

Application for Funding – Cover Page

Applicant Agency

Business Name	Sheyenne Valley Special Education Unit	Street Address Including City, State, and ZIP Code	232 3rd St. NE Valley City, ND 58072
Contact Person	Jennifer Pecoraro	Title	Director
Phone	701-845-3402	Email	Jennifer.pecoraro@k12.nd.us
Authorized Representative	Mitzi Beutler	Title	Business Manager
Phone	701-845-3402	Email	Mitzi.beutler@k12.nd.us
Federal Employer Tax Id #	45-0358003	Unique Entity Identifier #	N4PAJPLM1662
Dates of Active Registration in System for Award Management			SAM expires 8/5/25

Targeted Intervention(s) to be Implemented

Alternative Setting, Tough Kids Social Skills, Check In and Check Out, positive behavioral interventions and supports (PBIS), differential reinforcement, functional behavioral assessments, behavior contracts, and token economy systems.

Total Amount of Funding Request

100,000

Willing to Accept Less Funding (Y/N)

Y

Evidenced-Based Program/Services (Y/N)

Y

Name and Source of Evidenced-Based Program/Services

Tough Kids, Check and Connect, PBIS, SVSEU

School(s) or School District to be Served

Valley City Public Schools, Oakes Public Schools, Hope/Page Public Schools, Barnes County North Public Schools, and Maple Valley Public Schools

Estimated Number of Youth to be Served

2058

Estimated Number of Minority Youth to be Served

219

Signature

Jennifer Pecoraro

Name

Jennifer Pecoraro

Program Narrative

A. Description of Project:

1. Sheyenne Valley Special Education (SVSEU) will be partnering with two other special education units as well as five school districts to provide a multi-faceted setting that will incorporate the following **evidence-based interventions**: Tough Kids Social Skills, Check In and Check Out, positive behavioral interventions and supports (PBIS), differential reinforcement, functional behavioral assessments, behavior contracts, and token economy systems. Partnering with multiple special education units and school districts enhances resource-sharing and consistency in applying interventions. We will also be providing training to staff and families to help support these interventions. Providing training ensures that interventions are not only implemented effectively at school but also reinforced at home, offering consistency for students across environments. SVSEU owns an office building, which we plan to renovate and remodel to serve as an alternative setting for students who are at risk of being placed in more restrictive environments, such as juvenile justice systems. The goal of this **alternative setting** is to provide a supportive environment where students can receive intensive therapeutic interventions and services aimed at facilitating their successful reintegration into their regular schools. The renovated facility will focus on delivering evidence-based interventions, which have been shown to be effective in addressing behavioral, emotional, and academic needs. By providing a structured, yet flexible, therapeutic environment, the alternative setting will help students build the skills and resilience necessary for their long-term success. Our support team, funded in part through this grant, will include a behavior interventionist who will work closely with both the students and their school staff. This interventionist will play a critical role in ensuring the continuity of care and support as students transition back to their primary educational settings. The support team's responsibilities will include:
Collaborating with Therapists and Educators: Ensuring that individualized intervention plans are aligned with the students' academic and therapeutic goals.
Providing Ongoing Behavioral Support: Implementing and monitoring behavior management strategies within the alternative setting and during the transition back to the school environment.
Facilitating Staff Training and Development: Equipping school staff with the tools and strategies needed to support the re-entry process effectively. By investing in this alternative setting and the accompanying support services, SVSEU aims to reduce the likelihood of students entering restrictive settings and promote better educational and life outcomes for at-risk youth. This initiative reflects our commitment to fostering equity and creating pathways to success for all students.
2. Across all five districts there have been the following disciplinary actions: 52 students/159 days for **in-school suspension**, 29 students/108 days for

out-of-school suspension, and 5 expulsions. Unit wide there are 46 students on intensive, individualized behavior intervention plans. Chronic absenteeism (20+ days missed) for the five districts is as follows:

School District	Number of students absent for 20 days or more for 2023-2024 school year	Number of students absent for 10 days or more for 1 st half of 2024-2025 school year	Total Enrollment
Barnes County North	25	12	237
Hope/Page	25	14	148
Maple Valley	10	8	234
Oakes	61	35	471
Valley City	65	59	968
Total	186	128	2058

Our proposed alternate setting will help improve this perpetual cycle.

