

Application for Funding – Cover Page

Applicant Agency

Business Name	Wahpeton Public School District	Street Address Including City, State, and ZIP Code	1021 11th St N PO Box 10 Wahpeton, ND 58074
Contact Person	Rosemary Hardie	Title	Special Education Director
Phone	701-642-6741	Email	rosemary.hardie@k12.nd.us
Authorized Representative	Alayna Halstensgaard	Title	Business Manager
Phone	701-642-6741	Email	a.halstensgaard@k12.nd.us
Federal Employer Tax Id #	45-6001462	Unique Entity Identifier #	CUW6WDGJ1M43
Dates of Active Registration in System for Award Management			Active: October 18, 2024

Targeted Intervention(s) to be Implemented	Student/Family Engagement Worker
Total Amount of Funding Request	117,651.15
Willing to Accept Less Funding (Y/N)	Yes
Evidenced-Based Program/Services (Y/N)	Yes
Name and Source of Evidenced-Based Program/Services	Case Management by Student/Family Engagement Staff
School(s) or School District to be Served	Zimmerman Elementary, Wahpeton Elementary, Wahpeton Middle School and Wahpeton High School
Estimated Number of Youth to be Served	120
Estimated Number of Minority Youth to be Served	40

Signature


Signature of the Person Submitting this Form

Name

Rosemary Hardie

Name of the Person Submitting this Form (print)

Date of Signature

01/20/25

Project Narrative

Description of Project

Wahpeton Public School District (WPSD) completed a needs assessment to determine how to expand our support to students in our district to decrease referrals to juvenile justice. Our five school counselors and six of our administrators completed this needs assessment. Upon looking at school data, our school team wanted to utilize case management as our evidence-based strategy by hiring a part-time case manager with a degree in social work or closely related field to engage students and their families. Given the student attendance data from the 2024-2025 school year, WPSD will strive to reduce the number of students who are chronically absent regarding our entire student population as well as for our students who are Black, Indigenous & People of Color (BIPOC). The case manager would serve all four school buildings focusing on student and family engagement. Case management is an evidence-based intervention designed to improve attendance by providing personalized support and resources. This approach involves:

1. **Assessment:** Identifying the specific needs of the individual.
2. **Connection:** Linking them with relevant services and resources.
3. **Ongoing Support:** Addressing barriers to attendance, which may include transportation issues, health concerns, access to mental health services, incentive programs for attendance or personal circumstances. By focusing on the unique challenges each individual faces, case management effectively enhances engagement and attendance rates.

Our district looked at suspension, expulsion, graduation rate and attendance data for the first semester of the 2024-2025 school year. Strengths were noted in suspensions being lower than 2% in all buildings and expulsions being extremely rare (1 for the entire district). Graduation rate was slightly below average in comparison to the state average while student engagement across all school buildings is well above state average. The one factor our team would like to see improve is attendance rates. Attendance rates across our district indicate 185 students (16%) have already acquired 10 or more absences for the 2024-2025 school year and are on track to be absent for 20 school days over the course of this year which exceeds 10% of school days. Research from Attendance Works indicates that students who miss more than 10% of school days face significant negative outcomes. Negative outcomes can include lower academic performance, increased dropout rates, and overall challenges in their educational experience. The findings emphasize the importance of addressing attendance issues early to support student success. The rates of absenteeism for the first semester of 2024-2025 across WPSD as follows:

School Building in Wahpeton District January 2025	# of students absent for 10 days or more	Percentage of all students	# of BIPOC Students who are absent for 10 days or more	Percentage of BIPOC students	Total Enrollment
Zimmerman Elementary	23	24%	11	46%	94
Wahpeton Elementary	69	15%	23	19%	465
Wahpeton Middle School	43	16%	12	21%	266
Wahpeton High School	50	14%	18	35%	362
Total	185	16%	64	34.5%	1187

Wahpeton Public School District aims to reduce both the total number of students who display chronic absenteeism as well as provide equity across diverse groups in our district. Black, Indigenous & People of Color (BIPOC) are overrepresented regarding chronic absenteeism in our district. Wahpeton Public School District student population's racial makeup is the following:

Ethnicity	Percentage of Students in District
Black	4%
Asian	2%
Native American	9%
Caucasian	79%
Hispanic	6%
Pacific Islander	0%

Although students who are BIPOC account for 21% of our student population, they account for 34.5% of students who display chronic absenteeism. Our district would aim to decrease the number of students who are BIPOC who are chronically absent as well as the total number of students who are chronically absent.

