

# 10240 - ESSER III 3/20-9/24 84.425U - 2021

## Status Report Details

**Funding Opportunity:** 9830-ESSER III - Elementary and Secondary School Emergency Relief Fund III  
**Program Area:** CARES-CRRSA-ARP  
**Status:** Approved  
**Status Report Number:** 001  
**Status Report Type:** Application  
**Reporting Period:** -

**Initial Submit Date:** Aug 12, 2021 12:31 PM  
**Initially Submitted By:** Pat Windish  
**Last Submit Date:** Sep 20, 2021 1:21 PM  
**Last Submitted By:** Pat Windish  
**Approved Date:** Sep 20, 2021 2:16 PM

## Contact Information

### Primary Contact Information

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### Organization Information

**Name\*:** Maple Valley School District - DPI  
**Organization Type\*:** Public LEA  
**Tax Id:**  
**Organization Website:** <http://www.maple-valley.k12.nd.us>  
**Address\*:** PO Box 168

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**SAM.gov Entity ID:** KL1LR5MSLC68  
**SAM.gov Name:** Maple Valley School District  
**SAM.gov Entity ID Expiration Date:** 01/21/2022

## ESSER III Application - Stakeholder Consultation

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### ***Stakeholder Consultation***

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

Maple Valley students have been surveyed as well as met the school with the Superintendent, Principal. Meetings with the leadership group of the student body met with administration to discuss concerns and needs from a student perspective. Meetings were held in the conference room or the commons. In all of the meetings, representatives from each of the grades were present. Issues discussed included sharing of information about monies being allocated by the federal government and ESSER III and what could those monies be used for to impact the culture at Maple Valley. Discussions were relative to members of the collective student body and were addressed accordingly.

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

NA

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

As part of the Maple Valley Smart Restart plan, Maple Valley developed a District Emergency Response Team (DERT) team. DERT represents the stakeholders of the MVPS District. DERT's role was the development of our plan and the consideration of the needs of all of our community members. Representation on the DERT team came from the following groups of stakeholders:

- Students
  
- Parents
  
- Community Members
  
- Teachers
  
- Support Staff
  
- School Board Members
  
- Teachers
  
- Administrators
  
- Special Education
  
- MVPS District Emergency Team

Maple Valley Public School district consulted with the Title IX and 504 District Coordinators to ensure proper consultation. Maple Valley has staff who participate in Title IX training annually. Specific roles and responsibilities for Title IX compliance are assigned accordingly.

The district 504 coordinator annually reviews 504 plans with parents/students and team members and writes 504 plans accordingly.

In addition, the districts homeless liaison and special education teacher were consulted and have been given the opportunity to provide input into the plan specific to their programming and planning needs.

Each of the above organizations provides support to students/parents in the form of direct services/programming, providing necessary or requested materials for learning, consultation, referrals and information regarding additional support services beyond the school setting.

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

The superintendent meets weekly with the administrative leadership team. At times, when appropriate, the district business manager, the school counselor and the technology coordinator may be asked to join the discussion. Discussions on ESSER monies with this group assisted in forming part of the spending plan that Maple Valley developed. The superintendent informed the school board of the plan as well as the requirements of the grants. Recommendations and information about the plan were presented to the Maple Valley school board clearly and in a timely manner.

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

Input from staff members throughout the district was gathered by the Superintendent or delegated to members of the administrative team throughout the calendar year. All of the above categories noted above were approached for their input. Information was gathered from surveys, during teacher prep time, before and after school, during lunch breaks but mainly from all staff meetings in the commons during professional development days. Teacher and para input was gathered during scheduled days of professional development. Also included in all of our discussions throughout the school year were; cooks, maintenance department, special education, bus drivers, counselors, other specialists, para's, and administration.

**Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students\*:**

Maple Valley has the following in place to address student needs listed above:

\*Maple Valley provides special education services through Sheyenne Valley Special Ed. Maple Valley also has a 504-plan coordinator.

