

# Application for Funding – Cover Page

## Applicant Agency

Business Name	McKenzie County Public School District #1	Street Address Including City, State, and ZIP Code	100 Third St NE, Watford City, ND 58854
Contact Person	Mary Anderson	Title	Special Projects
Phone	701-444-3626	Email	mary.anderson3@k12.nd.us
Authorized Representative	Dr. Steve Holen	Title	Superintendent
Phone	701-444-3626	Email	steve.holen@k12.nd.us
Federal Employer Tax Id #	45-0277217	Unique Entity Identifier #	MMLLJ7LE4SU4
Dates of Active Registration in System for Award Management			Current registration expires 4/2/25. Renewed annually

Targeted Intervention(s) to be Implemented

Replicate district success of use of Academic Aides by using Behavioral Aides to promote positive student behaviors, to improve school climate, reduce disciplinary actions, and/or suspensions and expulsions.

Total Amount of Funding Request

\$200,000

Willing to Accept Less Funding (Y/N)

Y

Evidenced-Based Program/Services (Y/N)

Y

Name and Source of Evidenced-Based Program/Services

Safe and Civil Schools  
<https://www.safeandcivilschools.com/>  
 RTI-B (Response to Intervention for Behavior) / Multi-Tiered System of Support (MTSS)  
<https://pmc.ncbi.nlm.nih.gov/articles/PMC3483890/#s11>  
[https://www.nea.org/professional-excellence/student-engagement/tools-tips/positive-behavioral-interventions-and-supports#:~:text=Positive%20Behavioral%20Interventions%20and%20Supports%20\(PBIS\)%20is%20an%20evidence%2Dand%20positive%20learning%20environment%20for](https://www.nea.org/professional-excellence/student-engagement/tools-tips/positive-behavioral-interventions-and-supports#:~:text=Positive%20Behavioral%20Interventions%20and%20Supports%20(PBIS)%20is%20an%20evidence%2Dand%20positive%20learning%20environment%20for)  
 Cognia eleot <https://www.cognia.org/research/eleot/>  
 Cope2Thrive Curriculum  
<https://www.cope2thrive.com/published-papers>  
 Zones of Regulation Curriculum  
<https://zonesofregulation.com/research/>  
 Little SPOT of Emotions Curriculum  
<https://www.dianealber.com/pages/research>

School(s) or School District to be Served

McKenzie County Public School District #1

Estimated Number of Youth to be Served

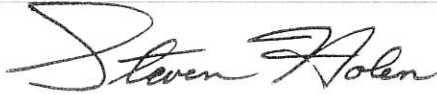
1,200

Estimated Number of Minority Youth to be Served

433

# Application for Funding – Cover Page

Signature



*Signature of the Person Submitting this Form*

Name Dr. Steve Holen

*Name of the Person Submitting this Form (print)*

Date of Signature

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1/24/2025

This document serves as the *Program Narrative* document for the ND Juvenile Justice State Advisory Group grant application from the McKenzie County Public School District #1 (MCPSD1). The document includes the narrative numbered as specified in the RFP.

a) *Description of the Project*

MCPSD1 has had success in using designated systems of support to improve student academic success. The district wants to replicate that success for behavior.

1) *The school-based interventions to be implemented with this grant* – The following six items are either evidence-based or research-based. The first three are interventions currently in use at MCPSD1 in relation to academics. For the grant project, they will be piloted with respect to student behavior. The remaining three items are curriculum specific to behavior.

a. *Safe and Civil Schools* – This intervention focuses on the adults in the school environment to give them tools to help shape student behavior and motivation. It is currently in use at MCPSD1.

b. *Response to Intervention for Behavior (RTI-B) and Multi-Tiered System of Supports (MTSS)* – This is a team-based approach that provides a framework of supports for educational personnel to be proactive in working with students. *RTI-B / MTSS* currently are used at MCPSD1 for students who need additional academic support. These will be piloted through this grant for students who require behavioral support. The grant proposal includes match-funds for the district to send two *Assistant Principals* to a conference on the *RTI-B / MTSS* intervention system and tools. The grant proposal also includes match funds to bring Professional Development to the district on *RTI-B / MTSS* for staff.

