

10369 - 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: 03/13/2020 - 09/30/2024

Initial Submit Date: Aug 17, 2021 11:20 AM
Initially Submitted By: Joshua Johnson
Last Submit Date: Sep 28, 2021 2:42 PM
Last Submitted By: Thomas Vanorny
Approved Date: Sep 29, 2021 11:08 AM

Contact Information

Primary Contact Information

Name: Salutation Joshua William Johnson
First Name Middle Name Last Name

Title: Superintendent

Email*: josh.johnson@k12.nd.us

Address*: 460 Central Ave N

Valley City North Dakota 58072
City State/Province Postal Code/Zip

Phone*: (701) 845-0483 Ext.
Phone
###-####

Fax: ### ###-####

Organization Information

Name*: Valley City Public School District - DPI

Organization Type*: Public LEA

Tax Id:

Organization Website: <http://www.hiliners.org>

Address*: 460 Central Ave N

Valley City North Dakota 58072-____
City State/Province Postal Code/Zip

Phone*: (701) 845-0483 102
###-###-#### Ext.
Fax: (701) 845-0483
###-###-####
SAM.gov Entity ID: GFUCVGK3GB54
SAM.gov Name: Valley City School District 2
SAM.gov Entity ID Expiration Date: 06/01/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Valley City Public Schools began engaging with students in our school district in the summer of 2020 and we have continued to provide students with information and opportunities for input with regards to our district plans. An advisory group of students was selected to represent the student body in grades 3-12 during the 2020-2021 school year. This group of students met quarterly to review district plans and also provide feedback and suggestions regarding how VCPS should allocate ESSER III funds. The collaborative efforts of these interactions provided the school district with invaluable guidance and feedback with regards to the ESSER III funds. We look forward to continuing to engage this specific group of stakeholders in the weeks and months ahead.

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

NA

Civil rights organizations (including disability rights organizations)*:

Valley City Public Schools has engaged with students, staff, and parents actively engaged with the Civil Rights Organizations (i.e LGBTQ, Black Lives Matter, Special Education Advocates) within our community. These representatives have provided comments, questions, and suggestions with regards to our ESSER III plan.

Superintendents*:

We are very fortunate in North Dakota to have a close-knit group of school superintendents that are willing to share ideas, discuss solutions, and brainstorm best practices in education. At all levels across our state, the level of engagement with other superintendents was beneficial to our school district as we developed our ESSER III plan.

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

Valley City Public Schools created staff advisory groups during the spring of 2020 and has continued to rely upon this very influential group of individuals for input and feedback while we created our ESSER III plan and prepared for the 2021-2022 school year. Additionally, all staff members (support staff, teachers, and other educators) were included with multiple surveys that were administered in the past 9 months and were used to collect feedback and input with regards to our district spending plans. Specifically, the Valley City Education Association was included with representation at the table for our DERT Team and advisory groups. This high level of collaboration was a great recipe for student academic and school success in 2020-2021 and will be continued for the 2021-2022 school year.

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*:

Valley City Public Schools was very purposeful with including representatives of our special populations of students during our advisory meetings, surveys, and interviews. We believe that a voice for our under-represented population of students was critical for our school district during the past 9-18 months. We will continue to plan for the best interest of our students identified in this category with our ESSER III spending plan. This plan will continue to allow us to

include the stakeholders representing these students.

ESSER III Approved Applications

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

ESSER III Application

Prevention & Mitigation Strategies

Return to In-Person Instruction Plan*: https://www.hiliners.org/Continuity%20of%20Services%20Plan%206_23_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.*:

Valley City Public Schools has created and continuously updated our Continuity of Services Plan since the middle of June 2021. The school district has planned to use the ARP ESSER III funds to assist with the healthy and safe return to school for the 2021-2022 school year. Please see a few examples of how the school district will use these funds to implement prevention and mitigating strategies.

- Proper Hand hygiene (touchless handwashers and bathroom flushers, hand sanitizer)
- Social distancing (decreased class sizes in the elementary school)
- Collaboration with Local Health Officials (school nurse, partnerships with health officials)

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.*:

Valley City Public Schools is planning to use 20% of our ESSER III funds to address learning losses involving students across our school district. (1) We will add a kindergarten teacher to decrease class sizes and increase the total of number of sections at Jefferson Elementary. (2) We will be implementing a new 21st Century After School Program for students in grades 2nd-6th at both Jefferson and Washington Elementary. The ESSER III funds will support the budget shortfall that wasn't covered with the 21CCLC grant. (3) Our high school (grades 9-12) has added class sections for the purpose of decreasing class sizes and increasing student-teacher engagements. These additional class sections from the core-subject areas will allow for better access to learning and levels of engagement. (4) Professional development has been provided for all staff members across the school district to improve their proficiency with technology, student learning, and social-emotional learning skills. (5) The school district has increased k-12 student access to counseling services with the Access for All program. Valley City Public Schools is partnering with the Village Family Service Center to provide clinical counseling that addresses student anxiety, depression, suicide, etc. (6) The renovations referenced would be at the high school level, addressing air quality issues, better utilization of classroom spaces allowing more social distancing if and when needed into the future and upgrades to the roofing of the aging building.

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.*:

VCPS will continue to collaborate and partner with outside agencies to meet the needs of students impacted by the COVID-19 pandemic. VCPS currently works closely with Buffalo Bridges Human Services, Sheyenne Valley Special Education Unit, and other area service organizations (e.g., churches, Valley City Community Closet, etc.) to meet educational, technological, health, and safety needs of our students in foster care, with disabilities, and those from low-income families. In addition to educational needs, our district is invested in our students' basic care and mental health needs of our students as evidenced by our support and commitment to the Hi-Liner Pantry and Access for All (counseling through The Village).

VCPS has identified a homeless liaison in our school district that works closely with students experiencing homelessness and foster care placement. With the support of community agencies, we are able to comfortably ensure that our homeless and foster care students have been less impacted by the COVID-19 pandemic. The EL coordinator in the school district will continue to identify, assess, and implement strategies for the success of our EL students. This will include partnering with parents and families of EL students to ensure that both school and community services are readily available to decrease the negative impact of COVID-19.

This fall, we are eager to implement a district-wide mental health screener (DESSA) for all K-12 students. This universal screening tool will allow our district to identify and meet the targeted needs of all our students. Through additional awarded grant opportunities and cooperation with Sheyenne Valley Special Education Unit, we are able to provide research-based Check & Connect dropout prevention intervention to identified 7-10 students and targeted reading intervention to K-5 students attending district-wide summer schools.

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)
Mental health supports	\$180,000.00	\$180,000.00
Added needs of at-risk populations	\$300,000.00	\$300,000.00
Supplemental learning	\$120,000.00	\$120,000.00
Renovation Projects	\$2,061,732.00	\$0.00
	\$2,661,732.00	\$600,000.00

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?*

Not all of our students have access to an internet connected device, either because they don't have adequate high speed internet connections or they have an inadequate device or no device at all. A lot of these families do not have the financial resources to rectify their situation. Our subgroups were affected disproportionately, especially those with a lower socio-economic status and minority race populations. This increases the gap between the groups of students. Also, the lack of consistent good air quality causes an equity issue as well.

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

We will continue to work with our students who are lagging behind because of internet or device issues by giving them time with devices while they are at school. We will to continue work with our local internet provider in addressing the connection issue and also make sure the students have access to the devices to continue the learning outside the classroom. We look to improve the air quality in our schools to improve the learning environment.