

10041 - ESSER III 3/20-9/24 84.425U - 2021

Status Report Details

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Program Area:	CARES-CRRSA-ARP
Status:	Approved
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Last Submitted By:	Wayne Heckaman
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Organization Information

Name*:	Bowman County School District #1 - DPI
Organization Type*:	Public LEA
Tax Id:	
Organization Website:	http://www.bowman.k12.nd.us
Address*:	Drawer H

Bowman North Dakota 58623-____
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SAM.gov Entity ID: LH91ZTFW1179

SAM.gov Name: Bowman County School District 1

SAM.gov Entity ID Expiration Date: 04/06/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Bowman County Public Schools sent out a survey on June 21st to get input on issues related to academic and social/emotional deficits as a result of the COVID 19 pandemic and how best to use federal ESSER funds the district was allocated.

In May and June the Bowman County School District requested public input to discuss the needs for our school district and how we can best utilize our ESSER funds for our school district. We invited the public to attend our COVID-19 Response Team meetings on May 19th, and June 14th; School Board meetings on May 12th, June 16th and June 28th. Stakeholders that have participated in these meetings included school board members, teachers, administrators, and parents. An electronic survey was sent out on June 22nd and open for 48hrs for additional input from students, parents, teachers, staff and our community stakeholders. Input received was aligned with information shared in this application and plan.

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

NA

Civil rights organizations (including disability rights organizations)*:

Bowman County School District's COVID 19 Response Team is made up of a diverse team consisting of school board members, administration, technology coordinator, staff, community members, parents, counselors, 504 coordinators, homeless liaison, foster care liaison, special education teachers, county health nurse, social services director, and a local health care representative. This provided a great opportunity for input for discussions and planning to address concerns to assist with our school district's needs related to COVID 19 and ESSER funding.

Superintendents*:

The superintendent meets weekly with the building principals and business manager for continued discussions and planning for use of ESSER funding. The superintendent will continue to communicate any ESSER funding requirements and continue to keep school district stakeholders informed.

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

In May and June, the Bowman County School District requested public input to discuss the needs for our school district and how we can best utilize our ESSER funds for our school district. We invited the public to attend our COVID-19 Response Team meetings on May 19th, and June 14th. The COVID 19 Response team is made up of school board members, administration, technology coordinator, staff, teachers from the local union, BCEA, community members, parents, counselors, 504 coordinators, homeless liaison, foster care liaison, special education teachers, county health nurse, social services director, and a local health care representative. The public is invited to School Board meetings where a COVID 19 update is part of the monthly agenda. Stakeholders that have participated in these meetings included school board members, teachers, administrators, and parents. An electronic survey was sent out on June 21 and open for 48hrs for additional input from students, parents, teachers, staff and our community stakeholders. Input received was aligned with information shared in this application and plan.

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*:

Bowman County School District's COVID 19 Response Team is made up of a diverse team consisting of school board members, administration, technology coordinator, staff, community members, parents, counselors, 504 coordinators, homeless liaison, foster care liaison, special education teachers, county health nurse, social services director, and a local health care representative. This provided a great opportunity for input for discussions and planning to address concerns to assist with our school district's needs related to COVID 19 and ESSER funding. The ELL Coordinator is actively involved and advocating for the needs of our students.

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://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1350976/Return_to_In-Person_Instruction_and_Continuity_of_Services_Plan.pdf
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.*:

Prevention and Mitigation Strategies How the LEA will implement, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff Describe how ARP ESSER III funds will be used by the district to implement prevention and mitigation strategies. In the Bowman County Public School District's Return to In-Person Instruction Plan, a flow chart (see page 16) has been provided to help families monitor symptoms of illnesses. In school, daily prevention strategies are communicated and stressed including handwashing, social distancing, proper hygiene when coughing/sneezing, and daily cleaning schedules.

There have been active discussions regarding assessing our AC Units/ventilation systems, ionization and in parts of our school district facilities specifically the gymnasium, cafeteria and Vo-Ag shop/classroom air exchange system that need replacement/upgrades with appropriate filters to mitigate the spread of the COVID 19 virus. We are continuing to upgrade our bathroom facilities to motion sensor faucets, paper towel and toilets along with bottle filler fountains. Bowman County School District will continue to use mitigation measures to help minimize the COVID 19 virus.

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.*:

Upon creation of the Bowman County Smart Restart Plan, students and staff were able to safely return to school to begin the 2020-2021 school year. Although distance learning was successful, there were shortfalls. Teachers and counselors witnessed an increase in students' experiences of grief, anxiety, depression, and confusion while searching for a sense of normalcy. This is coupled with preexisting disparities and inequities while trying to establish ways to succeed in a different and, to some, strange way of learning. Teachers worked to keep students' engagement, as they seemed more disengaged. The ARP ESSER plan will focus on continuity of service, specifically, focus on accelerating learning and social-emotional supports to account for the high volume of

needed interventions resulting from instructional changes and distance learning format that were made to help mitigate the COVID-19 pandemic. With this plan, Bowman County will continue to evaluate results of services and programming and be flexible to pivot, while supporting students' needs.

- * Hiring two general education paraprofessionals on the Rhame campus to support the needs of multigrade level classrooms.

General Education paras support teachers and students to enhance learning. Having two adults in the room allows for reinforced learning in a small group or one-on-one while still being inclusive. Paraprofessionals can support students who struggle with classroom expectations. Providing behavioral supports in the classroom will teach tools for regulation, success, and learning.