i. **Tier 1: General Social / Emotional / Behavioral Instruction** -

Instruction at Tier 1 will be focused on providing match-funded curriculum using effective large and small group instructional strategies to prevent some behavioral problems before they occur. Tier 1 instruction will be 120 minutes.

ii. **Tier 2: Small-Group Interventions** - The delivery in Tier 2 instruction will be focused on social / emotional / behavioral skill sets that are lacking in the student. Using *Panorama* and *Cognia*, a school's *Assistant Principal* will identify students with specific skill gaps and will communicate with the list to the *Behavioral Intervention Supervisor*. The *Supervisor* will work with the *Behavioral Aide* to implement research-based interventions in small groups. These students will be progress monitored bi-weekly to ensure timely adjustments and support.

iii. **Tier 3: Intensive Small Group or Individualized Intervention** -

The instruction in Tier 3 is intense and targeted at specific skills that are causing the greatest barrier for the student to make progress. Tier 3 instruction is the most frequent throughout the week and is usually in a 1-to-5 ratio at most to ensure students are getting full attention. Using *Panorama* and *Cognia*, a school's

*Assistant Principal* will identify specific students with specific skill gaps and will communicate with the list to the *Behavioral Intervention Supervisor*. The *Supervisor* will work with the *Behavioral Aide* to implement research-based interventions. These students will be progress monitored weekly to ensure timely adjustments and support.

- c. *Cognia's Effective Learning Environment Observation Tool (eleot)* – This tool is in use at MCPSD1. The *Assistant Principal* and/or the *Behavior Intervention Supervisor* will spend time in classrooms to focus on student engagement and behaviors. This observation provides real-time data that is input into the *Cognia* tool.
  - d. *Cope2Thrive* – This curriculum offers access to education and skills-building exercises to help the student prevent and manage negative and distressing emotions while enhancing healthy behaviors.
    - a. *Zones of Regulation* – This curriculum helps students to recognize when they are becoming less regulated so that they are able to take healthy steps for self-management.
    - b. *Little SPOT of Emotions* - This curriculum promotes important and meaningful conversations and helps to explain tough topics in a fun way. This curriculum is especially benefit to the youngest students.
- 2) *Data used to determine what intervention(s) are needed* – The district uses *PowerSchool* to track suspensions, expulsions, behavioral referrals and behavioral plans. *PowerSchool* interfaces to *Panorama*, a system used for analysis of trends and for gaining insights. *Panorama* will be used by *Assistant Principals* to determine which students most need intervention. MCPSD1 conducts annual *Student Engagement* surveys. Based on the 2023-24 results, the district has about ½ of one percent of elementary students who are disengaged and another 15% who are simply compliant. Generalizing, it is members of this 15.5% subgroup of students that the district hopes to engage more fully by addressing behavioral issues. In addition, by giving students of this subgroup individualized behavior tools and strategies, the effect of more positive behavior should ripple out to the remaining students in those schools.
- 3) *What strategies have already been tried or implemented* – While the district has had success implementing the same methods of intervention support listed for academic support, the district has not attempted the model for student behavior. Piloting these methods for behavior via this grant and using curriculum targeted to behavior, the district will gain insight as to whether this is a viable strategy.
- 4) *The intended impact of the interventions to be implemented* – The district hopes to observe more positive student behavior, improved school climate, reduced disciplinary actions, and certainly, few to no suspensions or expulsions.

b) *Project Planning, Design and Implementation*

The supports provided through implementation of *Safe and Civil Schools*, *RTI-B / MTSS*, and *Cognia eleot* are in place already at the two elementary schools. The proposed timeline for grant implementation is outlined in the following table.

