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Status Report Details

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Organization Information

Name*: Manvel Public School - DPI

Organization Type*: Public LEA
Tax Id:
Organization Website: <http://www.manvel.k12.nd.us>
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SAM.gov Entity ID: WA8HQM1FN5J3
SAM.gov Name: Manvel Public School District 125
SAM.gov Entity ID Expiration Date: 04/20/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

A survey was sent out to our students in grades 5-8 using their school email on July 22nd and we closed the survey on July 28th. Parents were sent an email using Swift K12 asking them to have their child check their school email so that we could hopefully enhance the number of students who gave us feedback. The survey focused on summer school being open to all students, enhancing our middle school rotations, and doing more with STEM activities as well.

The results showed that starting an Esports class in our middle school rotation was highly popular. 80% of the feedback was positive or extremely positive with that question. 70% of the feedback on the question specific to a summer school w/STEM as the focus of our enrichment was positive or extremely positive. We also had 70% positive feedback on our question about adding more STEM activities within our lower grades as well.

The survey showed no desire for opening our summer school to all students K-8 and only 40% of our responses were positive with the question about enhancing our Science curriculum.

This data shows us that there is real interest in making something available in the summer as an enrichment activity, possibly using drones, for our middle school students. It could be a STEM camp or something along those lines that would be open to students and would be held at the same time as our regular summer school. Hiring staff for the position and purchasing equipment would come from our ESSER III funds.

Tribes (if applicable)-MUST write

NA if not applicable*:

NA

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

Our Title IX coordinator, Mrs. Hiltner, has consulted through email, face-to-face, and surveys done by the district. She has been in constant contact with all parties with regard to the use of our ESSER III funds. With regard to Civil Rights organizations, Manvel is a community of less than 400 people and there is no known Civil Rights Organization in our community. The closest organization would be in Grand Forks and they would have been engaged with Grand Forks Public Schools.

Superintendents*:

For me, as superintendent, the focus of this money is in multiple areas: First, we need to upgrade our facilities and make the building cleaner and safer in the event of pandemic issues or other illness that may arise throughout any school year. COVID isn't over, we need to respond to that with upgrades to our restrooms, more touchless features and we need to be able to spend money on resources that can be used daily in the classrooms as well.

We have windows in the building that are almost 60 years old and because of that, the insulation and frames are worn out. We've lost sunlight in our classrooms because of insulation practices we've had to resort to so our building is heated adequately. The opportunity to upgrade our facility, add sunlight to the rooms and also be more efficient with our energy use is important to our district. We want to be able to use this money to make those upgrades and make our school healthier.

Second, we have curriculum updates that need to be made. There is currently no ELA curriculum being used in our district. Our teachers have done very good work learning the standards of the state and working to teach them to the best of their abilities but there is great concern that our phonics skills are suffering with our youngest students. Having a research based ELA curriculum would help guide our teaching practices with phonics and the other areas of reading and writing. While the standards will remain the focus, collaboration among grade level teachers with a common resource or tool is great practice as well and we're currently missing that piece in our district.

In the last couple of years we've added a new science teacher and we are woefully behind in our teaching practices with respect to science. A science curriculum that allows for hands-on activities and labs for all our students is really important to our district. I have studied our student engagement surveys for the last 3 years and have not seen the scores that I would like to see. It is shown that lab activities and hands-on work does enhance student engagement in the classroom. Science is just the content area to make this better for our students and our teachers.

A study of student engagement also shows us that technology use by students can also stimulate student engagement. Updating our Social studies curriculum with more online resources would be great for all our students. There are so many tools and resources that make social studies come alive; videos of great speeches, interviews with some of the great leaders in American history, etc. Having a resource that allows our staff to engage students by bringing famous people, figures, and sites to the children is potentially as engaging as anything we can do with our students.

Finally, Social Emotional Learning has become a standard of all teaching and learning

There is also a need for our curriculum in Science and Social Studies to become more student centered and technology centered as well. Online resources for middle school science are vital in a small school and especially in a setting without a high school. For our students to better understand Physical Science/Chemistry (6th grade) and Life Science (7th grade), we have to have as many interactive tools as possible. While the ultimate goal of this school year is to keep our building open and have students in the chairs, we know there will be students who have to sit out due to availability of vaccines or the choice of families to not get vaccinated. While those students are quarantined we want to provide the best education we can and purchasing online curriculum and/or resources is really important to our district.

As a superintendent, this money allows us to make upgrades to our facilities and our curriculum without the stress of looking at our property tax mills and putting stress on our community members. Marvel is a small community and they cherish this school. But, taxes are an issue in every district and asking for more of the people when many of them no longer have students in the district is sometimes difficult. Being able to use this money for building and curriculum keeps our general fund very stable and that can be a really good thing for small districts like Marvel.