Wahpeton Public School District has previously utilized positive incentive programs for elementary students and attendance contracts for middle school and high school students to improve attendance across our district. Each school building has a designated team to evaluate student attendance, behavioral and academic data. The middle school and high school have used data from these teams to identify students who could benefit from being assigned a Check and Connect mentor. Our district currently has 26 trained mentors for Check and Connect. Our district has one targeted case manager contracted through Nexus Path. At the present time, this caseload is full and requires a documented mental health diagnosis to be served on this contracted staff's caseload.

The intended purpose of implementing additional case management would be to decrease excessive absenteeism for our district as well as to decrease the number of students identified as BIPOC who display chronic absenteeism. The case manager would complete work with youth and their families to reduce barriers families may face that impact regular school attendance for students. Our goal in the first year of this project is for each school building in our district is to reduce chronic absenteeism by 10% for all students as well as to reduce chronic absenteeism by 10% for students identified as BIPOC. This grant project if fully funded would be able to be sustained for three school years. At the end of the first implementation year, targets for the subsequent years would be identified by each school building and for the district related to chronic building attendance. At the present time, data drilldown contains a list of students for each building so that teams can identify which students need additional supports. Our barrier exists with enough staffing to serve the number of students in need.

Project Planning, Design and Implementation

WPSD utilizes multiple evidenced based practices aimed at increasing graduation rate, increasing attendance rates, reducing disciplinary actions, and improving school climate. Our school employs five school counselors and one school psychologist who

all serve on their respective building teams and meet weekly to look at student data (attendance, behavior and grades) to identify students who need interventions. School Counselors meet with staff from the RSR Human Service Zone monthly to examine means to remove barriers for families we dually serve. Our school district administrators partner with Angie Warne, Court Officer II, by staffing students on her caseload who are enrolled in our district and provide her a space to meet with them. Birchwood Therapeutic Services sends a licensed clinical counselor two days a week to our school district to mitigate the barrier of transportation for the families we serve and increase access for students can access who receive services.

Additional evidence based practices have been implemented over the course of the past five years and have been sustained with local funding. We have 26 Check and Connect Mentors allocating \$38,417.13 for the 2024-2025 school year to pay mentors. Students are assigned mentors based on early warning systems in each building looking at behavioral referrals, attendance and academic performance. Wahpeton High School has joined an initiative offered by North Dakota Department of Public Instruction (NDDPI) to target increasing graduation rate. Early Warning Intervention and Monitoring Systems (EWIMS) are evidence-based, data-driven processes designed to identify and support students at risk of not meeting key educational milestones, such as high school graduation. By systematically analyzing data on student performance, attendance, and behavior, EWIMS helps educators detect early signs of academic struggles and implement targeted interventions. This proactive approach ensures timely support, monitors student progress, and adjusts interventions as needed to help students get back on track. NDDPI will provide coaching and assist with designing additional supports to help our students at Wahpeton High School. Wahpeton High School utilizes Sources of Strength, which is an evidence based, and best practice youth mental health promotion and suicide prevention program. We have about 25 peer leaders and 5 adult mentors that work together to create healthy norms and culture, ultimately preventing suicide, violence, bullying, and substance misuse. The mission of Sources of Strength is to prevent adverse outcomes by increasing wellbeing, help-seeking, resiliency, healthy coping, and belonging among high school youths.

Additionally, our district contracts services with Nexus-Path for \$30,000 for a full-time staff that targets a coordination of supports for students with mental health diagnoses. This staff serves 10 students at the present time and her caseload is full. For the 2024-2025 school year, our district hired a special education social worker (\$57,928.56) that coordinates support across students with disabilities and works directly with 10 students providing skills training and serves as consult for the 199 students with disabilities in our district. Our district has partnered with Circle of Nations, which is a Bureau of Indian Affairs (BIA) school in our district's boundary, to increase family engagement and student engagement among Native Americans with a grant for \$11,200 from the Consensus Council this school year.

Wahpeton has the support of all building principals who lead MTSS (multi-systems of support) teams in each school building. Data is readily available to identify students who may benefit from case management. Often, multiple children from one family

display chronic absenteeism, so the case manager could work with families to systematically remove barriers.