<b>Timeframe</b>	<b>Activity</b>
February 2025	Notification of Grant Award followed by <i>Superintendent</i> signing of formal agreement.
March 2025	Presentation to MCPSD1 School Board of grant overview and funding requirements. <i>Business Manager</i> setup of grant-tracking in the district's financial system.
April 2025	<i>Director of Student Services</i> to identify formal Job Descriptions for the new positions.
April 2025	<i>Director of Student Services</i> to work with <i>Technology Department</i> to specify electronic equipment and licenses necessary to the project.
April – June 2025	<i>Director of Student Services</i> to detail the training plans for the new positions.
April – August 2025	<i>Director of Student Services</i> follow district procedures to list positions for hire; specify hiring committee; receive applications; screen/interview candidates; hire personnel; standard on-boarding processes through <i>District Office</i> .
July 2025	<i>Technology Department</i> to order equipment and licenses.
August 2025 - April 2026	<i>Assistant Principals</i> use existing data to identify / prioritize students for behavioral support.
August – September 2025	<i>Director of Student Services</i> schedule training for <i>Behavior Aide</i> and <i>Behavior Intervention Supervisor</i> positions.
September 2025 – May 2026	Regular meetings of <i>Director of Student Services</i> and <i>Behavior Intervention Supervisor</i> positions to ensure parity of services.
September 2025 – May 2026	Regular meetings of <i>Assistant Principal</i> and <i>Behavior Intervention Supervisor</i> positions to discuss students and targeted interventions. <i>Cognia</i> and <i>PowerSchool</i> data documented as necessary.
September 2025 – May 2026	Regular meetings of <i>Behavior Intervention Supervisor</i> and <i>Behavior Aide</i> positions to discuss students and targeted interventions. <i>PowerSchool</i> data entered to document progression on Behavior Plans.
January 2026 – May 2026	<i>Director of Student Services</i> seek <i>Assistant Principal</i> input. Share success, challenges, recommendations with <i>Admin</i> .
June 2026	<i>Director of Student Services</i> , <i>Business Manager</i> and <i>Special Projects</i> staff provide wrap-up and reporting.

MCPSD1 has proposed match funding for this grant in order to ensure thoroughness of implementation. The district proposes to provide funding for aspects of the project that are necessary for completeness of the pilot yet are over the maximum amount of grant allowed. The *Budget Worksheet and Narrative* identifies the match funds.

c) *Capabilities and Competencies*

This section describes the roles and responsibilities of project staff.

Role	Responsibilities		
	Planning	Implementation	Oversight
<i>Superintendent</i>	✓		✓
<i>Director of Teaching &amp; Learning</i>	✓	✓	✓
<i>Director of Student Services</i>		✓	✓
<i>Business Manager</i>	✓		✓
<i>Special Projects</i>	✓		✓
<i>Assistant Principals</i>	✓	✓	✓
<i>Behavioral Intervention Supervisors</i>		✓	
<i>Behavioral Aides</i>		✓	

The *Superintendent* and *Director of Teaching & Learning* roles are occupied by experienced education professionals with both having PhDs. Both have been involved in grant planning, implementation and oversight. The *Director of Teaching & Learning* had direct responsibility for planning, implementation and oversight of the district's successful project on the academic side to use systems of support, *Academic Aides*, and *Academic Intervention Supervisors*. The *Director of Student Services* is a position new to the district (early 2025) with responsibilities to include implementation and oversight of this grant as well as other responsibilities. The *Director of Teaching & Learning* will mentor the *Director of Student Services* in relation to this grant. In turn, the *Director of Student Services* will work in concert with the *Behavior Intervention Supervisor* positions to ensure parity of services. The *Director of Student Services* will seek *Assistant Principal* input; and will share success, challenges, and recommendations with *District Administration*.

The *Business Manager* and the *Special Projects* staff are ancillary staff for grant administration, budgeting and tracking expenses; for tracking the project plan and schedule; and for grant reporting. These staff are experienced with grants.

