

10052 - 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: -

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Organization Information

Name*: Central Cass Schools - DPI
Organization Type*: Public LEA
Tax Id:
Organization Website: <http://www.central-cass.k12.nd.us>
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SAM.gov Entity ID: CG2QDY4L19F3

SAM.gov Name: Central Cass School District

SAM.gov Entity ID Expiration Date: 03/12/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

CC: As a school we seek input from our students through general population as well as extra-curricular, co-curricular activities and school groups. As the students were living most of the protocols we had in place, getting their feedback on how things were being implemented, and progressing was imperative. The superintendent, administrative team, business office, and school board took into account this feedback to create the diverse use of ESSER III funds.

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

CC: NA

Civil rights organizations (including disability rights organizations)*:

CC: We as a school team, including administration, counselors, special education coordinator and staff, resource deputy, business office, community representatives (Treehouse, 5th Quarter, Food Pantry, community businesses), school board, and families meet a variety of times throughout the year to determine needs where federal funds should be utilized, including but not limited to Title, McKenney Vento funds, and ESSER funds. This school year we have also put a large focus on inclusion and equity and diversity as we recognize that all students need to feel welcome, no matter their background, in our building.

Our administrative staff is trained in topics not limited to Title, 504, Title IX, and Special Education. We coordinate all student needs with the student ambassador, counselors, school resource deputy, school faculty and staff. Many of these individuals are also part of our Cognia School Improvement committee which meets each spring to discuss school improvement goals and meeting strategic plan goals. Each of our representatives for civil rights was present and we discussed equity and equality for our students. Yearly we also fill out the Civil Rights Data Collection to track data of the needs of students, which gets submitted to the state yearly.

Through all of these groups and meetings, we were cognizant of all subgroups and demographics to make sure Central Cass was meeting the needs of all students.

Superintendents*:

CC: The Superintendent has worked in tandem with our school and district administration as well as the School Board to provide funds to best meet the needs of our district, school, staff, students, and community. He has provided insight after professional development and information meeting have taken place.

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

CC: We will as a school staff will continue to focus on using data to make decisions on the best use of money when it comes to benefiting our students? academic, social, or emotional well-being.

We have utilized our technology department to determine and assess needs for expanding our technology to meet the needs of learning during this unique time. As the need for devices, programing, and hardware (i.e. internet access points) increased with the move to hybrid or online learning.

We have consulted with our maintenance and facility staff to provide all cleaning and PPE supplies to provide extra sanitation and school health which has helped better monitor school access and assist with contact tracing. Our school did what was needed to make sure that our students were safe and surfaces were sanitized. We also worked to provide furniture set ups that allowed for physical distancing.

The superintendent, administrative team, business office, and school board took into account this feedback to create the diverse use of ESSER III funds.

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*:

CC: We have used our specialized staff, not limited to counselors, intervention, special education staff, to best meet the needs of all special populations. We recognize that our students in these special populations struggled the most with the lack of consistency and uncertainty with these changes in servicing.

Family and outside agencies have also provided comment and feedback to help support all students.

The superintendent, administrative team, business office, and school board took into account this feedback to create the diverse use of ESSER III funds.

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://centcass.enschool.org/ourpages/auto/2021/5/28/49236146/Return%20to%20Learn%202021-2022.pdf?md=1628863231000>

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.*:

Central Cass will be utilizing ESSER III funds in a variety of ways to make sure students stay safe while they are in our building. We realize that a global pandemic has created the need to adjust our daily routines in terms of sanitation. Our goal is to prevent and mitigate as much as possible proactively, so we do not end up being reactive and deal with the negative impact that way. Our school has created a Return to Learn plan that lays out all necessary requirements to make sure our students and staff stay as safe as we feel we can make them as we navigate this pandemic. Outside of the additional cleaning and sanitizing measures staff and students will be taking each day to ensure proper hand washing and distancing where available, we continue to put an emphasis on cleaning of surfaces throughout the building by our custodial staff. We are also working to update any HVAC systems to allow for clean air exchanges in all areas of the building. Central Cass has furniture within our building that doesn't allow for students physical distancing. Funds will be used to purchase new furniture that will allow teachers to spread students out to help prevent and mitigate the spread of any germs.

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.*:

Central Cass Public School has earmarked twenty two percent (27%) of ESSER III Funding for Learning Loss. This is a total of \$246,959.

The services mentioned could exceed the list of 27% of ESSER III. However, Central Cass will use other federal support funds (ESSER II), Title I and Title IV, and general funds as needed.

Central Cass has taken and will continue to take actions to ensure continuity of services, including but not limited to, services to address students' academic needs and students' and staff social, emotional, mental health, and other needs.