Upon receiving grant funds, the school district would advertise for the candidate and begin the hiring process. The school district would aim to have the new staff begin in August of 2025. Starting August 2025, school teams would use end of the year data from the 2024-2025 school year to determine which students would benefit from services of a student/family engagement worker. The case manager would use August and September of 2025 to build relationships with families and students as well as complete a needs assessment for each student and their families targeting the barrier(s) related to school attendance. The case manager would identify goals for each student based on the assessment and take data regarding the interventions implemented with students and families to determine efficacy. As student attendance improves (no more than 1.5 absences per month for three consecutive months), case management services can be phased out so additional students can be served as they begin to face barriers or are new to our district. Data would be reviewed at the individual student level, the school level and the district level. The caseload should not exceed more than 25 students to ensure the staff has enough time to carry out assessment, identify interventions and complete parent engagement activities. Each school building has a school counselor, special education social worker, school psychologist and a principal who assist with determining students in need and splitting caseloads among services providers. Our district has a Nexus Path targeted case manager that serves the elementary and Check and Connect mentors that serve the middle school and high school. The new staff would have a team of staff with expertise in student support who can assist in acclimating the new case manager to our school systems and facilitating introductions to families they will be serving.

Capabilities and Competencies

The staff involved in this project will be Wahpeton Public Schools administration, individual school teams focused on implementing MTSS, and student support staff (school counselors, special education social worker and school psychologist). The project will be overseen by the director of special education/student support, Rosemary Hardie, who will be responsible for completing quarterly reports related to the two goals of the project. Data is readily available through existing data systems and all staff are on site and available to be part of weekly building meetings with each school building. Monthly meetings with the RSR Zone staff will continue to take place, and outcomes of this project can be reviewed and celebrated at these monthly meetings. Students will be identified by individual school teams. The new case manager will be assigned the task of completing individual need assessments, targeting the needed intervention and/or support and implementing the intervention/support. Data collection will be taken for individual students to determine effectiveness of current supports and identify if a higher level of support may be needed. Wahpeton Public School District creates a web of support for students. Students can thrive in our district as indicated by our student engagement data, school climate data and our low rates of suspension and expulsion. Student engagement is strongly linked to positive school outcomes across several dimensions, including academic performance, social-emotional development, and long-

term educational success. Being present in school is the precursory requirement to engaging students in school. The aim of our project being to reduce chronic absenteeism can also impact referrals to our juvenile system in North Dakota.

Reducing chronic absenteeism is a critical strategy for preventing juvenile referrals. When students are consistently present in school, they are more likely to perform academically, develop positive social and emotional skills, and receive timely interventions that address potential problems before they escalate. This not only reduces the likelihood of disciplinary issues but also helps students stay connected to their education and community, reducing the risk of engagement with the juvenile justice system. Schools, families, and communities can work together to identify the root causes of absenteeism and create supportive environments that encourage regular attendance and positive behavior, ultimately helping to reduce juvenile referrals. WPSD strives to implement evidenced based supports that can improve outcomes for students and has identified a means to augment the web of support that already exists in our district for students.

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

Given the student attendance data from the 2024-2025 school year, Wahpeton Public School District will reduce the number of students who are chronically absent (20 or more student contact days) by 10% by May 2026.

Given the student attendance data from the 2024-2025 school year, Wahpeton Public School District will reduce the number of students identified as BIPOC who are chronically absent (20 or more student contact days) by 10% by May 2026.

At the end of the 2025-2026 school year, attendance data will be reviewed and targets for the 2026-2027 will be made based on this data. The same process will be used at the end of the 2026-2027 to determine targets for the 2027-2028 school year.

School attendance data is reviewed by MTSS teams in each building on a weekly basis. The new case manager will review data related to individual students/families being served. Overall attendance data will be collected quarterly by Rosemary Hardie so that reporting for grant requirements can be completed to gauge the impact of the grant project on school attendance. The grant manager will also meet with the case manager on a bi-weekly basis to review individual student data for those students served and provide resources for the staff that assumes this role.

Thank you for considering Wahpeton Public School District's proposal for the evidence-based practice of case management. It pairs with our existing practices and will boost the support students in our district need aimed at increasing engagement and reducing juvenile justice referrals.

Budget Summary

Applicant: Wahpeton Public School District

Project Period: 8/1/25-6/30/28

	Grant Request	Match	Total
Budget Categories:			
Personnel	65,662.32	-	-
Fringe Benefits	51,988.84	-	-
Travel	-	-	-
Supplies	-	-	-
Subaward/Contractual	-	-	-
Other Direct Costs	-	-	-
Indirect Costs	-	-	-
Total Grant Funds	117,651.16	-	-

Budget Detail Worksheet and Narrative

Applicant: Wahpeton Public School District

Project Period: 8/1/25-6/30/28

Personnel				Total Grant Period		
Position	Name	Annual Salary	Grant Allocation %	Grant Request	Match	Total
Case Manager .5 FTE 2025-2026	New Hire	21,243.75	100.00%	\$21,243.75		
Case Manager .5 FTE 2026-2027	New Hire	21,881.07	100.00%	\$21,881.07		
Case Manager .5 FTE 2027-2028	New Hire	22,537.50	100.00%	\$22,537.50		
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			#DIV/0!			
Total Personnel Costs				\$65,662	\$0	\$0

Personnel Narrative:

The dollars allocated to this portion of the grant are based on base salary for an employee with a bachelor's degree for the 2024-2025 school year. A 2% increase in salary was calculated for each subsequent school year.

