

Application for Funding – Cover Page

Applicant Agency

Business Name	Bowman County School District	Street Address Including City, State, and ZIP Code	102 8th Ave SW Bowman ND 58623
Contact Person	Kari Gerbig	Title	School Counselor
Phone	701-523-3283	Email	Kari.Gerbig@k12.nd.us
Authorized Representative	Kelley Ouradnik	Title	PreK-6 Principal
Phone	701-523-3283	Email	Kelley.Ouradnik@k12.nd.us
Federal Employer Tax Id #	711001332	Unique Entity Identifier #	LH91ZTFW1179
Dates of Active Registration in System for Award Management			Click or tap here to enter text.

Targeted Intervention(s) to be Implemented	Behavior Interventionist, Intervention Classroom, Calm Down/Regulation Room
Total Amount of Funding Request	\$200,000
Willing to Accept Less Funding (Y/N)	Yes
Evidenced-Based Program/Services (Y/N)	Yes
Name and Source of Evidenced-Based Program/Services	Sources attached to the Program Narrative
School(s) or School District to be Served	Bowman County Schools
Estimated Number of Youth to be Served	20% of 470 students
Estimated Number of Minority Youth to be Served	90% of 72 minority students

Signature	Kari Gerbig <i>Signature of the Person Submitting this Form</i>	Name	Kari Gerbig <i>Name of the Person Submitting this Form (print)</i>
Date of Signature	1/24/2025		

Program Narrative

A. Description of the Project

1. A behavior interventionist addition to our student support team to strengthen our Tier 2 and Tier 3 systems and practices. This behavior interventionist addition will support an "intervention classroom" in the context of school behavior interventions refers to a dedicated space where students with behavioral challenges receive targeted support and instruction to develop positive behaviors, often with a smaller student-teacher ratio and specialized strategies designed to address specific needs, aiming to help them eventually transition back to a general education classroom.
2. The data we use to determine the interventions needed will be gathered from our behavior tracking system, SWIS and Behavior Advantage. SWIS is a web-based platform used to collect, analyze, and report student behavior data, allowing school staff to make informed decisions about interventions and support based on real-time information about student behaviors occurring within the school. Behavior Advantage assists school teams by providing a platform to effectively assess student behaviors, develop targeted intervention plans, monitor progress, and collaborate with teachers and parents. Ultimately, helping them better support students with behavior challenges through data-driven insights and structured strategies.
3. The current school counselors, special ed teachers, and paras are striving to provide Tiers 1, 2, and 3 support. Interventions commonly range from check-in check-outs, crisis response, emotional support groups, behavioral counseling, and dysregulation response.

In our rural setting, we have minimal community/outreach support. Some examples we've used are Badlands Human Services and clinical mental health. We experience barriers due to our distance from substantial resources (medical, mental health, family support, etc.) and lack of providers.

We are in communication with CREA to discuss information on receiving school psychologist consulting. We would benefit from a school psychologist traveling to our school district for collaboration to benefit our students and staff.

4. We intended for a behavior interventionist to assist our students by managing an intervention classroom. This individual will establish clear school-wide behavior expectations and procedures, regular process monitoring, establish communication between family members, teachers, and administrators, and

be dedicated to the success of children and family teams. Within the intervention classroom students will have a calm and safe environment to help them transition back to a general education classroom. Consultation during the school year with a School Psychologist to support our student behavior plans, special education students, and collaboration with administration and counselors would be beneficial due to our lack of resources and staffing.

B. Project Planning, Design, and Implementation

Spring 2025-

- Share and present information and planning to administration and the school board.
- Post open job position and start the employment process for a behavior interventionist.
- Start planning implementation and design of the intervention classroom. This includes the location of the room, supplies and materials needed for the room, rules and expectations of the room.

Summer 2025-

- Employ a behavior interventionist.
- Finalize plans and purchases for the intervention classroom.
- Secure plans and daily functions of the intervention classroom with the support of counselors, administrators, and newly hired behavior interventionist.

Fall 2025

- Have the intervention classroom ready and available for students to use when school starts.
- Share with teachers, and other staff members the importance of this room and the data behind the success of an intervention classroom

We received grant funding from the Pediatric Mental Health Care Access Support Options to boost efforts in building a system to support behavioral health. Through this grant we can access Classroom Discipline Trainings, School Wide Positive Behavior Supports and classroom walkthroughs, and access to school wide behavior data collection system (SWIS). We have access to Tough Kids training, PREPARE Crisis Response workshops, and consults with B-Hero support staff.

We collaborate with local social services and mental health providers to meet the needs and support of students and their families.

C. Capabilities and Competencies

Our project staff consists of our school counselors. Our roles consist of individual and small group skill development, feedback on behavior tracking, IEP goal support, and coordination with the behavior interventionist. We are responsible for communicating with the behavior interventionist, special education staff, and administration.

D. Plan for Collecting Performance Data and How it will be used

We will track and collect data via SWIS and PowerSchool. We will use this data to guide changes as we see them arise in our everyday functions as well as data results. We will adhere to the intervention room and support our students needs based off our data collected. Changes to the behavior interventionist position or behavioral room will be in collaboration with school administrators and counselors.

