---

<input type="checkbox"/>	<input type="checkbox"/>	We have a recycling/environmental stewardship program.
--------------------------	--------------------------	--

<input type="checkbox"/>	<input type="checkbox"/>	We have a recognition/reward program for students who exhibit healthy behaviors.
--------------------------	--------------------------	--

<input type="checkbox"/>	<input type="checkbox"/>	We provide teachers with alternative celebration/reward options other than food or beverages.
--------------------------	--------------------------	---

<input type="checkbox"/>	<input type="checkbox"/>	We have community partnerships which support programs, projects, events, or activities.
--------------------------	--------------------------	---

Yes	No	V. Nutrition Standards
-----	----	------------------------

<input type="checkbox"/>	<input type="checkbox"/>	Our district's written wellness policy addresses nutrition standards for USDA reimbursable meals.
--------------------------	--------------------------	---

<input type="checkbox"/>	<input type="checkbox"/>	We operate the School Breakfast program: <input type="checkbox"/> Before School <input type="checkbox"/> In the Classroom <input type="checkbox"/> Grab & Go
--------------------------	--------------------------	--

<input type="checkbox"/>	<input type="checkbox"/>	We follow all nutrition regulations for the National School Lunch Program (NSLP).
--------------------------	--------------------------	---

<input type="checkbox"/>	<input type="checkbox"/>	We operate an Afterschool Snack Program.
--------------------------	--------------------------	--

<input type="checkbox"/>	<input type="checkbox"/>	We operate the Fresh Fruit and Vegetable Program.
--------------------------	--------------------------	---

<input type="checkbox"/>	<input type="checkbox"/>	We have a Certified Food Handler as our Food Service Manager.
--------------------------	--------------------------	---

<input type="checkbox"/>	<input type="checkbox"/>	We have adopted and implemented Smart Snacks nutrition standards for ALL items sold on school grounds during school hours, including: <input type="checkbox"/> in Vending Machines <input type="checkbox"/> in School Stores <input type="checkbox"/> as a La Carte <input type="checkbox"/> as Fundraisers
--------------------------	--------------------------	---

<input type="checkbox"/>	<input type="checkbox"/>	We promote non-food celebrations and rewards and/or encourage fundraising ideas that are non-food related.
--------------------------	--------------------------	--

<input type="checkbox"/>	<input type="checkbox"/>	We offer no more than three fundraisers per year that do not comply with federal nutrition standards for competitive food and beverage sales.
--------------------------	--------------------------	---

Yes	No	VI. Hydration Standards
-----	----	-------------------------

<input type="checkbox"/>	<input type="checkbox"/>	Our district's written wellness policy addresses hydration standards for students.
--------------------------	--------------------------	--

- ☐ ☐ We offer free, unflavored drinking water to all students throughout the school day.

Yes No VII. Marketing

- ☐ ☐ Our district's written wellness policy addresses marketing of food and beverage items on school property.

Yes No IX. Qualifications and Training

- ☐ ☐ Our district complies with all applicable hiring requirements for new hires in the food service program and annual training requirements for all food service personnel.

X. Additional Information: Indicate any additional wellness practices and/or future goals and describe progress made in attaining the goals of the district wellness policy.

Click or tap here to enter text.

XI. Contact Information: For more information about this school's wellness policy/practices, or ways to get involved, contact the Wellness Committee Coordinator.

Name: Click or tap here to enter text.

Position/Title: Click or tap here to enter text.

Email: Click or tap here to enter text.

Phone: Click or tap here to enter text.

