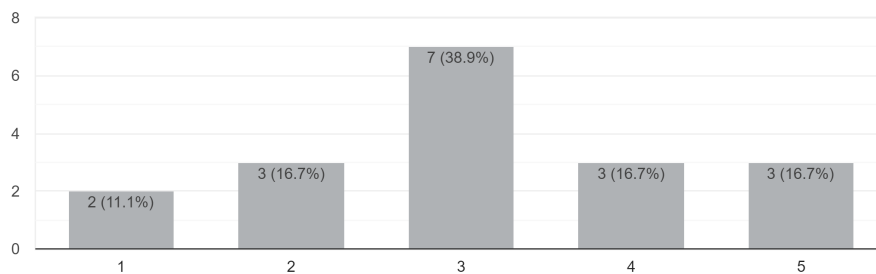


Elementary & Secondary School Emergency Relief (ESSER) Funds for Valley-Edinburg Schools Survey Responses

In the wake of the COVID-19 pandemic, Congress approved a number of emergency support measures, including the Elementary and Secondary School Emergency Relief Fund (NDDPI). Funding from these ESSER grants have been set aside for North Dakota schools. The North Dakota Department of Instruction will provide grants to school districts with the aim of alleviating the impact the pandemic has had on education throughout the state. This survey details each allowable use for ESSER funding spending. Please determine each potential use as 1 (Least Important), 2 (Somewhat Important), 3 (Important), 4 (Very Important), or 5 (Most Important). If you feel we have not identified a potential need of our district, please provide this in the response box below.

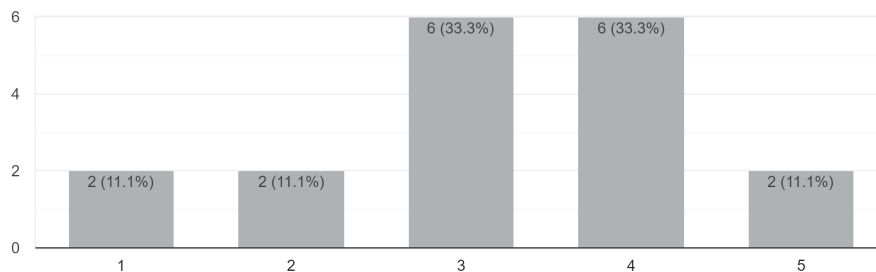
Invest in additional technology.

18 responses



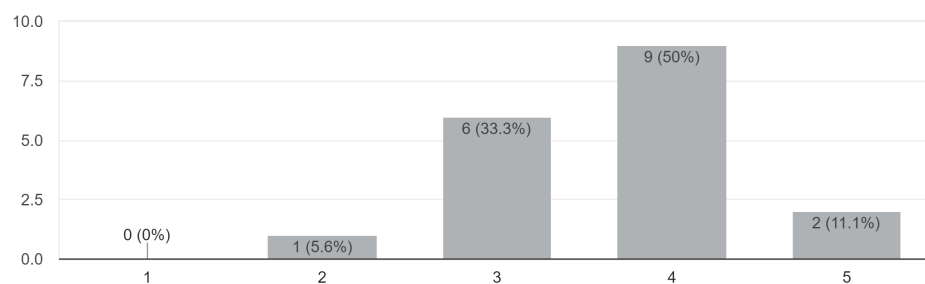
Provide mental health services and supports; invest in additional school counseling services.

18 responses



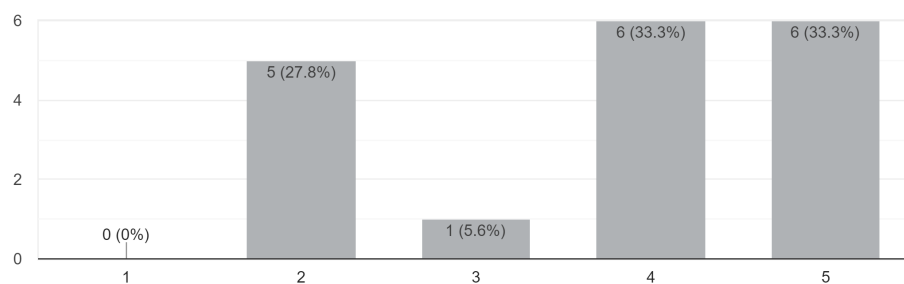
Plan and implement summer learning and afterschool programs.

