

10371 - ESSER III 3/20-9/24 84.425U - 2021

Status Report Details

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Organization Information

Name*: Valley-Edinburg School District #118 - DPI

Organization Type*: Public LEA

Tax Id:

Organization Website:

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SAM.gov Entity ID: HCMYLCHCM5U9
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ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

All stakeholders in our district were asked to provide feedback on how to best use our Elementary and Secondary School Emergency Relief Funds for the Valley-Edinburg School District. Students in our district were given this opportunity as well to provide feedback on the following potential expenditures considered by our district: investing in additional technology; providing mental health services and supports; investing in additional school counseling services; planning and implementing summer learning and afterschool programs; providing professional development for staff on the science of interventions that address learning loss of students; increasing family engagement activities at our schools; investing in parent and family learning opportunities, addressing learning loss in vulnerable student populations; repairing, improving, constructing, and renovating school facilities to reduce the risk of virus transmission and exposure to health hazards and to support student health needs; improving indoor air quality by inspecting, testing, repairing, and possibly replacing equipment in the school buildings if necessary; purchasing high-quality instructional materials, curriculum, and professional development; and addressing budgetary shortfalls to assist the district with education-related expenses due to COVID-19. The following results were reported from the survey: Investing in technology is a low priority for our district. This makes sense as we have invested heavily in prior years; many district stakeholders (including students) are even wary of overuse of technology in our school system.

Continuing to provide quality mental health supports and counseling (including career counseling) is a major priority of stakeholders.

Providing quality afterschool programs is a priority of stakeholders.

Our stakeholders believe that increased family engagement should be a priority of the district moving forward.

The greatest priority among district stakeholders is adequately training on the science of interventions that address learning loss in students.

Our students also completed a comprehensive survey that allowed respondents to report their levels of behavioral engagement, cognitive engagement, and emotional engagement while in our school buildings. Eight of our eleven considered investments directly impact student learning and engagement, which is why these student engagement surveys are drastically important when planning investments. The following results were reported from the survey:

Among our 3-5 grade students, 53% are behaviorally committed; 47% are cognitively committed, and 41% are emotionally committed to learning while in school.

Among our 6-8 grade students, 61% are behaviorally committed, 25% are cognitively committed, and 36% are emotionally committed.

Our greatest amount of disengagement occurs in the emotional domain, which reflects our previously mentioned survey results supporting continued and improved mental health services and counseling (including career) services for our students population.

Disengagement also occurs heavily in the cognitive domain, which also reflects supporting professional development for staff on the science of interventions that address learning loss of students.

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

NA

Civil rights organizations (including disability rights organizations)*:

Our school's Special Education teachers in each of our buildings, as well as our Pembina County Education Cooperative Director, were consulted about the needs of our special education students. Each expressed concern about the need for a concrete social-emotional curriculum and continued mental health supports and counseling for all students. They felt that the pandemic accelerated fear and anxiety students already experience. They also felt that stronger administrative support is needed throughout all buildings, especially in our high school. Finally, they felt that many of our English language learners were impacted negatively by the pandemic. This supports the need for investing in a more comprehensive solution to improving the academic experience of our EL students. An extensive survey was provided for all public, including parents and guardians, of Valley-Edinburg School district to respond to this summer. Every person in our district had the opportunity to respond to this survey and provide recommendations for how to best utilize these federal dollars.

Superintendents*:

Valley-Edinburg School District is an active member of North Valley Career and Technical Center, the

North Valley Technology Cooperative, the Pembina Special Education Cooperative, the Northern Red River ITV Cooperative, the Pembina County Educators Association, the Walsh-Pembina Cooperative, the Red River Valley Educational Cooperative, as well as the North Dakota School Boards Association. These organizations meet regularly for school superintendents can collectively discuss district needs and collaborate on solutions together as a leadership team.

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

Many of our district's educators and administrators took part in various small-group discussion that focused heavily on our student and district needs throughout the spring of 2021. Together, we were able to determine our current reality and explore the future of our school, post pandemic. The results of these conversations led to these conclusions about our district:

Our district provides many opportunities for students, in and out of the classroom.

There is a clear understanding of student proficiency.

Our district provides diverse course offerings.

We adequately recognize all student achievement, regardless of background or age.

Students feel cared for in our school and are committed to growth.

Our teachers are committed to sharing student achievement more meaningfully.