End of [Name of District] Exhibit ABEA-E

[09/20]

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CHILD NUTRITION PROGRAMS

The District participates in the **[National School Lunch,] [School Breakfast,] [After School Snack,] [Special Milk], and [Summer Food Service]** Programs. As a participant in these programs:

1. The District shall adhere to program requirements as outlined in state and federal law, the United States Department of Agriculture's (USDA) regulations and policies, and the Department of Public Instruction (DPI) directives and guidance relating to USDA Child Nutrition Programs.
2. The District prohibits discrimination based on race, color, national origin, sex, age, disability or reprisal/retaliation for prior civil rights activity in any program/activity conducted or funded by USDA.
3. The Board has established a discrimination complaint procedure to resolve civil rights complaints by individuals that believe they have been subjected to discrimination in any of the USDA Child Nutrition Programs that are offered through the District (ACEB-BR1).
4. The Board designates **[Title]** as the Child Nutrition Programs Civil Rights Coordinator. The Child Nutrition Programs Civil Rights Coordinator shall oversee and respond to discrimination complaints in any of the USDA Child Nutrition Programs that are offered through the District.
5. The Board shall designate **[Title]** as the District's Authorized Representative to administer the Child Nutrition Programs that are offered through the district. The Authorized Representative shall submit the required policy statement(s) and agreement(s) to DPI for approval as part of the application process, and ensure that the requirements of the policy statement(s) and program agreement(s) are met, and that local program operations are effective. This individual shall obtain the policy statement(s), agreement(s) and additional program materials from DPI.
6. The Board shall designate **[Title]** as the individual responsible for reviewing applications and making determinations of eligibility for purposes of claiming free and reduced priced meals.
7. The Board shall annually set reduced-price charges for lunch, breakfast and after school snacks at or below the maximum reduced-price allowed by federal regulations and below the full price of the lunch or breakfast.
8. The District shall comply with established eligibility hearing procedures for free and reduced-price lunch or free milk, delineated in the District's Free and Reduced-Price Meals Policy Statement and regulation ACEB-BR2.
9. The Board shall designate **[Title]** as the District's Child Nutrition Hearing Official. The individual must be someone not involved in the original eligibility determination. It is suggested that this individual hold a position superior to that of the determining eligibility official.
10. The District shall comply with training requirements in state and federal law for all employees who work with the Child Nutrition Programs.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- AAC, Nondiscrimination and Anti-Harassment Policy
- ABEA, Wellness Policy
- ABEB-BR1, Child Nutrition Programs Civil Rights Complaint Procedure
- ABEB-BR2, Free & Reduced Priced Meal Eligibility Appeals Procedure
- ABEB-E1, Child Nutrition Programs Civil Rights Complaint Form
- ABEB-E2, Child Nutrition Programs Civil Rights Complaint Log

End of [Name of District] Policy ABEBAdopted:

[09/20]

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CHILD NUTRITION PROGRAM CIVIL RIGHTS COMPLAINT PROCEDURE

The following procedure is designed to resolve civil rights complaints by individuals who believe they have been subject to discrimination in any of the USDA Child Nutrition Programs that are offered through the District in a prompt and equitable manner. The District shall provide an impartial investigation of such complaints free of conflicts of interest and act on findings as appropriate, which may include disciplinary measures such as termination of employment in accordance with board policy, law, and, when applicable, the negotiated agreement. Students and employees are expected to fully cooperate in the investigation process. The District will take steps to prevent recurrence of discrimination or retaliation and remedy discriminatory effects on the complainant and others, when appropriate.

Complaint Filing Format and Deadlines

A program civil rights complaint may be filed verbally or in writing (ABEB-E1). In the event a complainant makes the allegations verbally or through a telephone conversation and refuses or is not inclined to place such allegations in writing, the district employee to whom the allegations are made shall write up the elements of the complaint.

Complaints must be filed within 180 days from when the discrimination allegedly occurred, unless the time for filing the complaint has been extended by the USDA. The complainant may contact the USDA at: USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW, Washington, D.C. 20250-9410 or call (800) 795-3272 (voice) or (202) 720-6382 (TTY), to request a waiver of the 180-day filing deadline. Complaints filed after the 180-day deadline must include a good cause explanation for the delay. A waiver of the complaint filing deadline may be granted for any of the following reasons:

1. The alleged discriminatory act could not reasonably be expected to be known within the 180-day period;
2. Illness or incapacitation;
3. The same complaint was filed with another Federal, state, or local agency; and/or
4. Any other basis determined by the Center for Civil Rights Enforcement.

