10373 - 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: 002
Status Report Type: Application
Reporting Period: 07/14/2021 -

Initial Submit Date: Aug 12, 2021 4:13 PM
Initially Submitted By: Dave Schoch
Last Submit Date: Sep 24, 2021 3:03 PM
Last Submitted By: Dave Schoch
Approved Date: Sep 24, 2021 3:07 PM

Contact Information

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Organization Information

Name*: Velva Public School - DPI
Organization Type*: Public LEA
Tax Id: 
Organization Website: http://www.velva.k12.nd.us
Address*: PO Box 179

Velva North Dakota 58790-____
City State/Province Postal Code/Zip

Phone*: (701) 338-2022 Ext.
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SAM.gov Entity ID: ZLK3GHRU4F35
SAM.gov Name: Velva Public School Dist 1
SAM.gov Entity ID Expiration 02/15/2022
Date:

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*: 

Our students were surveyed and our administration has met with student organizations to get a better understanding of the impact the pandemic has caused them. Students gave their input into how the funding could be used to their benefit.

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

NA

Civil rights organizations
(including disability rights organizations)*:
All students, parents, administration, staff, and community members received a survey in regards to the use of ESSER III funds. Students were able to identify themselves as an IEP student, 504 student, or regular ed student. Parents were able to identify themselves in the same categories. Three public meetings were held in May where all patrons of the school district could attend. Members of our staff have had the necessary training to carry out OCR rules and regulations. Our district belongs to the Souris Valley Special Education Unit so we have the services we need for our students with disabilities. As the President of the Souris Valley Special Services Unit we had numerous discussions on how to use available funds for this distinct population. We have a 504 coordinator, foster care liaison, and a homeless liaison who were provided opportunities to give ideas on the best use of these funds.

Superintendents*:

The district superintendent attends or has attended numerous meetings, seminars, and professional development opportunities. This information is shared with other administrators, teachers, school board members, and the community.

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

All stakeholders including teachers, principals, and classified staff were afforded the same opportunities as the other stakeholder groups to provide their input. These opportunities included the survey sent out to the entire district and the three public meetings. Staff could also attend school board meetings where these discussions were at the forefront.

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*:

The Velva Public School District works closely with the Souris Valley Special Education Unit to ensure we are serving our students in the best possible way. They have provided guidance on how we may use our funding for this population of students. Our homeless and foster care liaison, as well as all SPED staff have had the opportunity to provide input.

At the time surveys were distributed and public meetings held the Velva Public School District had one child in foster care, and no EL or migrant students. The guardians were sent the survey and invited to the public meetings.

**ESSER III Approved Applications**

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

Prevention & Mitigation Strategies

Return to In-Person Instruction


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.*:

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

Funds will be used to:

1. improve the HVAC system in our kitchen, FACS classroom, and the two science classrooms that also contain labs.

2. continue with mitigation strategies implemented last year to include purchasing supplies and equipment to clean and disinfect the school on a daily basis

3. put a new roof on a portion of the school

4. replace old flooring

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.*:

We will be purchasing a new math series for our K-6 students. The elementary principal and staff will use this year to research the best program available to our students. Along with purchasing an evidenced based program funds would also be used so the staff can receive the appropriate professional development for this program.

We will also add the Leveled Literacy Intervention program for all our K-5 students who have not shown the necessary gains.

We will also hire another para-professional who will serve struggling students who otherwise do not qualify for special services.
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.*:

All students receive free breakfast and lunch and our school counselors have implemented the Backpack Buddies program for our low income students who do not have access to healthy meals when school is not in session.

At this time the Velva Public School District is not experiencing students that are identified as EL or migratory. Our summer school program which traditionally was reserved for students qualifying for Title I services was made available to all students including those of color, students with disabilities, or experiencing homelessness or foster care.

Funding will be used so that our school district can continue to offer services to students and families that include:

eNurse through Avera Health
eBehavioral Health through Avera

Our families are served with a homeless and foster care liaison to meet the needs of this unique group of students. They work closely with health organizations, churches, and county entities.

Our constituents have been and will continue to be surveyed to gather information and data on how we can best serve our students.

Estimated Use of Funds Plan

Allowable Use of Funds

<table>
<thead>
<tr>
<th>Allowable Use of Funds</th>
<th>Estimated Expenditure Amount</th>
<th>Estimated Amount to address Learning Loss under this Use of Funds (20% of Budget Total MUST be spent on Learning Loss)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase cleaning supplies</td>
<td>$2,500.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Improving Air Quality</td>
<td>$40,000.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>High quality instructional materials and curricula</td>
<td>$154,000.00</td>
<td>$154,000.00</td>
</tr>
<tr>
<td>Professional development</td>
<td>$6,000.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>School facility repairs and improvements</td>
<td>$10,000.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>$250,000.00</td>
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</tr>
<tr>
<td>Renovation Projects</td>
<td>$211,676.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$674,176.00</strong></td>
<td><strong>$154,000.00</strong></td>
</tr>
</tbody>
</table>
Compliance with General Education Provisions Act Section 427

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?*

One anticipated barrier will be our technology department. The district has added many technology devices, but we have not added any staff to help the technology coordinator. Another identified barrier is the lack of bus drivers in our community. On days when we cannot provide district sponsored transportation some schools do not come to school because families either don't have another vehicle or it is too costly for them. We have added an additional teacher and para-educator in the lower elementary grades to provide the needed assistance to help our students. Mental health is also identified as a barrier for students dealing with the effects of COVID 19.

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

Our technology coordinator is also our AD. We have added another individual to help the AD which will allow him more time to be spent with technology issues. The school district at one time provided payments to families to bring their children to school. We are currently looking at reviving this payment. The district has hired a full time elementary counselor, partners with Avera Health to provide mental health services, and we have added an additional teacher and 2 para-educators in the lower elementary grades to provide the needed assistance to help our students.