\*Maple Valley has a foster care liaison who ensures students have a safe environment and have been placed accordingly.

\*Maple Valley has not experienced a flux of migratory students. If the district were to receive migratory students, it would be the responsibility of the building principals to make the necessary connections to provide said students with a safe environment outside of the school setting along with the opportunity to receive the same educational services that any other student currently receives at Maple Valley. The Principal?s would also be expected to work with the district homeless/foster care liaisons as well as any outside supporting agencies.

\*Maple Valley employs a staff member with EL credentialing to meet the needs of EL students as needed.

\*Maple Valley has a homeless liaison who provided assistance to one homeless student in our district which included; access to all educational opportunities received by all students, transportation to and from school, meals and a safe and secure environment when not in school.

\*Maple Valley employs a School Resource Officer (SRO) through the Cass County Sheriff Department who provides access/knowledge of agencies outside of the school setting to assist with unique student situations.

All have been a part of the planning for the use of ESSER funds.

### ***ESSER III Approved Applications***

**District confirms the approved ESSER III application will be posted to their website for public access.\*:** Yes

## **ESSER III Application**

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### ***Prevention & Mitigation Strategies***

#### **Return to In-Person Instruction Plan\*:**

<https://www.maple-valley.k12.nd.us/cms/lib/ND01911324/Centricity/Domain/96/MV%20Smart%20Stay%20Open%202020%20Updated%206-14-21.pdf>

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

**District confirms the plan will be updated at least every six months through September 2024 and will seek ongoing public input on the plan.\*:** Yes

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

\*Maple Valley will utilize some ESSER III dollars to purchase additional cleaning supplies.

\*Maple Valley will utilize ESSER III dollars to hire additional personnel for cleaning after hours. This includes; deep cleans, wiping down all high traffic area; surfaces, doorknobs, rails, ledges, walls, windows, lockers etc.?In addition, night crews, if applicable and time allows, will make repairs. Night crews will be employed during the 20-21, 22-23, 23-24 school years.

\*Maple Valley will utilize some ESSER III dollars to install windows that ?open? in the new addition of the facility to provide fresh air from the outside air flow into classrooms.

## ***Learning Loss***

**Describe how the district will use the mandatory 20% set-aside to address the academic impact of learning loss through the implementation of evidence-based interventions.\*:**

Maple Valley will allocate ESSER III dollars to a counselor over the next two school calendar years. This is to provide additional services, but not limited to, students with academic issues and anxiety or depression issues related to COVID. Additionally, Maple Valley has contracted (using ESSER III dollars) with Village Services out of Fargo to provide additional support services (specifically-Mental Health) to students in need and who have been impacted educationally. These services provide immediate and direct impact on students who are affected by stress and anxiety due to COVID.

Maple Valley will utilize ESSER III dollars over the next two school calendar years to provide an after school and summer school program for our students. This initiative provides direct academic impact on students who have been affected by COVID opportunities to catch up or even work ahead.

Maple Valley has allocated ESSER III dollars for Renaissance Learning which provides assessment for all students in STAR reading and math and early literature in early elementary. This data is used to asses grade equivalency, scale scores and reading level. This assists educators on gaps in student learning and assures appropriate placement. As a result of these interventions the student is the direct beneficiary of this intervention due to adjustments in teaching strategies.

Maple Valley will utilize ESSER III dollars to support our Career and Technical Education (CTE) program located in Valley City. Maple Valley is a member of the Sheyenne Valley Career and Technical Education (SVCTE) over the next 3 school calendar years. Allocations of funds to CTE provides opportunities directly to students that we cannot provide in house. These educational opportunities provide students to access classes and experiences to meet the needs of choice ready for the non-traditional college bound student.