3. The following strategies have been tried in some way or another but has lacked funding to ensure staff capacity of implementation and fidelity: PECS, Check in and Check out (only in one district), functional behavioral assessments, behavior contracts, and token economy systems.
4. **Tough Kids Social Skills:** enables positive relationships with peers and teachers, fostering cooperation, reducing bullying, and contributing to a more inclusive learning atmosphere, ultimately leading to improved academic achievement and better social development; research shows that students with strong social skills tend to have higher grades, better attendance, and more positive attitudes towards school. **Check In and Check Out:** can significantly reduce problem behaviors in students, particularly when the behavior is motivated by attention-seeking, leading to positive outcomes like decreased office discipline referrals and increased adherence to behavioral expectations; it is often used as a Tier 2 intervention within Positive Behavioral Interventions and Supports (PBIS) systems. **PBIS:** reduces disciplinary issues like office referrals and suspensions, improving social-emotional competence, enhancing academic performance, and creating a more positive school climate for both students and teachers when implemented with fidelity. **Differential Reinforcement:** significantly impacts behavior modification by selectively reinforcing desired behaviors while withholding reinforcement for undesired behaviors, effectively increasing positive actions and reducing problematic ones. **FBA:** providing a structured method to identify the underlying function of a problematic behavior, allowing for the development of targeted interventions that effectively address the root cause, leading to positive changes in behavior and improved outcomes for individuals exhibiting challenging behaviors. **Token Economy Systems:** provides a structured system to immediately reinforce desired behaviors with tangible tokens that can be exchanged for preferred rewards, allowing

individuals to visualize their progress, and motivating them to consistently engage in positive actions. **Behavior Contracts:** modifying behaviors across various populations, particularly in educational settings, demonstrating their effectiveness in promoting positive behavior change by clearly outlining expectations and providing reinforcement for desired actions.

B. Project Planning, Design and Implementation:

Sheyenne Valley Special Education, in partnership with James River and Jamestown special education units and five school districts—Valley City, Oakes, Hope/Page, Barnes County North, and Maple Valley—proposes an initiative to provide evidence-based interventions and support for all students (regular education and special education).

The primary goals of this initiative are to:

1. Reduce disciplinary actions through proactive behavior management.
2. Promote positive student behaviors using evidence-based practices.
3. Increase family engagement by providing training and resources.
4. Improve student attendance rates.
5. Create a supportive and inclusive school climate.

Collaborative Framework

Our initiative includes:

- *Support from Leadership:* All superintendents from the participating districts have expressed their support for this collaborative effort.
- *Partnerships:* Sheyenne Valley Special Education will work closely with James River and Jamestown Special Education units to establish a dedicated setting for implementing interventions, in addition to supporting the school-based environments.

Dedicated Setting

In addition to supporting students within their respective schools, we will provide a separate dedicated setting. This environment will allow for:

- Intensive student therapies tailored to individual needs.
- Staff and family training sessions to ensure consistency and reinforcement across environments.
- Access to additional resources that support learning and behavior.

Training and Professional Development

To ensure effective implementation, training will be provided to:

1. Staff: On interventions and strategies to support students effectively.
2. Families: On ways to reinforce these interventions at home.

Timeline

Year 1: renovating separate setting, scheduling initial staff and family training sessions, rolling out interventions across all five districts.

Year 2: continued implementation, fidelity checks, developing data collection and analysis plan to track progress and outcomes.