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

Our teachers were surveyed on many of the issues from the community survey as well as the special education and principal survey and the results were similar to those previous surveys.

Our teachers are of the belief that additional para support would really help us get our MTSS program off to a better start as we work to improve our Tier I support and also our Tier II support. Hiring 1 more para full time would put our district in a better position to perform our interventions.

Almost unanimously, our teachers in PK-5 want more enrichment opportunities for their students. Getting our teachers trained in teaching coding, showing them the variety of sites they can use to teach coding, and then adding Lego kits to our students in grades 3-5 to enhance the experience of coding. We currently have a nice set up of robotics in our middle school but getting this piece done for our youngest students would be incredibly valuable and engaging for our youngest learners.

Over 90% of our teachers in grades PK-5 support the idea of a reading curriculum in our district. As I've mentioned earlier, we currently do NOT have a research based formal curriculum and the concern with teaching phonics, fluency, etc. with some organization is concerning to all of us, teachers and leaders, in the district. We would order a curriculum this fall, review it over the course of the year, get professional development on the curriculum and roll it out in the fall of 2022.

Manvel Public School is an old building. Back in 1963 when it was built, the idea of being handicap accessible wasn't a focus on design and new buildings. Today, we need to do a better job and upgrade the equipment we are currently using in our building. A ramp of some sort that gets our students, parents, grandparents, etc. from the main entry to the gym is a priority for our building and our teachers overwhelmingly support this idea as 70% of our teachers support or strongly support improving this piece of our school.

Another piece that was supported by our teachers with respect to handicap access was the fact that our current bus fleet lacks a bus with handicap or wheel chair access. Many teachers supported upgrading our transportation fleet so that we could provide transportation for 100% of the students in our district if/when that need occurs.

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*:

Manvel Public School currently does not have any EL students or families, any current knowledge of homeless children, children in foster care, or students who are incarcerated.

We will start the year with 1 student who is considered a migrant student. This student came to us in April of 2021, did the school work required through the end of the year, and also attended migrant school in our building this summer. This student will be a focus of our MTSS program should we see her fall behind as we start the fall school year. Her parent was part of our survey process this summer and shared feedback with the district.

All low-income families and minority families were included in the surveys sent out by the district looking for parent input. Manvel is a K-8 school district. We currently have 60+ students attending high school in Grand Forks Public Schools. Grand Forks Public Schools would have surveyed any 1st generation (under served) students from Manvel as they are Grand Forks Public School high school graduates.

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.manvel.k12.nd.us/cms/lib/ND02221972/Centricity/Domain/3128/Manvel%20Health%20and%20Safet>
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.*:

Manvel Public School updated our Health/Safety Plan at our board meeting on June 14th, 2021 and the plan was shared with the community on June 15th. The plan was posted after receiving support from the community and is posted on our website. The plan is required to be updated every 6 months but we will be reviewing our plan at our August board meeting and to discuss changes currently going on in Grand Forks County. We will continue to look at our plan a minimum of every 6 months through September of 2024. When revisions are made, community input will be requested. Manvel will review the information shared by the CDC and GF County Health with regard to positive cases in the county and other information that comes from them specific to protocol recommendations.

Last spring a school nurse was provided by the county on a part time basis, 50%, and that will continue for the fall of 2021 and possibly for the spring of 2022. A priority for our school nurse will be to continue to educate our students on best practices with regard to washing hands and keeping themselves as free from germs as possible.

Manvel has purchased touch less bathroom fixtures for our district that will be installed prior to the start of the school year. Toilets, urinals, sinks, and paper towel dispensers will all be touch less throughout the facility. Manvel Public School will continue to purchase cleaning supplies for our building and for our transportation.

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.*:

A Tier 4 intervention plan for Manvel Public School will be purchasing ELA curriculum for our district to address the lack of a research based ELA curriculum within our district. This will enhance our Tier I instruction and allow our teachers to collaborate more completely on best practices within their classroom.

Manvel has been working with the Marzano organization to become a High Reliability School for the past 3 years. Level 1 certification was achieved in May of 2020 and we will be starting the process of gaining Level 2 certification this fall by developing a true Model of Instruction that details the best practices of successful teachers and schools. This is an example of a Tier 1 intervention as the elements and strategies that make up a Level 2 certified school are all founded on research that can be found with Hattie's Visible Learning resource as well as Marzano's elements of practice that are part of the Marzano Evaluation Model. It is our goal to make those best practices part of our teaching every day. The resources that come with this grant will allow us to provide additional professional development for our staff to implement a Model of Instruction that meets the needs of all students in our district.

