

ALASKA**Dillingham City School District**

Dillingham City School District (DCSD) in Alaska, in partnership with the federally recognized Curyung Tribal Council Brightways Learning, Safe and Fear-Free Environment, Inc., Dillingham City, and Bristol Bay Area Health Corporation propose project **CARES** (**C**onected and **R**esponsive **E**ducators & **S**tudents) for reducing behavioral disruptions and risks, strengthening student-to-adult connectedness, and making classrooms more culturally responsive. DCSD serves two sites, the Elementary School and the Middle/High School, that serve the Remote Rural community of Dillingham. The school district serves 460 students, 81.45% of which are Alaska Native. With well over two-thirds of the district population being Alaska Native, the project will serve a significantly underrepresented population and one that shows significant need. Outcomes include high-value, high-impact Professional Development for school staff in the project's interconnected components to more effectively engage them with students in multiple aspects of each youth's development. Students will also receive highly experiential group training and individual coaching in resilience and strengthening their connectedness to adults. Overall school climate will significantly improve, resulting in reduced behavioral risks and disruptions, along with increased attendance, achievement, and graduation rates.

Hydaburg City School District

Three Districts in Southeastern Alaska have partnered to implement the School Climate Transformation-Local Educational Agency Grant project titled *SCANS* (Safe Climates for Alaska Native Schools). The applicant, Hydaburg City School District (HCSD) serves 98 students and has partnered with Hoonah City School District (HCS) serving 118 students, and Kake City District (KCS), at 105 students. Each district has 1 Elementary, 1 Middle and 1 High School. SCANS has 3 Goals which will be accomplished using a research-based strategy. The project has three goals: GOAL 1: Diminish disruptive behaviors through improved relationships and increased engagement. Strategy: Develop and implement a Multi-Tiered system of Support that addresses a wide array of school climate concerns; GOAL 2: Develop student civic and life skills such as perseverance, resilience, problem solving and self-regulation. Strategy: Implement a school-wide infusion of Social-Emotional learning through a variety of lenses including art and art therapy, music, direct instruction and student driven service projects; and GOAL 3: Reduce the impact of substance abuse in the community and give students the skills to resist drug and alcohol use, in particular, opioids.

ALABAMA**Birmingham City Schools**

Birmingham City Schools project will serve 22,246 students in all 44 BCS schools; 18 (grades PreK-5), 10 (grades PreK-8); 8 (grades, 6-8); 7 (grades 9-12); and 1 alternative school (grades 9-12). BISC has six objectives as follows: Objective 1: Strengthen administrative capacity for implementing a sustainable district-wide multi-tiered behavioral framework; Objective 2: Strengthen essential components for implementing a multi-tiered behavioral framework; Objective 3: Increase school staff ability to implement a multi-tiered behavioral framework with fidelity through sustained, ongoing professional development and technical assistance; Objective 4: Improve student behavior through providing direct services that target Tier I, Tier II, and Tier III students; Objective 5: Improve school climate; and Objective 6: Increase academic performance.

Choctaw County Schools

The Choctaw County Schools serve 1,242 students per year. Of these, 68% are Black and 64% qualify for free lunch services. In addition to very low academic performance in the district (approximately 22% proficiency in math and reading), Choctaw County Schools also has high rates of attendance and disciplinary issues. Last year there were 270 major disciplinary incidents, 120 students received corporal punishment and 183 students received a form of alternative education placement. This 5-year project will address identified gaps regarding the implementation of a multi-tiered system of support, Positive Behavioral Interventions and Supports (PBIS), in this rural high-need school district. The project will lead to high-quality PBIS training and technical assistance across all three tiers which is critical in implementing effective, evidence-based services for students at high risk. Additionally, drug and alcohol prevention and intervention programming along with related mental health assessment, prevention, and intervention services will be integrated within the three-tiered framework. This project will address the primary goal of improving school climate and safety for all Choctaw students. Project funds will be used to employ personnel related to PBIS, mental health, and teacher-student relationships, as well as targeted professional development for local practitioners to build internal expertise.

ARIZONA

Painted Desert Demonstration Projects

The STAR School (dba Painted Desert Demonstration Projects) is remotely rural, located on the edge of the Navajo Nation and serves a population that is 99% Native American. This project is designed to address documented needs to improve school climate at the STAR School using the multi-tiered, evidence-based approaches that will reduce behaviors that interfere with learning and build capacity to foster safety and building respectful relationships.