The District's Child Nutrition Programs Civil Rights Coordinator shall promptly document all written and verbal complaints in the Civil Rights Complaint Log (ABEB-E2).

Anonymous complaints shall be handled as any other complaints. An individual wishing to file an anonymous civil rights complaint must be advised that confidentiality may limit the district's ability to fully respond to the complaint and that retaliation is prohibited.

With Whom Complaints May be Filed

A program civil rights complaint may be filed with any district employee. District employees are required to report any civil rights complaint to the Child Nutrition Program Civil Rights Coordinator when they knew (e.g., received a complaint, directly observed it) or should have known it was occurring (e.g., overheard staff or students talking about an incident). If the complaint concerns the Child Nutrition Program Civil Rights Coordinator, the Superintendent or designee will receive the complaint. Failure by a district employee to report under this regulation may result in disciplinary action.

REGULATION

Descriptor Code: ABEB-BR1

The District Child Nutrition Program Civil Rights Coordinator must report all alleged complaints within five business days of receipt to: Director, North Dakota Department of Public Instruction, Child Nutrition and Food Distribution at 600 East Boulevard Avenue, Department 201, Bismarck, North Dakota 58505 or via phone at 1-888-338-3663.

The complainant may file a complaint at any time before or during the complaint procedure with the USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW, Washington, D.C. 20250-9410 or call (800) 795-3272v(voice) or (202) 720-6382 (TTY).

Complaint Resolution Procedure

The Child Nutrition Civil Rights Coordinator shall conduct and oversee all child nutrition civil rights investigations. If the coordinator is the accused, the Superintendent or Board President (if the Superintendent is the accused) shall designate a different individual (which may be a third party) to carry out the accused's responsibilities associated with the investigation.

The complainant must be contacted by the coordinator no later than five working days following the date the coordinator received the information. The procedures to be followed are:

1. An investigation of the complaint must be completed within 15 working days. Extension of the time line may be approved only by the Superintendent or Board President (if the Superintendent is the accused).
2. The investigator shall prepare a written report of the findings and conclusions within five working days of completion of the investigation.
3. The investigator shall contact the complainant upon conclusion of the investigation to discuss the findings and conclusions and actions, if any, to be taken as a result of the investigation.
4. Both the complainant and the accused must be provided written notice of the outcome of the complaint.
5. A record of each complaint shall be retained by the coordinator for a period of at least three years from the date of the complaint. The record shall include a copy of the complaint filed, report of findings from the investigation, and the disposition of the matter.

At no time during the resolution process shall the complainant be required to meet with the accused.

Confidentiality

Documents relating to a complaint of discrimination in the district's Child Nutrition program are subject to the open records law after 60 days or when the investigation is complete (whichever comes first), with limited exceptions such as when the record is protected by FERPA.

End of [Name of District] Board Reg. ABEB-BR1.....Approved: [09/20]

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FREE & REDUCED PRICED MEAL ELIGIBILITY APPEALS

Districts participating in the National School Lunch Program, School Breakfast Program or the Special Milk Program shall establish a hearing procedure under which:

1. A family may appeal a decision made by the District with respect to an application the family has made for free, or reduced-price meals, or for free milk, and
2. The District may challenge the continued eligibility of any student for a free, or reduced-price meal, or for free milk programs.

Prior to initiating the hearing procedure, the school official, the parent(s), or guardian may request a conference to provide an opportunity for them to discuss the situation, present information, obtain an explanation of data submitted in the application and the decisions rendered. Such a conference shall not in any way prejudice or diminish the right to a fair hearing.

