

# 10035 - 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:** -

**Initial Submit Date:** Aug 16, 2021 1:52 PM  
**Initially Submitted By:** Jennifer Stenerson  
**Last Submit Date:** Sep 28, 2021 2:36 PM  
**Last Submitted By:** Jennifer Stenerson  
**Approved Date:** Sep 29, 2021 1:57 PM

## Contact Information

### Primary Contact Information

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City State/Province Postal Code/Zip

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### ### ####

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### Organization Information

**Name\*:** Bismarck Public Schools - DPI

**Organization Type\*:** Public LEA

**Tax Id:**

**Organization Website:** <http://www.bismarckschools.org>

**Address\*:** 806 N Washington St

Bismarck North Dakota 58501-\_\_\_\_  
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**SAM.gov Entity ID:** LUN4DPZAFHJ6

**SAM.gov Name:** Bismarck Public Schools

**SAM.gov Entity ID Expiration Date:** 07/30/2022

## ESSER III Application - Stakeholder Consultation

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### *Stakeholder Consultation*

#### **Students\*:**

BPS has posted our ESSER II and III funding proposals to our website to accept feedback. The invitation to accept feedback was posted to social media for all stakeholder groups to see and have access to. respond to the proposal. Additionally, all students, parents, and BPS staff were emailed asking for each group to review the proposal and provide feedback. Lastly, the Bismarck Tribune did a news article regarding our proposal and invitation for feedback. District administrators reviewed our feedback document on a regular basis to verify that stakeholder input was being addressed throughout the ESSER budgeted activities.

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

On April 26, 2021 Bismarck Public Schools met with Standing Rock Sioux Tribe to review, discuss and provide recommendations on projects and budgets around the Indian Education program within BPS. Bismarck Public Schools also met with the BPS-Indigenous Parent Advisory Council (IPAC) and took into account their request for extending the deadline to provide feedback on the ESSER II and ESSER III survey to allow more time for the IPAC to gather information and provide clear and concise feedback. BPS has received written feedback from IPAC regarding their input on the ESSER funding plan. Additionally, BPS sends out a parent survey each fall to be completed regarding the indigenous student population and we will continue to have this survey completed this Fall to continuously update our ESSER plans. Both survey results and Tribal consultation discussions were reviewed when creating the ESSER budgets.

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

BPS held a community input meeting on August 13th. Stakeholder groups invited were Protection and Advocacy, Designer Genes, Family Voices, and Homeless Coalition members. Those in attendance were the Protection and Advocacy and Designer Genes. During this meeting ESSER II and III spending plans were reviewed. Stakeholders were then given a chance to provide feedback regarding the plans and give input on any additional suggestions.

#### **Superintendents\*:**

BPS has posted our ESSER II and III funding proposals to our website to accept feedback. The invitation to accept feedback was posted to social media for all stakeholder groups to see and have access to. respond to the proposal. Additionally, all students, parents, and BPS staff were emailed asking for each group to review the proposal and provide feedback. Lastly, the Bismarck Tribune did a news article regarding our proposal and invitation for feedback. District administrators reviewed our feedback document on a regular basis to verify that stakeholder input was being addressed throughout the ESSER budgeted activities.

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

BPS has posted our ESSER II and III funding proposals to our website to accept feedback. The invitation to accept feedback was posted to social media for all stakeholder groups to see and have access to. respond to the proposal. Additionally, all students, parents, and BPS staff were emailed asking for each group to review the proposal and provide feedback. Lastly, the Bismarck Tribune did a news article regarding our proposal and invitation for feedback. District administrators reviewed our feedback document on a regular basis to verify that stakeholder input was being addressed throughout the ESSER budgeted activities.

Meetings with principals and other district leaders were held to review the requirements of ESSER II and ESSER III funds, these principals and other leaders then went back to their buildings/departments and met with staff which included teachers, other educators, school staff and union representatives to review the requirements and the needs of their buildings/departments. Follow up divisional meetings and some individual meetings were held to discuss the needs/feedback of the buildings regarding use of the ESSER II and III funding. Feedback was heard from all subgroups.

**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\*:**

BPS has posted our ESSER II and III funding proposals to our website to accept feedback. The invitation to accept feedback was posted to social media for all stakeholder groups to see and have access to respond to the proposal. Additionally, all students, parents, and BPS staff were emailed asking for each group to review the proposal and provide feedback. Lastly, the Bismarck Tribune did a news article regarding our proposal and invitation for feedback. District administrators reviews our feedback document on a regular basis to verify that stakeholder input was being addressed throughout the ESSER budgeted activities.

