



Grant

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10048 - 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:	Editing
Status Report Number:	001
Status Report Type:	Application
Reporting Period:	02/01/2021 - 09/30/2024

Initial Submit Date:

Initially Submitted By:

Last Submit Date:

Last Submitted By:

Approved Date:

Contact Information

Primary Contact Information

Name:	Mr. Jeff L Manley
	Salutation First Name Middle Name Last Name
Title:	Superintendent
Email*:	jeff.manley@cavalierk12.org
Address*:	PO Box 715



<%/if(allowedAccess(context, "UtilitiesAccess")) {%> </if}%>

Cavalier North Dakota 58220
City State/Province Postal Code/Zip

Phone*:

701-265-8417 Ext.

Phone

###-###-####

Fax:

701-265-8106

###-###-####

Organization Information

Name*:

Cavalier Public School - DPI

Organization Type*:

Public LEA

Tax Id:

Organization Website:

<http://www.cavalierschool.org>

Address*:

PO Box 410

Cavalier North Dakota 58220-____
City State/Province Postal Code/Zip

Phone*:

(701) 265-8417 Ext.

###-###-####

Fax:

(701) 265-8417

###-###-####

SAM.gov Entity ID:

H1VUZMZST3L5

SAM.gov Name:

Cavalier School District 6

SAM.gov Entity ID Expiration Date:

03/01/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

During Spring of 2021, school administration provided information to students about the basics of the ESSER funding and gathered input from a group of student representatives. Administration will continue to present and explain the ESSER III plan to the Student Council representatives in September, 2021. This student representation will be asked to provide other input about the ESSER III plan. The Student Council will continue to be informed and provide student input semiannually throughout the duration of the ESSER III grant.

Tribes (if applicable)-MUST write



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

We have shared our plan for ESSER III funding with our special education unit, Upper Valley Special Ed unit and how those dollars could help us meet the needs of our Special Ed students. The Superintendent is the 504 coordinator and the principals and counselors are a part of the Title IX investigation team. Our principals serve as the Homeless Liaison and the Foster Care Liaison, making their input from that vantage point as part of our decision making on how to spend ESSER dollars.

Superintendents*:

As stated previously, the Superintendent is a part of our school administration that has discussed at length, appropriate uses of our ESSER dollars over the past several months. We identified the top results from our patron surveys and leveraged that with administration and other school staff input to put these monies to the best use possible for the betterment of our school district.

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

The process and purpose of using the ESSER funding was discussed at staff meetings during Spring, 2021. We explained the categories of spending and received input from staff about priorities. All staff were a part of the patron survey in June, 2021.

**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*:**

All of these subgroups were represented as a part of our district-wide patron survey. Our school administration and counselors asked for feedback from these different subgroups as to how to appropriately spend any portions of our ESSER III dollars. The overwhelming feedback was to purchase technology, provide extra tutoring and intervention strategies, provide opportunities to recover learning loss through new curriculum, provide summer school opportunities and extra interventions to those students that struggle with general academics, study habits and assignment completion.

ESSER III Approved Applications

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

Prevention & Mitigation Strategies

Return to In-Person Instruction Plan*:

https://drive.google.com/file/d/1j4WiqggFHUojA-dm8vsjT6TNMGISk_G3/view
 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.*:

Cavalier Public School will use funding to address cleaning and hygiene to highest levels with purchasing cleaning supplies and supplemental staffing to adequately continue to mitigate disease within our building. We will continue to consult on a weekly basis with our local county health unit to receive information and updates on any changes in recommendations to our Continuity of Services plan that may be affected by COVID-19.