C. Capabilities and Competencies:

Project Staff

Special Education Director: extensive behavioral support background which includes BCBA coursework. **2 School Psychologists:** will assist with

training and implementation of all the interventions listed. Both psychologists have many years of experience and serve on their respected national boards. **District Social Worker:** will assist with student therapies, training, and family/community resources. **Behavior Interventionist:** Need to hire through this grant. Will assist with training, implementation of interventions, and fidelity checks. **Behavior Tech Para:** will assist with implementation and fidelity checks. Our team will meet regularly to case manage throughout the entirety of the project.

D. Plan for Collecting Performance Data and How will it be Used for Continuous Quality Improvement:

Measuring Success

The initiative's impact will be evaluated using the following metrics:

1. Decreased disciplinary referrals and suspensions.
2. Increased positive behavior incidents as recorded through PBIS data.
3. Higher family engagement through participation in training and resources.
4. Improved attendance rates.
5. Behavioral data improvement from alternate facility to school re-entry.
6. Enhanced school climate based on feedback from staff, students, and families.

Budget Summary

Applicant: Sheyenne Valley Special Education Unit

Project Period: 2025-2027

	Grant Request	Match	Total
Budget Categories:			
Personnel	52,650.00	-	52,650.00
Fringe Benefits	28,145.00	-	28,145.00
Travel	-	-	-
Supplies	19,205.00	-	19,205.00
Subaward/Contractual	-	-	-
Other Direct Costs	-	-	-
Indirect Costs	-	-	-
Total Grant Funds	100,000.00	-	100,000.00

Budget Detail Worksheet and Narrative

Applicant: Sheyenne Valley Special Education Unit

Project Period: 2025-2027

Personnel				Total Grant Period		
Position	Name	Annual Salary	Grant Allocation %	Grant Request	Match	Total
Behavior Interventionist	unknown	52,650	100	\$52,650	\$0	\$52,650
			#DIV/0!			
			#DIV/0!			
			#DIV/0!			
			#DIV/0!			
Total Personnel Costs				\$52,650	\$0	\$52,650

Personnel Narrative:

We will need a behavior interventionist to help support the five school districts as well as help in our alternative setting. This person will help with training of e

Fringe Benefits				Total Grant Period		
Position	Name	Annual Benefits	Grant Allocation %	Grant Request	Match	Total
TFFR and Health Care	unknown	\$28,145	100%	\$28,145		\$28,145
			#DIV/0!			
			#DIV/0!			
			#DIV/0!			
Total Fringe Benefits				\$28,145	\$0	\$28,145

Fringe Benefits Narrative:

We pay TFFR and health benefits for all of our employees so we will need to do this for the above behavior interventionist. We can pay this if grant pays the position.

Travel			Total Grant Period		
Purpose	Location	Expense Type (Hotel/Mileage/Per Diem)	Grant Request	Match	Total
Total Travel Costs			\$0	\$0	\$0

Travel Costs Narrative:

Supplies			Total Grant Period		
Item	Quantity	Per Unit Cost	Grant Request	Match	Total
wall knock down	\$2.00	\$1,000	\$2,000		\$2,000
paint	\$5.00	\$50	\$250		\$250
wall and floor padding	\$1.00	\$5,000	\$5,000		\$5,000
safety doors	\$1.00	\$3,600	\$3,600		\$3,600
Check and Connect Training, Stipends, Materials	1	\$8,355	\$8,355		\$8,355
Total Supply Costs			\$19,205	\$0	\$19,205

Supply Costs Narrative:

We own an office building in which we will renovate/remodel to use as an alternative setting to help students receive the evidence-based services needed. We will also train and equip all staff from five school districts with Check and Connect evidence-based practice.

Subawards/Contracts		Total Grant Period		
Description/Purpose	Computation	Grant Request	Match	Total
Total Subaward/Contractual Costs		\$0	\$0	\$0

Subaward/Contractual Costs Narrative:

Other Direct Costs		Total Grant Period		
Type	Computation	Grant Request	Match	Total
electricity		\$0		
Total Other Direct Costs		\$0	\$0	\$0

Other Direct Costs Narrative:

Our unit will pay for all electricity and associated bills to run the alternative setting.

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