BPS held a community input meeting on August 13th. Stakeholder groups invited were Protection and Advocacy, Designer Genes, Family Voices, and Homeless Coalition members. Those in attendance were the Protection and Advocacy and Designer Genes. During this meeting ESSER II and III spending plans were reviewed. Stakeholders were then given a chance to provide feedback regarding the plans and give input on any additional suggestions. Additionally, our student support services department which includes staff representing children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students were met with as part of the divisional meetings mentioned in the teacher/principal section above. These groups of staff members were informed of the requirements of ESSER II and III funding and feedback was heard from all groups. Many of the groups of students listed are included in portfolios such as english learners, foster care etc. and those portfolio leaders are principals or other staff leaders that are involved in meetings under multiple sections listed above so feedback was provided in a variety of settings.

### **ESSER III Approved Applications**

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

## ESSER III Application

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### **Prevention & Mitigation Strategies**

**Return to In-Person Instruction Plan\*:** <https://www.bismarckschools.org/reentry>  
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.\*:**

Funds will be used to hire additional staff including strategists, behavioral specialist, counselor, SEL Clinicians, and speech language positions. Additional supports will be funded from ESSER III in the form of long term substitute teachers and instructional aides. Additionally funds are being used towards AVID programs at the elementary level along with having technology support staff to help support learning loss activities. The addition of staffing and programs throughout the district will assist in meeting ongoing CDC guidance and any implementation processes that may develop throughout the funding period. Funding will also be used to support transportation of students to and from school year day, additional and replacement technology needs for our growing district, and support supplemental learning through summer school through out K-12 grade levels.

### **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.\*:**

Funds being used to meet the 20% set-aside requirement for learning loss will be used to hire additional positions through the entire district. These positions will consist of interventionists, nurses, counselors, speech language pathologists, technology support specialists etc. Additionally, funds will go towards additional substitutes to cover abnormally high absences and instructional aide position to assist with increased student need. Funds will be used towards

summer school and extended day learning loss/enrichment experiences, resident teacher positions and curriculum supports to provide students and staff additional resources for addressing learning loss. Funds will also go towards chromebook chargers now that all students are 1:1 we must keep up with missing parts to maintain the 1:1 status.

**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.\*:**

Each building is receiving funds to use towards increased needs of students who are disproportionately impacted by COVID-19. These funds will assist in enhancing district and building programs including the students in transition program, English learners and immigrant student program, foster care, indigenous student populations and special education. Supports will be put in place for mental health, interventions, and technology support. Staffing supports will include classroom teachers, counselors, social workers, special education teachers, support staff, substitute teachers, instructional aides, and teacher leader positions. Additional non-staffing supports will include extended day learning loss and enrichment such as credit recovery, ACT prep, increased summer instruction and library services, social emotional learning supports, health needs and supplies, small group, individual, and explicit instruction, curriculum supports (parallel, digital curriculum, and online access) and school based mental health collaboration. Technology support in schools will include computers, supplies and repairs.

**Estimated Use of Funds Plan**

**Allowable Use of Funds**

<b>Allowable Use of Funds</b>	<b>Estimated Expenditure Amount</b>	<b>Estimated Amount to address Learning Loss under this Use of Funds (20% of Budget Total MUST be spent on Learning Loss)</b>
Transportation	\$4,741,236.26	\$0.00
Coordinate emergency response	\$114,812.10	\$0.00
Educational Technology	\$28,200.00	\$28,200.00
Mental health supports	\$311,700.00	\$311,700.00
Added needs of at-risk populations	\$130,000.00	\$130,000.00
Professional development	\$90,000.00	\$90,000.00
IDEA (Special Education)	\$445,773.00	\$445,773.00
Implement public health protocols	\$258,492.64	\$0.00
High quality instructional materials and curricula	\$351,224.76	\$351,224.76
ESSA (New fed law replacing NCLB)	\$2,923,450.24	\$2,923,450.24
Supplemental learning	\$9,000,000.00	\$0.00
Educational Technology	\$3,000,000.00	\$0.00
	<b>\$21,394,889.00</b>	<b>\$4,280,348.00</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?\***

Bismarck Public Schools has identified social-emotional challenges increasing over the past few years but there has been significant increased needs during the pandemic. Math and Reading scores have not been where we would like them to see over the past year thus needing additional supports and overall academic learning loss has been identified in our students.

Bismarck Public Schools works hard to remove any barriers that may exist for students, staff and community beneficiaries. Although we strive to make sure

all programs are inclusive of gender, race, national origin, color, disability and age we realize that barriers will arise at various times. When barriers are presented Bismarck Public Schools will work diligently to remove these barriers in an efficient manner to remain all inclusive.

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

To address the barriers noted above, Bismarck Public Schools will be using ESSER III funds to hire social workers to reach more students needing the social emotional supports; we will be hiring interventionists to address the additional support needed in math and reading and other areas as identified. Then we will also be using funds to provide test prep materials, credit recovery, parent liaisons to work with families of facing barriers including those of gender, race, national origin, color, disability or age, and summer school services that are focusing on English Learners, lower poverty families, etc.

Building principals are in constant communication with families to make sure that barriers are not inhibiting their students participation in any programs or activities. If barriers are presented to staff and/or building principals, BPS will work efficiently to address and remedy these barriers to the extent practicable for the students and families.