There will be two elementary schools involved with this grant. The *Assistant Principal* of each school will participate. An *Assistant Principal's* role is to assist the *Principal* in managing and leading to provide support to students, their families, and the school staff. The *Assistant Principal* will use available metrics to identify the students who would most benefit from the behavioral intervention techniques. The *Assistant Principal* will work closely with the *Behavioral Intervention Supervisor* in determining targeted behavioral interventions needed by specific students.

The *Behavioral Intervention Supervisor* positions will be credentialed teachers already employed with the district. All education credentialed positions require an ND Educators Professional Teaching License before a credential is issued. The *Behavioral Intervention Supervisor* positions will be selected from in-house teachers, preferably teachers working on their Master of Education degree and having had courses in behavior of youth. These persons will be paid a stipend (extra hours) to carry out the duties of training and working with the *Behavioral Aides* to accomplish

the goals of the grant. There will be one of these supervisors assigned to each elementary school. The *Behavioral Intervention Supervisor* will work in relation with the *Assistant Principal* of an assigned elementary school and with the *Director of Student Services* to ensure that the *Behavioral Aide* positions understand the grant-funded curricular tools and techniques in relation to individual student needs. The *Behavioral Intervention Supervisor* will help in the effort to maintain parity of grant-funded support services.

The *Behavioral Aide* will be classified as an ND paraprofessional. This is a person who assists teachers and students under the direction of a professional teacher to provide behavioral support to students. The *Behavioral Aide* will teach and reiterate the behavioral tools and techniques that are in the behavior curriculum.

d) *Plan for Collecting Performance Data and How it will be Used for Continuous Quality Improvement*

The intended outcomes for this grant-funded project are to promote positive student behaviors; to improve school climate; and to reduce disciplinary actions, and/or suspensions and expulsions. The processes to be used already are working in the district in relation to student academic progress: *Safe and Civil Schools*, *MTSS / RTI-B*, and *Cognia elect*.

The district uses *PowerSchool* to track suspensions, expulsions, behavioral referrals and behavioral plans. *PowerSchool* electronically interfaces these items to *Panorama*, a system used for analysis of trends, characteristics of groups, and for drilling down to gain other insights. *Panorama* will be used by project administration to determine what impact the pilot project has on these data items.

The 2024-25 window for the *Student Engagement Survey* is open now and closes at the beginning of February 2025. The 2025-26 survey will be conducted in the middle of this grant project in January / February 2026. The district will compare the 2024-25 survey results to the 2025-26 survey results to see what indicators may have been improved. In such a short amount of time, trend analysis will be as important as individual student achievements.

The ND Juvenile Justice State Advisory Group wishes to prioritize Black, Indigenous, and People of Color (BIPOC) minorities for intervention through this grant. MCPSD1 is a public education entity that must serve all students regardless of ethnicity or race. Combined, the two elementary schools have 36% of students in the categories of Black / African American, American Indian / Native American, and Hispanic / Latino. If outside research has shown that certain minority groups within the broader population tend to have more behavior issues than other groups, it stands to reason that these same minority groups will be over-represented in the population of students being served by this grant.

# Budget Summary

**Applicant:** McKenzie County Public School District #1

**Project Period:** July 1, 2025 - June 30, 2026

	<b>Grant Request</b>	<b>Match</b>	<b>Total</b>
<b>Budget Categories:</b>			
Personnel	165,024	-	165,024
Fringe Benefits	34,976	40,444	75,420
Travel	-	20,000	20,000
Supplies	-	-	-
Subaward/Contractual	-	-	-
Other Direct Costs	-	10,000	10,000
Indirect Costs	-	-	-
<b>Total Grant Funds</b>	<b>200,000</b>	<b>70,444</b>	<b>270,444</b>