Our teachers are interested in exploring new opportunities for differentiating instruction.

While exploring our future, our educators and administrators expressed interest in teaching students to become more mindful consumers of media. Educators also expressed concern for the lack of social interaction students received during the pandemic. Our educators feel that it is the school's responsibility to improve our school climate and culture, encourage extracurricular involvement among students, address lack of empathy among students, encourage all in the school community to carry their share of the load to avoid potential teacher burnout, invest in improving our MTSS system to address not just academic needs but also behavioral as well. Our staff is also interested in exploring personalized professional development for each teacher based on their needs. Our staff is concerned about our students' relationship with technology as a whole; they feel that stronger responses to technology addiction are needed.

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*:

Our school's Special Education teachers in each of our buildings, as well as our Pembina County Education Cooperative Director, were consulted about the needs of our special education students. Each expressed concern about the need for a concrete social-emotional curriculum and continued mental health supports and counseling for all students. They felt that the pandemic accelerated fear and anxiety students already experience. They also felt that stronger administrative support is needed throughout all buildings, especially in our high school. Finally, they felt that many of our English language learners were impacted negatively by the pandemic. This supports the need for investing in a more comprehensive solution to improving the academic experience of our EL students. An extensive survey was provided for all public, including parents and guardians, of Valley-Edinburg School district to respond to this summer. Every person in our district had the opportunity to respond to this survey and provide recommendations for how to best utilize these federal dollars.

ESSER III Approved Applications

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

ESSER III Application

Prevention & Mitigation Strategies

Return to In-Person Instruction Plan*: <https://sites.google.com/valley-edinburgk12.com/valleyedinburgschools/covid-19?authuser=0>
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.*:

A large portion of our ESSER II funds were allocated to prevention and mitigation strategies in our elementary school building. This included replacing old, allergen-prone carpet with new vinyl flooring throughout each classroom, school hallways, and office wing. Our most important prevention and mitigation strategy that will be funded from our ESSER III allocation was the purchase of quality paging systems.

As our school buildings did not currently have paging systems, our ability to quickly communicate with our students and staff was limited. We have found this to be especially trying this past year as we navigated operating a school during a pandemic. Our schedules were altered drastically, and we found that our lack of a comprehensive paging system limited the way we could dismiss certain groups for movement while we ran a very time-sensitive, complex schedule. We lost essential instructional time to phone calls and computer messages that could have more efficiently been relayed through a paging system. Another complication that arose this past year was our inability to communicate quickly with teachers and students when the instance of a close contact occurred. Our teachers and students occupy various parts of our school buildings throughout the day, making the use of an "all call" an important aspect of timely communication.

The use of a comprehensive paging system throughout our school will help us better communicate essential information in the instance of a future pandemic. Our students were asked to take on a variety of new habits this past year that helped us maintain good hygiene and practice social distancing. While our teachers and students have tried their best to remember the many practices they should exhibit throughout the day, it is easy to forget, especially for our younger students. All-call capabilities will allow us to utilize verbal reminders throughout the day as students leave classrooms, transition in hallways, and enter 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.*:

Our first initiative will seamlessly complement our Extended School Program (beginning in August) by targeting the needs of students throughout the school day. Our MTSS (multi-tiered system of support) system was implemented for all grades K-12 two years ago in our school system to provide reading enrichment to all students. While tracking our student data throughout the 2020-2021 school year, however, we found a growing discrepancy in our math results. For this reason, we plan to expand our MTSS instruction to monitor both reading and math comprehension. Our careful data collection and sharing will allow us to connect our MTSS with our ESP, therefore expanding learning throughout the day, especially for our most vulnerable populations that plan to utilize our ESP program. To offer MTSS to the best of its capability, we will invest in the recommended intervention and enrichment materials and offer needed professional development to our entire staff. In order to maximize our MTSS's impact on our students' academic achievement, our primary school plans to invest in a research-based reading curriculum Reading Mastery for our K-3 learners. According to the National Center for Education Evaluation and Regional Assistance (2021), "Reading Mastery was found to have potentially positive effects on reading fluency. Reading Mastery is designed to provide systematic reading instruction to students in grades K-6. Reading Mastery can be used as an intervention program for struggling readers, as a supplement to a school's core reading program, or as a stand-alone reading program. During the implementation of Reading Mastery, students are grouped with other students at a similar reading level, based on program placement tests. The program includes a continuous monitoring component." By fully training our K-3 teaching staff with the essential professional development to become masters in Reading Mastery and providing each teaching staff member with this research-based curriculum, we are confident that we will better assess our students' learning and decide movement into proper MTSS groupings when necessary. Reading Mastery will provide our teachers and support personnel with proven interventional strategies. To maximize our multi-tiered system of support and our research-based curricula, we have also hired an interventionist to work closely immediately under our K-8 administration (principal, Title coordinator, and instructional coach). Our interventionist will target learning deficiencies immediately with proven instructional interventions.