The hearing procedure shall provide both the family and the District:

1. A simple, publicly announced method to make an oral or written request for a hearing.
2. An opportunity to be assisted or represented by an attorney or other person.
3. An opportunity to examine, prior to and during the hearing, any documents and records presented to support the decision under appeal.
4. That the hearing shall be held with reasonable promptness and convenience, and that adequate notice shall be given as to the time and place of the hearing.
5. An opportunity to present oral or documentary evidence and arguments supporting a position without undue interference.
6. An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses.
7. That the hearing shall be conducted and the decision made by a hearing official who did not participate in making the decision under appeal or in any previously held conference.
8. That the decision of the hearing official shall be based on the oral and documentary evidence presented at the hearing and made a part of the hearing record.
9. That the parties concerned and any designated representative shall be notified in writing of the decision of the hearing official.
10. That a written record shall be prepared with respect to each hearing, which shall include the challenge or the decision under appeal, any documentary evidence and a summary of any oral testimony presented at the hearing, the decision of the hearing official, including the reasons therefore, and a copy of the notification to the parties concerned of the decision of the hearing official.

11. That the written record of each hearing shall be preserved for a period of three years after the end of the fiscal year to which they pertain, except when audit findings have not been resolved, the records shall be retained beyond the 3-year period as long as required for resolution of the issues raised by the audit. The records shall be made available for examination by the parties concerned or their representatives at any reasonable time and place during that period.

Continuation of Benefits

When a household disagrees with an adverse action that affects its benefits and requests a fair hearing, benefits shall be continued as follows while the household awaits the hearing and decision:

1. Households that have been approved for benefits and that are subject to a reduction or termination of benefits later in the same school year shall receive continued benefits if they appeal the adverse action within the ten day advance notice period; and
2. Households that are denied benefits upon application shall not receive benefits.

End of [Name of District] Board Regulation ABEB-BR2Approved:

[09/20]

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CHILD NUTRITION PROGRAMS CIVIL RIGHTS COMPLAINT FORM

Complainants must provide sufficient information to determine the identity of the agency or individual towards which the complaint is directed and to indicate the possibility of a violation. Incomplete information may delay the processing of the complaint.

Date: _____

Your name: _____

Your address: _____

Your telephone: _____

If you are a district employee, list building/department/position: _____

Attorney or Authorized Representative contact information (if represented): _____

Your child's name (if relevant to the complaint): _____

Name of individual about whom you are complaining: _____

Date of incident: _____

Describe the incident that made you feel you had been discriminated against¹:

State on what basis you feel discrimination exists (race, color, national origin, sex, age, or disability):

List any individuals that have knowledge of and/or witnessed the incident:

What remedy is sought?

¹ If you have documents to support the events you are reporting, please provide a copy of the supporting documents along with the complaint form.

To be considered for investigation, the complaint must be filed within 180 days of the alleged occurrence. unless the time for filing the complaint has been extended by the USDA. The complainant must contact the USDA at: USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW, Washington, D.C. 20250-9410 or call (800) 795-3272 (voice) or (202) 720-6382 (TTY), to request a waiver of the 180-day filing deadline.

All complaints with regard to race, color, national origin, sex, age, and disability, written or verbal, shall be promptly investigated by the District, in accordance with board regulation ABEB-BR1, and forwarded within five business days to the Child Nutrition and Food Distribution Director at the North Dakota Department of Public Instruction.

The complainant may file a complaint at any time before or during the complaint procedure with the USDA at the above address.

ACKNOWLEDGEMENTS

I understand the following:

1. I have the right to be free of retaliation for filing this complaint. I agree to report any conduct that I believe is motivated by retaliation for filling this complaint. I understand, however, that if this statement contains accusations that I know are false, I may be subject to disciplinary action within the District and/or external legal action from those I have falsely accused. *(Language only applicable to district students and employees.)*
2. The respondent may be given a copy of this complaint in order to have an opportunity to respond to it.
3. I may have the right to file a complaint with state or federal agencies or to file legal actions in a court of law.
4. I understand that the investigating personnel are advocates for neither the complainant nor the respondent. Their responsibility is to investigate complaints from a neutral position to determine whether violations of district's policy and/or law have occurred.