# Budget Detail Worksheet and Narrative

**Applicant:** McKenzie County Public School District #1

**Project Period:** July 1, 2025 - June 30, 2026

Personnel				Total Grant Period		
Position	Name	Annual Salary	Grant Allocation %	Grant Request	Match	Total
Behavioral Aide	Four new positions	100,224	100.00%	\$100,224	\$0	\$100,224
Behavioral Intervention Supervisor	Two stipend positions (selected from existing certificated staff)	64,800	100.00%	\$64,800	\$0	\$64,800
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			#DIV/0!			
<b>Total Personnel Costs</b>				<b>\$165,024</b>	<b>\$0</b>	<b>\$165,024</b>

**Personnel Narrative:**

The four positions of Behavioral Aide are positions new to the district. These will be hired after the grant is awarded. This position would accumulate 1,392 hours per school year.

The two Behavioral Intervention Supervisor positions will be Stipend positions and will be selected from in-house teachers, preferably teachers working on their Master of Education degree and having had courses in behavior of youth. These will average 216 hours per educational year (36 weeks @ 6 hours per week.) The responsibilities will be over and above their normal contractual duties as teachers.

Other staff such as the Assistant Principals of the district's two elementary schools, Superintendent, Business Manager, etc. are not included in the grant application as that could be considered supplanting of funds

Fringe Benefits				Total Grant Period		
Position	Name	Annual Benefits	Grant Allocation %	Grant Request	Match	Total
Behavioral Aide	Four new positions	\$48,736	72%	\$34,976	\$13,760	\$48,736
Behavioral Intervention Supervisor	Two stipend positions (selected from existing certificated staff)	\$26,684	0%	\$0	\$26,684	\$26,684
			#DIV/0!			
			#DIV/0!			
<b>Total Fringe Benefits</b>				<b>\$34,976</b>	<b>\$40,444</b>	<b>\$75,420</b>

**Fringe Benefits Narrative:**

Standard district rates used for fringe benefits calculations. These are outlined in the WageJustification sheet.

Travel			Total Grant Period		
Purpose	Location	Expense Type (Hotel/Mileage/Per Diem)	Grant Request	Match	Total
MTSS _ Behavioral Response to Intervention Solution	Austin, TX	\$10,000.00	\$0	\$10,000	\$10,000
Development for Staff - Solution Tree	Watford City, ND	\$10,000.00	\$0	\$10,000	\$10,000
Total Travel Costs			\$0	\$20,000	\$20,000

*Travel Costs Narrative:*  
 Send 2 Assistant Principals to MTSS Behavioral Reponse to Intervention Solution Conference in Austin TX.  
 Bring in Solution Tree for Professional Development of staff.

Supplies			Total Grant Period		
Item	Quantity	Per Unit Cost	Grant Request	Match	Total
None					
Total Supply Costs			\$0	\$0	\$0

*Supply Costs Narrative:*

Subawards/Contracts		Total Grant Period		
Description/Purpose	Computation	Grant Request	Match	Total
None				
<b>Total Subaward/Contractual Costs</b>		\$0	\$0	\$0

*Subaward/Contractual Costs Narrative:*

Other Direct Costs		Total Grant Period		
Type	Computation	Grant Request	Match	Total
Curriculum	Cope2Thrive quote	\$0	\$4,000	\$4,000
Curriculum	Little Spot of Emotions quote	\$0	\$3,000	\$3,000
Curriculum	Zones of Regulation quote	\$0	\$3,000	\$3,000
<b>Total Other Direct Costs</b>		\$0	\$10,000	\$10,000

*Other Direct Costs Narrative:*  
 Evidence-based Cognitive Behavioral Therapy-based programs for children, teens and young adults. Evidence-based Little Spot of Emotions is social/emotional curriculum. Research-based Zones of Regulation is curriculum to help all learners to develop self-regulation skills.

Indirect Costs			Total Grant Period		
Description	Base	Rate	Grant Request	Match	Total
None					
Total Indirect Costs			\$0	\$0	\$0

*Indirect Cost Narrative:*