- * Hiring recess supervisors

Hiring recess supervisors will allow uninterrupted time for paraprofessional to continue working with students in special education

- * Hiring of teachers/paraprofessionals for an after-school program

Pride Center is an after-school program where teachers work with students who need additional assistance with skills and/or work completion.

The remedial program is offered Monday-Thursday. Students are provided a snack and work in small groups (3-5) for up to 45 minutes.

- * Summer School Program

91% of students in summer school qualify for Title I services. Two teachers and two paraprofessionals will be hired to recoup and develop skills in areas of reading, math and social/emotional/behavioral.

- * Assessment tools to track and support students

Bowman County Elementary Schools utilizes tools to aid in the process of identifying students in need. These tools include STAR Early Literacy, Dibels, Istation Math and Reading, Pathways to Reading, Fountas & Pinnell, and IXL Diagnostics. These tools assist teachers in finding deficits in learning, track gains in learning, evaluate trends, and drive instruction.

- * Hire a full-time sub to assist with interventions and teacher supports

- * Hire ESSER grant co-coordinator to assist in managing funds

- * Professional Learning Communities initiative will support teachers on focusing on the learning of every student and embrace high levels of learning

PLCs are collaborative teams where team members work interdependently to achieve a common goal. Bowman County School's mission is to empower individuals to succeed in a changing world. Implementing PLCs will support our mission as professional learning communities are focused on the learning of every student and embrace high levels of learning all students. Developing a book study will provide teachers with common vocabulary, see current reality, and take action steps to improve student learning.

- * Social/Emotional screeners and tools to meet ensure learning readiness of students.

Teachers have seen a decline in engagement and attention to learning upon return to in person instruction. The emotional stress of the pandemic has left lasting impressions on our youth, and it is important to support students. Bowman County Public Schools conducted a stakeholder survey where 61% of respondents reported the greatest negative effect of COVID 19 was on the social-emotional well-being of students, including their attitude toward school, participation in activities, friendships, and overall mental health.

- * Expansion of leveled library to support students' processing of new challenging texts.

After completion of a pilot program, Bowman County Elementary is implementing Fountas & Pinnell assessment kit to improve reading instruction. Providing teachers with uninterrupted time to complete assessment will allow for the process to be completed more quickly. Hiring substitute teachers to teach the whole class and the classroom teacher to complete 1:1 assessment will benefit the assessment process.

Adding additional texts to the leveled library would allow educators to support each reader's processing of new challenging texts with more thoughtful instruction through the guidance of the Literacy Continuum and assessment data.

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.*:

Bowman County School District will continue to assess the individual needs of all students including those disproportionately impacted by COVID 19. Our district will continue to assess and respond to students and families through the efforts of the appropriate coordinators and liaisons through our various programs.

Bowman County Public School District has purchased IXL Learning Program, applying technology in an innovative way to offset learning loss for students who have disabilities. Bowman County Public School District will also provide after-school programs, summer school at the elementary school and offer supports with in-class instruction as well as pull-out supports to students who need extra help in grades PreK-12. These services will be available to all children with disabilities. We believe these interventions will help our school district close achievement gaps for students with disabilities.

Bowman County Public School District has purchased IXL Learning Program, applying technology in an innovative way to offset learning loss for ELL. Bowman County Public School District's coordinator identifies ELL needs and provides support for these students. Bowman County Public Schools will also provide after-school programs, summer school at the elementary school and offer supports with in-class instruction as well as pull-out supports to students who need extra help in grades PreK-12. These services will be available to all English Language Learners. We believe these interventions will help our school district close achievement gaps for English Language Learners.

Bowman County Public School District has purchased IXL Learning Program, applying technology in an innovative way to offset learning loss for other underserved students including children experiencing homelessness, low-income, children and youth in foster care, migratory students, and other

populations. Bowman County Public School District will also provide after-school programs, summer school at the elementary school and offer supports with in-class instruction as well as pull-out supports to students who need extra help in grades PreK-12. These services will be available to all underserved students. We believe these interventions will help our school district close achievement gaps for all underserved students.

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)
Supplemental learning	\$300,000.00	\$300,000.00
School facility repairs and improvements	\$177,350.00	\$0.00
	\$477,350.00	\$300,000.00

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?*

The Bowman County School District understands the following barriers can impede equitable access/participation: Gender, race, national origin, color, disability or age. Teachers have seen a decline in engagement and attention to learning upon return to in person instruction. The emotional stress of the pandemic has left lasting impressions on our youth, and it is important to support students. Bowman County Public Schools conducted a stakeholder survey where 64% of respondents reported the greatest negative effect of COVID 19 was on the social-emotional well-being of students, including their attitude toward school, participation in activities, friendships, and overall mental health. Another prominent barrier as a result of close contact quarantine was/is the disruption of in-person learning/instruction for our students.

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

The Bowman County School District understands the following barriers can impede equitable access/participation: Gender, race, national origin, color, disability or age. The Bowman County School District staff will assist and ensure accommodations are made to ensure access for students on IEP, 504 and other barriers. Care will be taken to assure benefits for all students.

Social/Emotional screeners, tools and curriculum will be implemented to assist teachers in finding deficits, track gains, evaluate trends and drive decision making. PLCs are collaborative teams where team members work interdependently to achieve a common goal. Bowman County School's mission is to empower individuals to succeed in a changing world. Implementing PLCs will support our mission as professional learning communities are focused on the learning of every student and embrace high levels of learning for all students. Developing a book study will provide teachers with common vocabulary, see current reality, and take action steps to improve student learning. Technology is provided to all students via 1-1 devices for student engagement and learning.