By providing high-quality instruction materials, curricula, as well as the related professional development, we will be equipping our K-3 teaching staff with the necessary tools to address unfinished learning and accelerate early literacy skills. We also plan to equip our 4-12 Special Education director with Firelight Books, which will provide our Special Education team with supplemental curriculum that will be adopted as part of our MTSS interventions for our 4-8 students. Firelight Books has received many endorsements, and its creators was recognized as the Missouri Council Award Winner for her work in developing this quality intervention curriculum.

Our second major initiative is to maintain the operation of and continuity of services in Valley-Edinburg School District by continuing to employ our Career and Guidance Counselor for our secondary students as well as our Guidance Counselor for our primary and intermediate students. We find these services to be an invaluable part of our students learning experience, especially as they recover academically and emotionally from the pandemic and its effects. The American School Counselor Association (2021) explains that "numerous research studies have quantified the impact of school counselors on student development and success, as well as on school climate and K-12 education in general." Therefore, we find it essential that we continue to maintain these essential services for our students.

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.*:

Our final initiative addresses learning loss in our most vulnerable student population, our English learners and our racial and ethnic minorities. Our EL

population is Hispanic and is migratory; they migrate to either Texas or Mexico late in the fall and return to us at the beginning of spring. We have recently hired an EL director for our district who has glowing recommendations from the school district in which she was previously employed. Her plan is to clean and update our reporting system for EL students and to educate our staff on best practices when it comes to meeting the needs of our EL students. She will administer and use high-quality assessments that are valid and reliable to accurately assess our EL students' academic progress and assist educators in meeting students' academic needs through differentiating instruction. She will also implement evidence-based activities to meet the comprehensive needs of our EL students. In their native tongue, she will provide assistance and support to parents and families on how they can effectively support their students. Our school has been able to provide the following liaisons who are able to support the following needs of disproportionately impacted students: a Homelessness Liaison, Sandra Hurtt; a Special Education Director for disability, Lisa Goldade; Northeast Human Services for children in Foster Care; the North Dakota Migrant Program for our students who migrate throughout the school year; and a close relationship with Together Counseling for our students with mental health needs.

Estimated Use of Funds Plan

Allowable Use of Funds		
Allowable Use of Funds	Estimated Expenditure Amount	Estimated Amount to address Learning Loss under this Use of Funds (20% of Budget Total MUST be spent on Learning Loss)
High quality instructional materials and curricula	\$21,000.00	\$21,000.00
Ensure preparedness and coordination	\$13,000.00	\$0.00
Added needs of at-risk populations	\$16,000.00	\$16,000.00
Professional development	\$2,500.00	\$2,500.00
Supplemental learning	\$507,475.00	\$507,475.00
	\$559,975.00	\$546,975.00

Compliance with General Education Provisions Act Section 427

Compliance with General Education Provisions Act Section 427 (GEPA)

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

Valley-Edinburg School district is incredibly physically accessible to all students and stakeholders due to the fact that a school building exists in each town in our consolidation (Hoople, Crystal, and Edinburg). Through various surveys collected throughout the 2020-2021 school year, we found that internet accessibility is also not a concern for our students and stakeholders. The greatest barrier that exists in our community lies in our English learner population. Our Hispanic families in our district oftentimes do not communicate regularly with the school and sometimes avoid the school altogether to avoid the need to communicate; many of our Hispanic parents are not fluid speakers of English and oftentimes have a child communicate for them.

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

By hiring our EL coordinator, we are assured that an interpreter will be contracted for use in any situation that requires communication with our English learning Hispanic families. All communication that goes home to students will have an alternative form of communication in Spanish to ensure each family in our district is getting an equitable experience and opportunity to advocate for their children as needed. We hope that this step will help overcome this barrier and advance our English learner population both academically and socially, allowing them to graduate from our school choice ready.