CERTIFICATION

I certify that the statements made in this complaint are true and accurate, and that I have read and understand the statements made in the acknowledgements section of the complaint.

Signature of Complainant

Date

Signature of District Employee Receiving Complaint

Date

End of [Name of District] Exhibit ABEB-E1

[09/20]

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EXHIBIT

Descriptor Code: ABEB-E2

CHILD NUTRITION PROGRAMS CIVIL RIGHTS COMPLAINTS LOG

School District Name: _____

Address: _____

Phone Number: _____

Date Complaint Received	Name of Person Who Took Complaint	Description of Complaint. Include Date of Incident. Use Additional Sheets if Needed.	Name of Complainant (Optional)	Who is Investigating the Complaint	Date(s) the Complaint Was Investigated	Date Civil Rights Complaint Forwarded to ND DPI	Date Complaint Resolved

USDA Child Nutrition Programs

Civil Rights Coordinator: _

Coordinator Contact Information: _____

End of [Name of District] Exhibit ABEB-E2

[09/20]

Kirsten Baesler
State Superintendent
Donna Fishbeck
Chief of Staff
Laurie Matzke
Assistant Superintendent



600 E Boulevard Ave., Dept. 201
Bismarck, ND 58505-0440
Phone (701) 328-2260
Fax (701) 328-2461
www.nd.gov/dpi

November 19, 2020

Shane Sagert, School Administrator
Parshall Public School District

RE: 2020-2021 Federal Title Consolidated Grant

Your 2020-2021 Consolidated Application for Federal Title Funding has been approved in the amount of \$352,011.24.

Title I: \$352,011.24

Please note the following details regarding your grant approval:

Grant Period: July 1, 2020 to June 30, 2021. All expenditures must be incurred during this grant period.

Grant Award: For auditing purposes, the district **MUST** have a copy of the approved, signed grant award on file. Click [here](#) to print a copy of the approved grant award to file for your records.

WebGrants: All claims and budget revisions will be done through WebGrants, not through STARS. Once the consolidated application has been approved, NDDPI staff will enter the grant information into the WebGrants system. It may take up to two business weeks for NDDPI staff to complete this process.

- **Claims for Reimbursement:** Districts will claim reimbursement for allowable expenditures in the NDDPI [WebGrants](#) system. Expenditures **MUST** match the district ledger.
- **Contract Amendments (Budget Revisions):** Districts will complete contract amendments in the WebGrants system. Districts must submit a contract amendment and receive approval by NDDPI staff before the revision is implemented by the district. Each time you revise your budget and receive approval, you must also revise your ledger to align to the most recent budget version.

Tracking Federal Funds: The budget on the district's accounting system must be the same as the approved budget on the consolidated application or any subsequent budget revisions. Districts must track budget expenditures separately for each grant program. Guidance on [tracking funds](#) which includes the codes for each program is available on the NDDPI website.

Questions: The Federal Title funds are administered through three different offices with NDDPI. Please refer to the [list of staff](#) who oversee, review, and approve program specific sections of the Consolidated Application to determine the appropriate staff to contact with any questions.

We hope you have a successful school year. If you have any questions, please contact me at lmatzke@nd.gov or (701) 328-2284.

Sincerely,

A handwritten signature in black ink that reads "Laurie Matzke".

Laurie Matzke, Assistant Superintendent
Division of Student Support & Innovation

cc: Joani Tucker, Business Manager
Michelle Hoff, School Board President

Parshall Public School

2021 - 2022 School Year

Calendar

(20 days)

January 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 3 Classes Resume
17 No School - MLK day

August 2021

(10 days)

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 16-17 Professional Development
18 First Day of Classes (1st Semester)

(19 days)

February 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

- 17 P.T.C
18 No School PT Comp Day
21 No School - Presidents Day

September 2021

(21 days)

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 6 No School - Labor Day
30 P.T.C

(21 days)