Central Cass is utilizing a variety of sources, including state and local assessments, to identify learning gaps in literacy and mathematics. The plan to target

students reading below grade level began in spring 2021 by identifying students in grades K-8 for summer programming. Students were selected for the program based on assessment data along with interventions provided through our multi-tier system of supports (MTSS). Central Cass also provided additional learning experiences for all families through a virtual summer school program. Going into the fall of 2021, the following plans are being reviewed and determined to build teacher capacity and close achievement gaps:

- ? School staff will evaluate curriculum needs to support literacy and math academic growth as scores have shown dips in both areas with literacy seeing more.
- ? School staff will continue to review the efficiency and efficacy of our summer programming and plan for upcoming years to best suit the needs of our diverse learners.
- ? School staff will continue to analyze and implement programming for the social, emotional, and mental health needs of students and staff.
- ? Schools will have access to provide other customized supports for students that align with our school improvement plan as well as to help build teacher capacity and close achievement gaps.

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.*:

While Central Cass has limited numbers within many of the subgroup areas, we make sure that we are planning with all students in mind. All students regardless of disability, cultural, racial, economic, etc differences benefit from the facilities and programming. We understand that with the variety of students we have that walk through our doors, we work to tailor any needs with each student and family regardless of background.

? Low Income Families, Students of color, Students experiencing homelessness, Children and youth in foster care, Migratory students: We want to make sure all students feel welcome and secure in our building. Just as we do with all students we provide the services as necessary to meet the student and families needs. We have a community Treehouse that students are able to use for clothing/shoes, food, hygiene needs. We work to make sure all families have access to a device or internet as needed outside of school. We also have access to social workers and therapists should those services be necessary here in the building.

? English Learners: While we have very limited numbers, students are provided with appropriate curriculum and accommodations as needed to meet all academic needs. Our district would also work to make sure families have easy access with interpreters as needed.

? Children with Disabilities: We work to make sure our school is inclusive in all areas. We also work to protect the vulnerable with additional cleaning and small groups as necessary.

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)
Implement public health protocols	\$369,100.00	\$0.00
Renovation Projects	\$20,000.00	\$0.00
Improving Air Quality	\$20,000.00	\$0.00
Mental health supports	\$93,345.00	\$93,345.00
Construction Projects	\$112,000.00	\$0.00
Ensure preparedness and coordination	\$4,200.00	\$0.00
Educational Technology	\$37,500.00	\$0.00
Supplemental learning	\$9,000.00	\$9,000.00
School facility repairs and improvements	\$80,000.00	\$0.00
High quality instructional materials and curricula	\$130,000.00	\$130,000.00
Additional pay	\$24,614.00	\$24,614.00
	\$899,759.00	\$256,959.00

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?*

CC: When applying for federal funds, we look at the needs of a subgroups and demographics. We work to have equitable use of all funds through any program. We evaluate student academic as well as attendance data to make sure we are providing supports for all families as necessary. So while there are no major barriers exist at Central Cass it is the lack of diversity that creates unintended bias that we need to be aware of.

With the unintended bias, we need to note that socio-economic status is the most noted. We work to make sure all students have access to devices and can provide an access barrier as necessary for those families who need financial assistance. We also recognize that COVID has created a unique subgroup for many of these students as they did not have the means to support learning while outside the school building. We provided all necessary instructional materials in a way that fit each student situation and family. We were conscious of the equity gap with families with varied socio-economic statuses. Through various funds and community support we can provide all students necessary clothes, food, and hygiene supplies.

Federal funds will be used to help support our students? academically (assessment, summer school programing, curriculum, supplemental learning), socially (social worker, summer SEL programming, supplemental learning), physically (public health protocols with HVAC, fumiture to allow for physical distancing, school repairs and projects). Each of those areas were accounted for to make sure those six equity factors were taken into account and needs met of all subgroups prior to assessing need of all students. Yet the compilation of where funds are using support all students regardless of their background.

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

CC: Central Cass demographics are predominately Caucasian from middle to upper class households. We have many unknown implicant bias and microaggressions due to the lack of diversity. Central Cass continues to provide professional development training to our staff and lessons to our students to acknowledge and change the unintended responses of these bias and microaggressions.

We will continue to use data provided through our MTSS systems, Cognia School Improvement goals, Strategic Plan, academic assessments, social/emotional inventories, public health, and nurses office. The goals and use of ESSER funds will continue to be evaluated with all stakeholders to make sure all barriers are eliminated and all subgroups needs are met with the use of these funds.

While we continue to work on providing professional development for our faculty and staff, we know that more work continues to be done to provide equitable programming for the students at Central Cass. We have policies and procedures in place to eliminate these barriers that may prevent students, educators, or leaders to access or participate in all programs. All students and staff will have access to the activities provided using ESSER funds. All staff will work to ensure that students in all subgroups needs are met through the use of special education, 504, Title IX, and school policy and procedure.