Manvel is implementing a Building Level Support Team (BLST) to begin the process of developing school wide intervention practices throughout our building. MTSS training will begin in August during professional development and implementation will begin in September with a team of 4 teachers and paperwork that is to be submitted to the team in advance of bi-weekly meetings. MTSS programs are an example of Tier 1 interventions as we work to meet the needs of our students who may be struggling to learn, whether it is cognitive or behavioral, by getting extra support to those students as quickly as possible. The resources from this grant will allow for sustainable professional development and resources for our BLST team over the next 3 years.

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.*:

Low-income families: Manvel has roughly 20% of our students who qualify as low-income. There were a few of them who chose distance learning last year and we did not see the growth in their interim assessments like we did with those students who were in attendance in the building. We will monitor all our students very closely to start the year and there will be an emphasis on students showing to be below grade level being the first students we introduce to our MTSS program. We will document all our interventions, give the students 5 weeks of small group and/or independent support before we move on to new material or a 2nd round of interventions.

Students of Color: Manvel does not have a significant population of students of color. Our student of color is currently on an IEP for learning, he was in the building all of last year and made very good strides in the classroom. He will stay on an IEP this year as well and will get the same number of minutes in his IEP as last school year.

English Learners: Manvel does not have any EL students in our population.

Children with Disabilities: We had a population of IEP students who chose to stay home last year and distance learn. It is anticipated that those students will be in the building this school year and we will make amendments to the minutes in their IEP if we see them falling behind by more than 1 grade level. While those students would not qualify for our MTSS committee, the case managers will monitor the work and be part of all collaboration meetings with grade level teachers to make changes in the workload, the small group practices, and the amount of para support given to the students. Manvel Public School will look to add another para using ESSER III money to support our IEP students more completely as well.

Homelessness: Manvel does not currently have any students designated as homeless.

Children/Youth in Foster care: Manvel does not currently have any foster care students enrolled in our building. Last year, both students who were in foster care were on IEP's and were in the building every day so they got the minutes and the support from special education that was due to them. Should we get a foster student during the year we are prepared to support them with a special education staff or our BLST team to make sure they are getting the support necessary to be successful.

Migrant students: Manvel has 1 student who is currently designated as "migratory." She participated in migrant school this summer to get caught up on her skills from her previous grade. As the school year begins, this student will be closely monitored with respect to her reading and math and will get support as necessary through interventions in and out of the classroom.

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)
Added needs of at-risk populations	\$5,000.00	\$5,000.00
Added needs of at-risk populations	\$6,000.00	\$6,000.00
High quality instructional materials and curricula	\$27,000.00	\$27,000.00
Professional development	\$8,054.80	\$8,054.80
Renovation Projects	\$75,156.56	\$0.00
Improving Air Quality	\$20,000.00	\$0.00
IDEA (Special Education)	\$15,000.00	\$0.00
Transportation	\$40,000.00	\$0.00
Professional development	\$30,000.00	\$8,000.00
Mental health supports	\$15,000.00	\$3,000.00
Purchase cleaning supplies	\$18,000.00	\$0.00
Educational Technology	\$10,062.64	\$0.00
IDEA (Special Education)	\$13,000.00	\$13,000.00
Added needs of at-risk populations	\$13,000.00	\$13,000.00
	\$295,274.00	\$83,054.80

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?*

- 1) Manvel had many students on IEP's and with ADHD diagnosis' opt out of state assessment last year. We believe that anxiety and stress associated with testing is a possible reason for the number of opt outs.
- 2) Manvel currently utilizes summer school only for learning recovery, this past summer we had fewer than 20 students participate. We invited students in grades K-8 this past summer, we did not get any students above 3rd grade. Almost all of the students in attendance live in the city of Manvel. We currently do not provide transportation to summer school for our students.
- 3) Manvel currently does not run a summer school program for enhancing student learning.

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

- 1) Manvel is setting aside ESSER III money for special education to enhance our sensory room resources for our special education students and our students with ADHD diagnosis. The expectation is that we can reduce the amount of stress and anxiety associated with school and then these students will be better prepared to take the state assessment. Manvel is also looking to hire an additional para to support all our students throughout the day and utilize the sensory room and the sensory hallway.
- 2) Manvel is planning to offer transportation for students who live in rural areas of our school district with the expectation that more students will participate in the learning recovery portion of summer school. Additional staff would be hired if necessary.
- 3) Our ESSER III application has been organized with the idea of offering summer school for students who want enhanced learning opportunities. STEM opportunities specific to coding, robotics, and possibly drone technology are all themes that could be taught depending on the age of the students and the interest that is shown. Transportation would be included for these students as well.