2025-2026		1/2 YEAR		2026-2027		1/2 YEAR	
GROSS	\$42,487.50	GROSS	\$21,243.75	GROSS	\$43,762.13	GROSS	\$21,881.07
FICA	\$3,250.29	FICA	\$1,625.15	FICA	\$3,347.80	FICA	\$1,673.90
TFFR	\$11,865.75	TFFR	\$5,932.88	TFFR	\$12,221.72	TFFR	\$6,110.81
BCBS	\$9,283.92	BCBS	\$9,283.92	BCBS	\$9,469.60	BCBS	\$9,469.60
LIFE/AD&D	\$143.50	LIFE/AD&D	\$71.75	LIFE/AD&D	\$143.50	LIFE/AD&D	\$71.75
TOTAL	\$67,030.96	TOTAL	\$38,157.45	TOTAL	\$68,944.75	TOTAL	\$39,207.15
2027-2028		1/2 YEAR					
GROSS	\$45,075.00	GROSS	\$22,537.50	TOTAL SALARY \$65,662.32			
FICA	\$3,448.24	FICA	\$1,724.12	TOTAL BENEFITS \$51,988.84			
TFFR	\$12,588.38	TFFR	\$6,294.19	GRAND TOTAL \$117,651.15			
BCBS	\$9,659.00	BCBS	\$9,659.00				
LIFE/AD&D	\$143.50	LIFE/AD&D	\$71.75				
TOTAL	\$70,914.12	TOTAL	\$40,286.56				

Fringe Benefits				Total Grant Period		
Position	Name	Annual Benefits	Grant Allocation %	Grant Request	Match	Total
Case Manager .5 FTE 2025-2026	New Hire	\$16,913.70	100%	\$16,913.70		
Case Manager .5 FTE 2026-2027	New Hire	\$17,326.08	100%	\$17,326.08		
Case Manager .5 FTE 2027-2028	New Hire	\$17,749.06	100%	\$17,749.06		
			#DIV/0!			
			#DIV/0!			
Total Fringe Benefits				\$51,989	\$0	\$0

Fringe Benefits Narrative:

The dollars allocated to this portion of the grant are based on base salary for an employee with a bachelor's degree for the 2024-2025 school year. A 2% increase in health insurance was calculated for each subsequent school year.

2025-2026		1/2 YEAR		2026-2027		1/2 YEAR	
GROSS	\$42,487.50	GROSS	\$21,243.75	GROSS	\$43,762.13	GROSS	\$21,881.07
FICA	\$3,250.29	FICA	\$1,625.15	FICA	\$3,347.80	FICA	\$1,673.90
TFFR	\$11,865.75	TFFR	\$5,932.88	TFFR	\$12,221.72	TFFR	\$6,110.83
BCBS	\$9,283.92	BCBS	\$9,283.92	BCBS	\$9,469.60	BCBS	\$9,469.60
LIFE/AD&D	\$143.50	LIFE/AD&D	\$71.75	LIFE/AD&D	\$143.50	LIFE/AD&D	\$71.75
TOTAL	\$67,030.96	TOTAL	\$38,157.45	TOTAL	\$68,944.75	TOTAL	\$39,207.15
2027-2028		1/2 YEAR					
GROSS	\$45,075.00	GROSS	\$22,537.50	TOTAL SALARY \$65,662.32			
FICA	\$3,448.24	FICA	\$1,724.12	TOTAL BENEFITS \$51,988.84			
TFFR	\$12,588.38	TFFR	\$6,294.19	GRAND TOTAL \$117,651.15			
BCBS	\$9,659.00	BCBS	\$9,659.00				
LIFE/AD&D	\$143.50	LIFE/AD&D	\$71.75				
TOTAL	\$70,914.12	TOTAL	\$40,286.56				

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

Supplies			Total Grant Period		
Item	Quantity	Per Unit Cost	Grant Request	Match	Total
Total Supply Costs			\$0	\$0	\$0
<i>Supply Costs Narrative:</i>					

Subawards/Contracts		Total Grant Period		
		Grant Request	Match	Total
Description/Purpose	Computation			
Total Subaward/Contractual Costs		\$0	\$0	\$0
<i>Subaward/Contractual Costs Narrative:</i>				

Other Direct Costs		Total Grant Period		
		Grant Request	Match	Total
Type	Computation			
Total Other Direct Costs		\$0	\$0	\$0
<i>Other Direct Costs Narrative:</i>				

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



STATE OF NORTH DAKOTA JUVENILE COURT

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Kaitien Engen
Jim Pender
Ryan Chisholm

January 21, 2025

Rose Hardie, Director of Special Education
Wahpeton Public Schools
Wahpeton, ND 58075

To Whom it May Concern:

This letter is in support of the Wahpeton public school's grant application through the North Dakota Juvenile Justice State Advisory Group (SAG) to increase school-based interventions that will provide more supports and services to youth and parents in our community.