18 responses



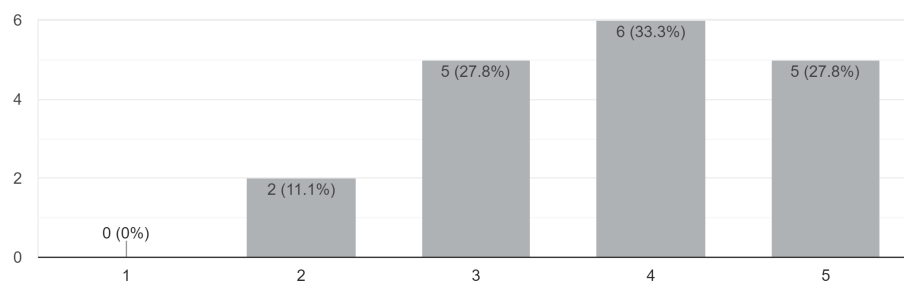
Provide professional development for staff on the science of interventions that address learning loss of students.

18 responses



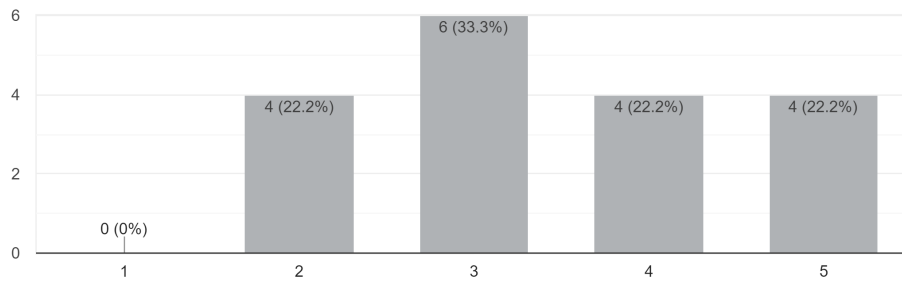
Increase family engagement activities at our schools.

18 responses



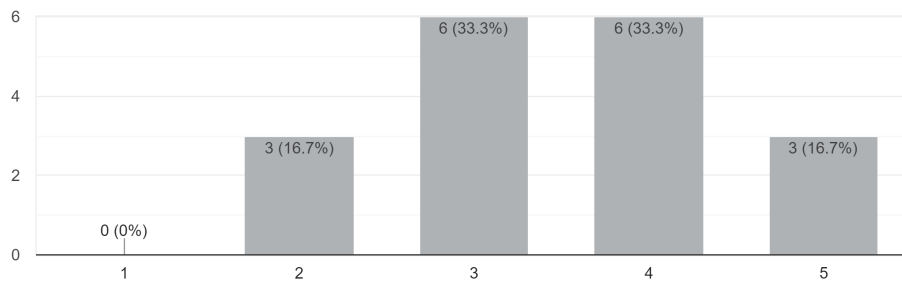
Invest in parent and family learning opportunities.

18 responses



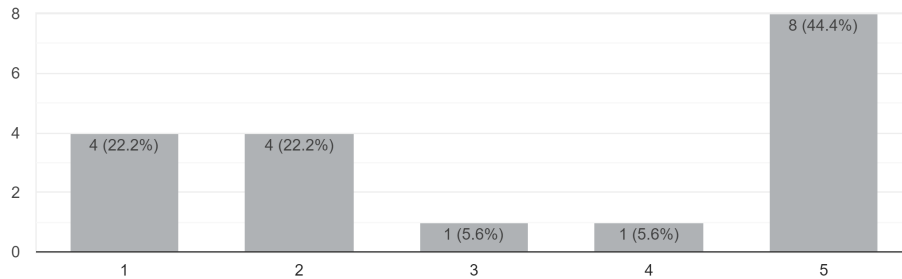
Address learning loss in student populations (Ex. implementing evidence-based activities to meet the needs of students, inform parents on how they c... students' needs and differentiating instruction).

18 responses



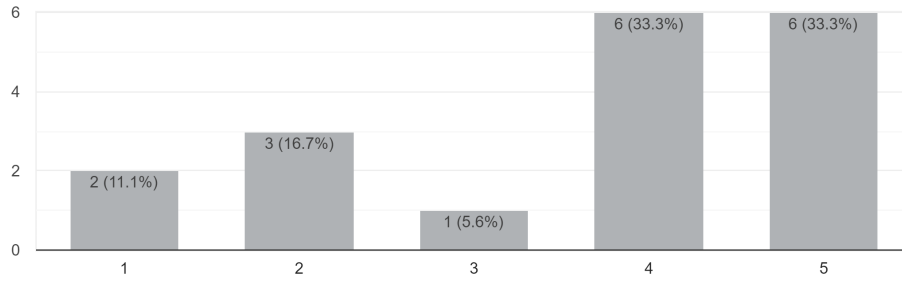
Repair, improve, construct, or renovate school facilities to reduce the risk of virus transmission and exposure to health hazards and to support student health needs.