Behaviors

We will use SWIS, our school wide behavior data collection system to track our behavior referrals. With the Intervention Room and Behavior Interventionist, we hope students will be improving their skills, have increased supportive feedback and correction, and improve structure and predictability.

Attendance

With the Intervention Room, students will be able to improve their attendance and feel the want to come to school. In this room students will benefit from increased adult attention, and positive interactions. Students also will be able to receive additional instruction and practice in missing skills. We will track our attendance in our student information system, PowerSchool. We will oversee data quarterly, according to our school calendar.

Missing work/Grades

In the Intervention Room, students will have a quiet workspace with more one-on-one educational support, supporting them to complete work and improve grades. Students will receive additional instruction and practice in missing skills. We will track our students' missing work and grades in our student information system, PowerSchool, quarterly, according to our school calendar.

References

- Van Horn, N., McKenna, M.K., Rodriguez, B.J., Minnis, E., Ingram, K., & Childers, S. (May 2024). Strengthening Tier 2/Tier 3 Systems & Practices Through the Use of a District Behavior Interventionist Role. Center on PBIS, University of Oregon. Retrieved from <https://www.pbis.org>.
- Carter, K. (2020, July 14). School psychologists adapt to help students during COVID - 19. <https://www.apa.org>. <https://www.apa.org/members/content/school-psychologists-covid-19>
- Sohn, E. (n.d.). *There's a strong push for more school psychologists*. <https://www.apa.org>. <https://www.apa.org/monitor/2024/01/trends-more-school-psychologists-needed>
- Van Iderstine, S. (2024, December 11). *School Psychologists: Breaking Down Barriers to Learning*. Child Mind Institute. <https://childmind.org/article/school-psychologists-breaking-down-barriers-to-learning/>

Budget Summary

Applicant: Bowman County Schools

Project Period: Fall 2025 - Spring 2027

	Grant Request	Match	Total
Budget Categories:			
Personnel	45,200.00	-	45,200.00
Fringe Benefits	30,000.00	-	30,000.00
Travel	200.00	-	200.00
Supplies	2,304.00	-	2,304.00
Subaward/Contractual	66,000.00	-	66,000.00
Other Direct Costs	50,000.00	-	50,000.00
Indirect Costs	-	-	-
Total Grant Funds	193,704.00	-	193,704.00

Budget Detail Worksheet and Narrative

Applicant: Bowman County Schools

Project Period: Fall 2025 - Spring 2027

Personnel				Total Grant Period		
Position	Name	Annual Salary	Grant Allocation %	Grant Request	Match	Total
Behavior Interventionist	TBD	45,200	100 percent	\$45,200		\$45,200
			#DIV/0!			
			#DIV/0!			
			#DIV/0!			
			#DIV/0!			
Total Personnel Costs		45,200		\$45,200	\$0	\$45,200

Personnel Narrative:
 The Behavior Interventionist works collaboratively with the student's educational team and parents to develop and implement intervention strategies (positive be

Fringe Benefits				Total Grant Period		
Position	Name	Annual Benefits	Grant Allocation %	Grant Request	Match	Total
New Employee Benefits		\$30,000	100%	\$30,000		\$30,000
			#DIV/0!			
			#DIV/0!			
			#DIV/0!			
			#DIV/0!			
Total Fringe Benefits				\$30,000	\$0	\$30,000

Fringe Benefits Narrative:
 Employee benefits

Travel			Total Grant Period		
Purpose	Location	Expense Type (Hotel/Mileage/Per Diem)	Grant Request	Match	Total
School Psychologist	From Bismarck	0.70 per mile	\$200		\$200
Total Travel Costs			\$200	\$0	\$200
<i>Travel Costs Narrative:</i> Travel Costs from Bismarck to Bowman for a School Psychologist Collaboration					

Supplies			Total Grant Period		
Item	Quantity	Per Unit Cost	Grant Request	Match	Total
Classroom Select NeoRok Adjustable Stool	\$714.00	\$119	\$714		\$714
Stand to Sit Workspace Desk	\$1,590.00	\$265	\$1,590		\$1,590
Total Supply Costs			\$2,304	\$0	\$2,304
<i>Supply Costs Narrative:</i>					

Subawards/Contracts		Total Grant Period		
Description/Purpose	Computation	Grant Request	Match	Total
School Psychologist Collaboration	\$7,341 a month	\$66,000		\$66,000
Total Subaward/Contractual Costs		\$66,000	\$0	\$66,000
<i>Subaward/Contractual Costs Narrative:</i> Contract with a school psychologist for collaboration				

Other Direct Costs		Total Grant Period		
Type	Computation	Grant Request	Match	Total
Program Supplies and Curriculum Resources		\$50,000		\$50,000
Total Other Direct Costs		\$50,000	\$0	\$50,000
<i>Other Direct Costs Narrative:</i> These expenses would be used to supply our personnel with valuable curriculum and tools.				

Indirect Costs			Total Grant Period		
Description	Base	Rate	Grant Request	Match	Total
Total Indirect Costs			\$0	\$0	\$0
Indirect Cost Narrative:					