

**Maple Valley-Anthon Oto CSD
ESSER III Plan**



How did the district leadership team consult with the stakeholder groups listed in assurance 5 during the development of the district's ESSER III Plan?

Public Meeting (August 9, 2021)

How did the district leadership team determine the district students' academic, social, emotional, and mental health needs?

- a. ISASP data
- b. Conditions for Learning Survey-students
- c. Conditions for Learning Survey-parents
- d. Literacy screening and progress monitoring data
- e. Math screening and progress monitoring data
- f. Behavioral referral data

Which groups of students have been most impacted by COVID-19 in your district?

- a. Students from low-income families
- b. Students with disabilities
- c. Students experiencing homelessness
- d. Children and youth in foster care

How did the district leadership team determine the academic, social, emotional, and mental health needs of the students impacted by COVID-19?

- a. ISASP data by subgroup
- b. Conditions for learning Survey Results- students by subgroup
- c. Conditions for Learning Survey Results- parents by subgroup
- d. Literacy screening and progress monitoring data by subgroup
- e. Math screening and progress monitoring data by subgroup
- f. Behavior referral data by subgroup

Will the district use ESSER III funds to implement prevention and mitigation strategies related to COVID-19?

YES

Which prevention and mitigation strategies will ESSER III funds be used to implement?

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- a. Purchasing supplies to sanitize and clean the LEA's facilities
- b. Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards
- c. Improving indoor air quality
- d. Tailoring prevention and mitigation strategies to address the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
- e. Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) needed to distance students

How does the district plan to use the 20% set-aside to address the academic impact of learning loss or to accelerate learning through evidence-based interventions?

- a. Use of evidence-based accelerated learning interventions in literacy
- b. Use of evidence-based accelerated learning interventions in mathematics
- c. Participation in the FAST for Success Literacy Exploratory Project

How does the district plan to use the remaining ESSER III funds consistent with statutory requirements?

- a. Activities authorized by the ESEA
- b. Activities authorized by the Individuals with Disabilities Education Act
- c. Activities authorized by the Adult Education and Family Literacy Act (AEFLA)
- d. Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.
- e. Training and professional development on sanitizing and minimizing the spread of infectious diseases.
- f. Purchasing supplies to sanitize and clean the LEA's facilities.
- g. Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazard
- h. Improving indoor air quality
- i. Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness,
- j. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEA's
- k. Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning.
- l. Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities.

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- m. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools and the hiring of counselors.
- n. Planning and implementing activities related to summer learning and supplemental after-school programs
- o. Addressing learning loss

Maple Valley-Anthon Oto Community School has board-adopted policies for the following health and safety strategies:

- Physical distancing and the use of cohorts/pods
- Handwashing and respiratory etiquette
- Cleaning and maintaining healthy facilities

Maple Valley-Anthon Oto Community School's ESSER III plan also addresses:

- a. Additional staffing of highly qualified, certified educators to support student learning and student physical health and social-emotional well-being. These include
 - Hiring an additional guidance counselor
 - Expanding the physical education program in order to offer additional health and wellness courses
 - Hiring a K-5 reading and math instructional interventionist to provide supplementary support for students identified below grade-level through our learning data
- b. Safety equipment and cleaning supplies to support student and staff health
- c. Technical services to promote safe learning environments in every classroom in every building
- d. Technology to support student learning and teacher facilitation of learning
- e. Extra bus routes to ensure safe transportation for all students for all academic and extra-curricular opportunities
- f. Supporting sick leave of staff due to isolation or quarantine because of COVID-19