March 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 17 No School - Spring Break
18 No School - Spring Break

October 2021

(19 days)

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 1 No School PT Comp Day
21 No School - Teachers Convention
22 No School - Teachers Convention

(19 days)

April 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 15 No School - Good Friday
17 Easter
18 No School Easter Monday

November 2021

(18 days)

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 11 No School - Veterans Day
12 No School
25 No School - Thanksgiving
26 No School - Thanksgiving break

(15 days)

May 2022						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 20 End of semester and last day of ITV classes
30 Memorial Day

December 2021

(13 days)

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 17 End of semester and last day of school before Holiday Break
25 Christmas Day

1st Semester ends: December 17 (81 days)

2nd Semester ends: May 18 (94 Days)

Yellow-Professional Development

Red-No School

Orange P.T.C Days

962 1/2 hours (Elementary) 1050 hours (HS)

175 days of instruction

November 17 2020

Shane Sagert
Parshall School Superintendent

Dear Superintendent, Sagert

This letter is to inform you that I will be resigning my position as Parshall Elementary School Principal effective at the end of my contract (June 30).

I have enjoyed my five years here working with the Parshall Elementary School teachers and staff. I wish you, the staff and students nothing but the best and truly believe that the Parshall School District has made some great strides. I will continue to support the district in any way possible.

I am submitting my resignation at this early point in the school year to provide you with sufficient time to fill this position. I am willing to help with the transition process as you see fit.

I will continue to complete my job in good faith and will complete all needed documentation directed by the superintendent.

Thank you for this opportunity

Sincerely,

Anthony Esquibel
Principal
Parshall Elementary School

**OPEN ENROLLMENT APPLICATION**

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
OFFICE OF SCHOOL FINANCE AND ORGANIZATION
SFN 19378 (rev. 08-07)

Parent/Guardian Information

Parent/Guardian Name (Last, First, M.I.) <i>Gould Amanda Jo</i>		
Parent/Guardian Address <i>818 Night Hawk Dr. Stanley ND 58784</i>		
Home Telephone <i>386-283-1602</i>	Work Telephone	Deadline waiver requested because you have moved? (See reverse) <input type="checkbox"/> Yes <input type="checkbox"/> No

Student Information

Student Name (Last, First, M.I.) - List only one student per application <i>Brown Patrick Owen</i>		Does this student have a disability? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Specify disability: _____	
School Currently Attending (if different from resident school district) <i>Parshall Elementary</i>		Date of Birth <i>1-16-11</i>	Current Grade Level <i>4</i>
List reason(s) for requesting open enrollment (OPTIONAL)		Application Type: <input type="checkbox"/> Family <input checked="" type="checkbox"/> Individual	

School District Information

Resident School District Name <i>Stanley School District</i>	City In Which Resident School District is Located <i>Stanley</i>
Admitting School District Name <i>Parshall School District</i>	City In Which Admitting School District is Located <i>Parshall</i>

The above information is true and correct to the best of my belief and knowledge.

Signature of Parent/Guardian <i>Amanda Gould</i>	Date <i>11-30-20</i>
---	-------------------------

Return this application to the board of the admitting district and file a copy of the application with the student's district of residence.

Date and Time Application Received by Admitting District

Date Application Received	Time Application Received (Indicate AM or PM)	Signature School District Representative
---------------------------	---	--

Admitting District Approval/Disapproval

Following review of this application for open enrollment, and with due consideration to the laws and rules applicable to open enrollment, and to the criteria of this district which have been developed for open enrollment, this application is hereby (check one):	
<input type="checkbox"/> Approved After action has been taken, this application must be immediately sent to the resident district, one copy sent to the parent/guardian within five days, and one copy kept in the files of the admitting district.	
<input type="checkbox"/> Disapproved After action has been taken, this application must be sent to the parent/guardian within five days, one copy sent to the resident district, and one copy kept in the files of the admitting district. The application was disapproved for the following reason(s):	
Signature of School Board President	Date