18 responses



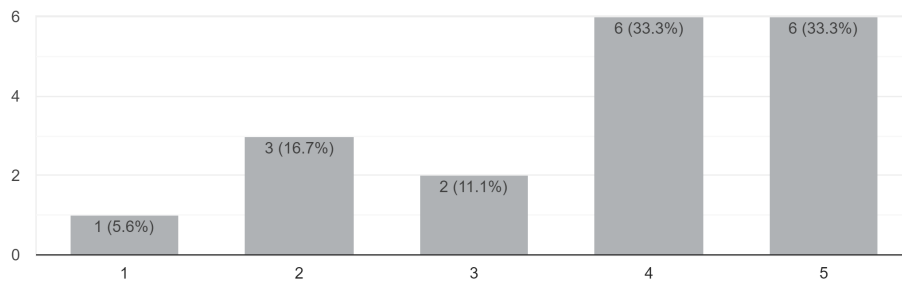
Improve indoor air quality by inspecting, testing, repairing, and possibly replacing equipment in the school buildings if necessary.

18 responses



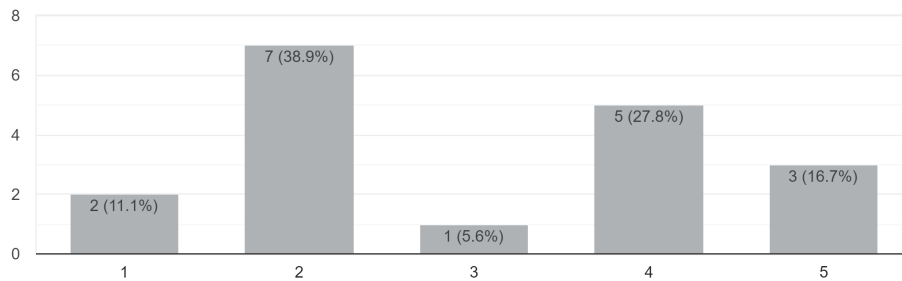
Purchase high-quality instructional materials, curriculum, and professional development (Ex. K-3 reading curriculum to accelerate learning & literacy Support (MTSS) materials such as interventions).

18 responses



Address budgetary shortfalls to assist the District with education-related expenses due to COVID-19.

18 responses



Please use the space below to detail any missed areas of importance. 4 responses

There needs to be an art program.

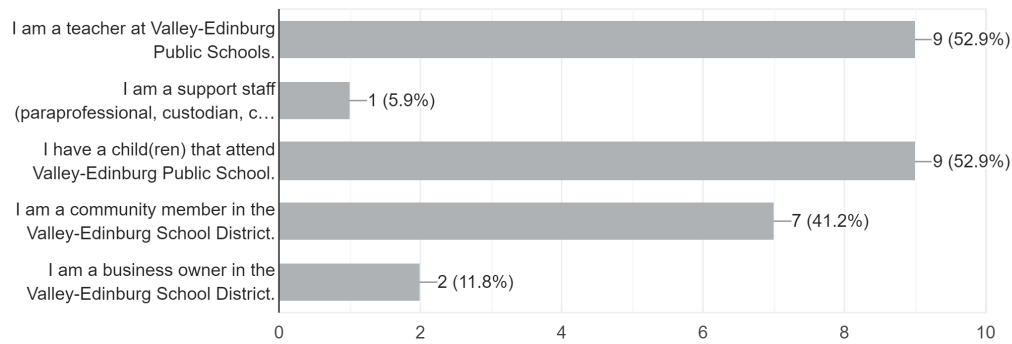
Nothing

Offer individualized professional development opportunities to all teachers in an effort to cultivate a professional community of educators.

Communication is the main fault of this past year. Other than when everyone was distant learning, we felt we hardly knew what our elem students were learning other than a few homework sheets that came home (bc much work was done at school and we never saw it)-no notes from one teacher, no weekly bulletin. We only found out some things after one student mentioned something and we then asked the teacher. When another student hit our student and caused blood, no adult told us. When they fell from high playground equip, no adult told us. When the office used OTC products on one child, no one told us. We don't need more tech in elem, we need less. Hands-on learning that facilitates muscle memory, be that with a pencil, physical lesson helps etc. is more ideal for elem. Tech has been used to save teachers time at the expense of real student learning at the elem level. Regardless of covid, family programs could have happened with precautions in place like other entities in the communities did, but there was nothing for elem while sports teams got to play on. Music is REQUIRED and yet not one music class session was held, not even to learn theory or listen and learn. Masks until the last day were an extreme response compared to other community and school entities. Re: social-emotional learning, that is within parents' purview within their own family beliefs/lifestyle/worldview, not the educ. system's. We do not support adding that component. If added, there should be an opt-IN provision. And there sure was a lot of testing going on, 1. that families were not told about when and what kind would happen and 2. V-E classes are small, teachers should usu. be able to gauge how well students are learning and where the problems are without wasting so much class time on testing. As for meals, they are lacking in healthy diversity in Hoople and repeat themselves often.

Please select all that describes you as a survey responder.

17 responses



My student(s) will attend the following school(s) during the 2021-2022 school year:

10 responses