I have worked closely with the Wahpeton Public Schools for the past 30+ years in my position as a Juvenile Court Officer. I appreciate and value all the hard work and help that teachers and staff provide to students on a daily basis. I have found the school's partnership to be invaluable in trying to help delinquent youth find a supportive environment and stay engaged in their education.

Some of the biggest issues that I feel have become more prevalent in our youth today, are serious mental health issues, lack of attendance and structure at home and dropping out of school. Since youth spend the majority of their day at school, the teachers and staff are on the front lines to influence and impact their daily lives. Having more staff and resources within the schools would definitely help them have better oversight of attendance, provide more positive supports and allow more youth to access mental health services that otherwise do not have the means at home.

The Wahpeton Public Schools has always strived to provide our youth with as many positive resources and opportunities as possible to succeed in life. Please thoughtfully consider their request so they can continue to serve the youth and families in our community.

Sincerely,

Angie Wamre
Court Officer II



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Forman Office • 355 Main S - Forman, ND 58032 – (701) 724-6241
Wahpeton Office • 413 3rd Ave. N - Wahpeton, ND 58075 – (701) 642-7751

Human Service Zone
Serving the Counties of
Ransom • Sargent • Richland

Date: January 15, 2025

To: Members of the Juvenile Justice State Advisory Group

RE: Letter of Support Wahpeton Public School District Grant Application

I am pleased to write this letter of support for Wahpeton Public School's grant application to implement school-based interventions. WPS has already invested in service provision for its students by providing highly trained school counselors, a partnership with PATH-Nexus to provide targeted case management, and accommodations for therapists to come in to the school to provide behavioral health services to students. Additionally, Check and Connect is already operational in WPS.

Wahpeton Public School is also the primary provider of early education in the community, and has dedicated resources to engage families of students early on, recognizing the importance of school/family partnership for the future success of students.

The Wahpeton Public School District strives to be responsive to student needs and has demonstrated strong community partnerships to best maximize the available resources. As the Director of RSR Human Service Zone, which is also the employing entity for the statewide CHINS Unit, I am confident that the funds from the JSAG to enhance school-based interventions will be used responsibly and wisely to the benefit of our community.

Sincerely,


Lynn Flieth, Director



1/14/25

Dear JJSA Group,

On behalf of Nexus-PATH Family Healing, I am writing to express our enthusiastic support for the Wahpeton School district as they pursue a Request for Proposal (RFP) to enhance school-linked mental health services. Our agency has had the privilege of collaborating closely with the district providing case management services to youth in need of mental health support, and we have witnessed firsthand the profound impact of these initiatives on students' well-being and academic success.

Over the course of our partnership, we have been consistently impressed by the school's proactive approach to identifying and addressing barriers to mental health access for its students and families.

The implementation of additional school-linked mental health services through this RFP would significantly bolster their ability to meet the growing and diverse needs of its student population. This initiative would enable the school to:

- Increase access to early intervention and preventive mental health services.
- Foster stronger collaborations between educators, mental health professionals, and community organizations.
- Provide tailored support to students, promoting resilience and academic achievement.

Our agency is uniquely positioned to contribute to the success of this initiative. With our established presence within the schools and our experience in case management services, we bring a deep understanding of the specific needs and dynamics of the school community. We are committed to continuing our support by working in tandem to implement effective strategies, provide culturally responsive care, and evaluate program outcomes to ensure sustainability and impact.

We support Wahpeton's efforts to secure this RFP and are confident that the additional resources will profoundly benefit students, families, and the broader community. We look forward to the opportunity to further strengthen our partnership with the district and to play an integral role in advancing mental health initiatives that empower youth to thrive.

Thank you for considering this proposal. Please do not hesitate to contact me at tgreywind@nexuspath.org if you require additional information or would like to discuss our support further.

Sincerely,

Dr. Tonya Greywind
Associate Executive Director- Nexus-PATH Family Healing



1202 Westrac Drive, Suite 400
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 701.280.9545 | fax 701.451.9473

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