Maple Valley will utilize ESSER III dollars to purchase a new K-8 math curriculum for the district. This math curriculum was selected by the curriculum review committee to purchase due to the fact that it closes the gap in our curriculum where state standards were not being met. By filling in gaps in our programming it directly benefits students as it prepares our students to have 21st century skills and standards met by the time they leave here.

Maple Valley will use ESSER III dollars to provide ongoing and new professional development opportunities for staff members (title teacher, special education teachers, homeless liaison, foster care liaison, classroom teachers). Opportunities for growth would be the Title I and Special Education conference sponsored by NDDPI. The opportunity to learn about cutting edge educational practices, changes in statues, networking with colleagues from districts around the state are all direct benefits to our stakeholders. Teachers and coordinators receiving the most current information regarding best practices translates into better practices at the district level which leads to a direct benefit for our students and the stakeholders at large.

## ***Needs of Students Disproportionately Impacted***

**Describe how the district will respond to the needs of students disproportionately impacted by the COVID-19 pandemic. Address each stakeholder group.\*:**

In the 2020-2021 school year, 26% of Maple Valley elementary students and 23% of Maple Valley high school students qualifies for free or reduced lunch. Maple Valley plans to use ESSER funds to address the needs of ALL Maple Valley students.

As a smaller district the numbers in the various groups are also smaller. Allocating more counseling time (along with our counseling services provided by Village Services) will assist students with improving their social/emotional skill set allowing students to have more success in school. Our Response to Intervention (RTI) program will allow teachers and administrators to provide a more individualized plan for students who are having issues in schools. Additionally, we will utilize our building para educator staff for additional support to students in the classroom as well as pull-out-one-to-one opportunities when needed and if appropriate. These are strategies we will use for all of our students in the district.

## Estimated Use of Funds Plan

### **Allowable Use of Funds**

<b>Allowable Use of Funds</b>	<b>Estimated Expenditure Amount</b>	<b>Estimated Amount to address Learning Loss under this Use of Funds (20% of Budget Total MUST be spent on Learning Loss)</b>
Purchase cleaning supplies	\$10,000.00	\$0.00
Mental health supports	\$55,000.00	\$55,000.00
Perkins (Career & Technical Education)	\$96,000.00	\$96,000.00
Professional development	\$20,000.00	\$20,000.00
School facility repairs and improvements	\$96,904.00	\$0.00
Supplemental learning	\$80,000.00	\$80,000.00
Improving Air Quality	\$10,000.00	\$0.00
Additional pay	\$3,500.00	\$0.00
High quality instructional materials and curricula	\$45,000.00	\$45,000.00
	<b>\$416,404.00</b>	<b>\$296,000.00</b>

## Compliance with General Education Provisions Act Section 427

### **Compliance with General Education Provisions Act Section 427 (GEPA)**

**What barriers exist in your community that may prevent students, teachers, and other program beneficiaries from access or participation in the funded projects or activities listed in the application?\***

Barriers that may exist for Maple Valley students include equitable access to the internet, adequate nutrition, social-emotional wellness, and educational support.

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

Maple Valley is a rural district and therefore has some gaps in the internet coverage provided to all of our students. Students have the devices, but no access to internet. We have been in discussions with local providers to troubleshoot this issue. Internally, Maple Valley has updated its services and other devices to make the school building itself fully integrated.

The nutritional needs of students at Maple Valley during the school year are met as we provide a free breakfast and lunch to all students per the federal governments support. Maple Valley continued to provide free breakfasts and lunches during the summer to those who signed up for the service.

Social emotional needs will be met through our counseling department, additional staff training and the Village Services as noted previously.

Educational access is being addressed by the additional funds set aside for an after school and summer school program.

Maple Valley has policies in place to protect our subgroups, such as: ABDA Accessibility, AAC Nondiscrimination and Anti-Harassment, AACA Section 504, and ABCC Wellness Policy. The Title IX and 504 coordinator monitors policies and procedures to be sure that equal opportunity is provided to all.