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.*:

In addition to the ESSER II monies that were spent on learning loss, Cavalier Public School plan to spend the following ESSER III dollars on learning loss:

- We purchased a new elementary ELA curriculum called My View to provide more consistency and researched-based instruction for our K-5 students.
- We will provide summer school to elementary students and also implement enrichment and summer school opportunities for middle school and high school aged students over the next 2 years. We will use ESSER III funding through 2024 for this component.
- We will provide monies for a full-time substitute teacher especially at the elementary level to provide a more consistent approach to teaching strategies, classroom strategies, and familiarity to students. We will use ESSER III funding through 2024 for this component.
- We will pay for our before & after school program for elementary students, instead of charging families for this program. Our afterschool program will also maintain a stronger emphasis on tutoring time, learning strategies, and other academic components.
- We plan to hire an Instructional Coach either during the 2021-22 school year or at least by the beginning of the 2022-23 school year. We advertised this position during Spring 2021, but have not been able to find a suitable candidate at this time. With more time to advertise, we feel having an Instructional Coach in place in 2022 is attainable.
- We will use ESSER monies to purchase enhancement web-based programs for our students such as Text Help-Read & Write, Mystery Science, IXL, Tales to Go, Pear Deck. These programs provide extra tools and opportunities for teachers and students to deliver and receive instruction and learning.

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.*:

By providing a research-based reading curriculum, we feel ALL students will attain the benefit of a consistent curriculum and the accompanying built-in supports and strategies.

Students from low-income families, students of color, ELL students, those with disabilities, foster care, and migrant students will benefit from the extra tutoring time in our after school program. Many of these students have not been a part of this program because of the cost. We have not had students experiencing homelessness, but if so, would potentially use local general funds to assist in meeting their needs.

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)
Purchase cleaning supplies	\$25,000.00	\$0.00
Supplemental learning	\$520,536.08	\$520,536.08
Educational Technology	\$45,000.00	\$0.00
Other Activities to maintain operation & continuity of services	\$75,000.00	\$0.00
High quality instructional materials and curricula	\$63,779.03	\$63,779.03
Mental health supports	\$15,000.00	\$0.00
Professional development	\$7,000.00	\$0.00
School facility repairs and improvements	\$42,878.89	\$0.00
	\$794,194.00	\$584,315.11

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

- Barriers may exist with access to technology. We are a 1:1 Chromebook school to students in grades 1-12, but students in grades 4-12 are charged a \$25 per year fee and then get to keep the Chromebook after 4 years.
- Some families may not be able to afford the cost of the before & afterschool program.

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

- We encourage all families to fill out the free & reduced lunch application. This can provide a no-charge or discounted rate charge for the Chromebook rental each year.
- By not charging for the before & afterschool program, those underserved populations will have the same access benefit to a more structured and academic time.
- As far as other events that could possibly be determined to be a barrier to access, Cavalier Public School has the following policies and practices in place:

The Cavalier Public School District has posted on their website policies including the Dispute Resolution Policy, Parental Involvement Policy, and the School-Parent Compact. The Cavalier Public School Board has also approved policies pertaining to Non-discrimination& Anti-harassment (AAC). These policies are reviewed annually by the school board and staff. The Cavalier Public School is committed to maintaining a learning and working environment free from discrimination and harassment in all employment and educational programs, activities, and facilities. The District prohibits discrimination and harassment based on a student?s, parent?s, guardian?s, or employee?s race, color, religion, sex, gender identity, national origin, ancestry, disability, age, or other status protected by law.

It is a violation of this policy for any district student, parent, guardian, or employee, or third party to discriminate or harass against another district student or employee, based on any status protected by law, if the conduct occurred within the context of an education program or activity, or if the conduct had a continuing effect in the educational setting of a program or activity occurring on or off school district property. The District will not tolerate discrimination or harassment of a district student or employee by a third party. The District also prohibits aiding, abetting, inciting, compelling, or coercing discrimination or harassment; discriminating against or harassing any individual affiliated with another who is protected by this policy and/or law; knowingly making a false discrimination and/or harassment report; and retaliation against individuals who report and/or participate in a discrimination and/or harassment investigation, including instances when a complaint is not substantiated.

The District shall promptly investigate any discrimination, harassment, or retaliation complaint and act on findings as appropriate, which may include disciplinary measures such as termination of employment or expulsion in accordance with board policy, law, and, when applicable, the negotiated agreement. Students and employees are expected to fully cooperate in the investigation process. The District will take steps to prevent recurrence of discrimination, harassment, or retaliation and remedy discriminatory effects on the complainant and others, if appropriate.