

# 10299 - 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:** 07/01/2020 - 09/30/2024

**Initial Submit Date:** Aug 12, 2021 9:28 AM  
**Initially Submitted By:** Paige Carlson  
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## Contact Information

### Primary Contact Information

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### Organization Information

**Name\*:** Northern Cass School District 97 - DPI  
**Organization Type\*:** Public LEA  
**Tax Id:**  
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**SAM.gov Entity ID:** LA2LULFD6249  
**SAM.gov Name:** Northern Cass School District  
**SAM.gov Entity ID Expiration Date:** 02/08/2022

## ESSER III Application - Stakeholder Consultation

### Stakeholder Consultation

#### Students\*:

In the fall of 2020, the Northern Cass school board requested that a COVID committee be formed to listen to feedback and concerns. Learners were requested to be part of this committee to identify any areas that needed to be addressed and adjusted from the original reopening plan. The learners were surveyed throughout the 2020-21 school year to evaluate how mask guidelines, social distancing procedures and general operations were being executed. Learner focus groups were utilized to gather feedback for any recommended changes. Learners also discussed mask protocols with coaches and advisors throughout their seasons to ensure maximum but safe participation.

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

N/A

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

Each of our district representatives for civil rights met and discussed how we could best meet the needs of all learners. We reviewed survey data, standardized assessment data, and interim assessment data which guided these discussions. These conversations took place during the regular meetings of our MTSS teams at Northern Cass. The MTSS process at Northern Cass is robust and is led by special and intervention educators. Northern Cass provides a stipend for MTSS leads at both the elementary and secondary level. The leads help assess pathways while also making sure learners are placed at an appropriate level.

#### Superintendents\*:

Dr. Steiner participated in weekly meetings with neighboring school districts to discuss how they were budgeting the use of funds. He also participated in weekly check-in meetings facilitated by NDCEL. He met with Fargo Cass Public Health on a regular basis. When possible, he participated with state-wide meetings related to COVID. Dr. Steiner scheduled time in his calendar to listen to Governor Burgum's updates. Finally, he led the COVID Steering Committee and Staff COVID Committee meetings.

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

Educators and support staff were asked to participate in our reopening planning meetings in July 2020. This provided valuable input on how educators felt returning to the building while ensuring learners were receiving the best possible education experience. From this feedback, it was determined that 2 additional educators would need be hired in the 2020-2021 year to ensure social distancing in the building.

The district also had Staff COVID Committee meetings throughout the 2020-2021 school year to discuss any adjustments for the classroom and any general operations. Administration met with representatives from the Educators Union on a regular basis throughout the 2020-2021 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\*:

The superintendent solicited feedback from the different parties representing student subgroups at the school. These conversations included counselors,

school nurse, resource deputy, therapists, and service providers. Our Director of Special Education director was also involved. Our school works through SEEC to get services for our ELL learners (through a consortium). From these conversations, it was determined that working through our MTSS framework would provide learners with the necessary support to be successful. We have an extremely low homeless population (typically one or less a year) and our school nurse worked closely with those learners to make sure those learners had their needs met.

**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.northerncassschool.org/page/covid-19-resource-center>  
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.\*:**

Northern Cass plans to use these funds to improve the indoor air quality of the school which is shown as an effective mitigation strategy. We are improving our building HVAC system to do a better job of managing the indoor environment. In addition, we are replacing our out-of-date heating units which were identified as not providing a high quality of indoor air quality. We will continue to utilize hand washing stations and paying for fumigation of rooms and buses.

**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 have budgeted to expend our 20% set-aside funding for a portion of salary for two classroom educators from the 2020-2021 school year, counseling services sponsored through The Village, along with hiring a social worker through an agreement with Nexus and CREA through a partnership with Central Cass school district. Northern Cass has also begun advertising for a Site Coordinator to help provide wrap-around services for families in need. These funds will also be allocated to help pay for dual credit courses for secondary learners that may have missed learning opportunities during the pandemic due to COVID restrictions. Northern Cass has hired an educator who will use a portion of their day to work with at-risk learners who adversely affected by COVID. This person will also work closely with our learners returning from the virtual academy.

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

Low income families, learners of color, learners experiencing homelessness, children and youth in foster care, migratory learners: We want to make sure all learners feel welcome and secure in our building. Just as we do with all learners we provide the services as necessary to meet the learner and families needs. We have a community closet in our library that learners have access to for clothing/shoes, food, and 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 in our building.

English learners: While we have very limited numbers, learners 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)
Educational Technology	\$30,000.00	\$0.00
Mental health supports	\$38,101.32	\$0.00
Added needs of at-risk populations	\$218,963.09	\$170,161.26
Improving Air Quality	\$73,273.52	\$0.00
High quality instructional materials and curricula	\$77,752.81	\$0.00
Budgetary shortfalls	\$35,000.00	\$0.00
Additional pay	\$3,404.26	\$0.00
	<b>\$476,495.00</b>	<b>\$170,161.26</b>

## 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?\***

When applying for federal funds, we look at the needs of subgroups and demographics. We work to have equitable use of all funds through any program. We evaluate learner 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 in our building 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 learners 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 learners 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 learner 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 learners necessary clothes, food, and hygiene supplies.

Federal funds will be used to help support our learners academically (assessment, summer school programing, curriculum, supplemental learning), socially (social workers, site coordinator, supplemental learner), physically (public health protocols, furniture 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 the needs met of all subgroups prior to assessing needs of all learners. The compilation of where funds are using support all learners regardless of their background.

Because we are a rural district, it can be difficult for learners to have transportation to the building each day. The district intends to use federal funding to purchase technology devices to ensure learners can access their schoolwork while they are out of the building. The district also provides after school programs on Tuesday and Thursday for learners that need additional help in completing school work or getting back on pace.

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

Our demographics are predominately Caucasian from middle to upper class households. We have many unknown implicant bias and microaggressions due

to the lack of diversity. Northern Cass continues to provide professional development training to our staff and lessons to our learners to acknowledge and change the unintended responses of these bias and microaggressions.

We will continue to use data provided through our MTSS systems, The Village Family Service Center, Strategic Plan, academic assessments, 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 educators, we know that more work continues to be done to provide equitable and inclusive programming for the learners at Northern Cass. We have policies and procedures in place to eliminate these barriers that may prevent learners, educators, or leaders to access or participate in all programs. All learners and educators will have access to the activities provided using ESSER funds. All staff will work to ensure that learners in all subgroups needs are met through the use of special education, 504, Title IX, and district policy and procedure.

The district has ensured that every learner can be transported to school on one of our bus routes. There are additional opportunities for our educators to connect with learners after school through our after school program. This has allowed learners to get back on pace on any standards they may have been working on.