CALIFORNIA

Cutler-Orosi Joint Unified School District

Cutler-Orosi Joint Unified School District (COJUSD) is designated a rural and low-income school district. The recent community needs assessment data, including the analysis of recent school climate surveys, demonstrate that the district needs additional resources in its efforts to build the local capacity needed to initiate and sustain a multi-tiered systems of support (MTSS) on each COJUSD campus. With these additional resources the district will improve the school climate on each COJUSD campus, increase parental involvement, and increase student academic achievement. Specifically, the district will be able to implement, coordinate and integrate a MTSS that uses age appropriate and culturally sensitive evidence-based interventions, on each campus that will increase the number of campuses implementing a MTSS with fidelity, improve the school climate, decrease disciplinary referrals, decrease suspensions, reduce expulsions, increase school connectedness, reduce the number of students reporting chronic sadness and hopelessness, decrease suicidal ideation, increase parental involvement, and improve student academic achievement. This will be accomplished by utilizing highly skilled and trained consultants who will build local capacity by increasing COJUSD staffs' intellectual capital and institutional capacity.

Clovis Unified School District

Clovis Unified School District's (CUSD) proposed **C**lovis **A**dvancement of **P**BIS in All **S**chools (CAPS) Program will build on CUSD's efforts to implement a district-wide multi-tiered system of support (MTSS) framework and address the academic, behavioral, and social-emotional learning needs of all CUSD students. While the CAPS Program will benefit all CUSD students, the proposed project design will give CUSD the flexibility to direct resources to the schools and students demonstrating the highest levels of need, and CUSD projects that the program will mostly benefit CUSD's underrepresented student populations, specifically socioeconomically disadvantaged students, students with disabilities, ethnic/racial minorities, and foster youth. The CAPS Program will address two primary CUSD student needs: (1) the need to improve behavioral outcomes and at-risk youth behavior among all students and decrease disproportionality in school discipline among racial/ethnic minorities and special education students and (2) the need to improve school climate and student connectedness and engagement across all CUSD schools and especially at high-need schools.

Dinuba Unified School District

Dinuba Unified School District (DUSD) provides educational services to 6,586 K-12th grade students in six elementary schools (K-6), one intermediate school (7-8), one comprehensive high school, and two alternative education programs in Dinuba, California. All 10 District schools (6,586 students) will participate in the proposed 2019 School Climate Transformation Grant proposal, Project CONNECT. The project is designed to provide a consistent district-wide multi-tiered system of supports to strengthen linkages between academic interventions and social-emotional supports to improve school climate and address the most critical needs of our learners.

Kernville Union School District

Kernville Union School District (KUSD) and Mojave Unified School District (MUSD) developed the Kern Rural School Climate Consortium (KRSCC) designed to improve and expand school-wide Positive Behavioral Support Interventions and Supports (PBIS) and school climate. Funding from this grant will support KUSD and MUSD to achieve the following goals: Goal 1) Build LEA staff and personnel capacity to improve school climate by sustaining a multi-tiered Positive Behavioral Intervention and Support (PBIS) framework. Goal 2) Implement evidence-based programs that will result in an overall reduction of disruptive behavior, violence, bullying and improve academic performance. Goal 3) All Consortium schools will implement Positive Behavioral Interventions & Supports (PBIS) with fidelity using a trauma-informed care approach. Over five-years, the Consortium will build the necessary capacity to fully implement PBIS at nine rural school sites, directly impacting 3,711 students. Teachers, staff and administrators at all nine rural school sites will benefit from the project.

Lost Hills Union Elementary School District

The Lost Hills Union Elementary School District (LHUESD), in partnership with the Semitropic Elementary School District (SESD) and the Elk Hills Elementary School District (EHESD), propose the West Kern Consortium (WKC) for School Climate Transformation to serve 912, K-8 students at four school sites in rural, Kern County, CA. West Kern is an area of tremendous need demonstrated by high poverty and opioid abuse rates, dismal student and school climate outcomes, and a clear lack of resources to address those challenges. To help resolve these issues, this proposal addresses absolute priorities 1 and 2 (rural LEAs) and competitive preference priorities 1, 2, and 3 by developing or enhancing a Multi-Tiered System of Supports (MTSS) that addresses the following: improving school climate, protecting free speech and encouraging respectful interactions, fostering knowledge and promoting skills that prepare thoughtful and productive citizens, and developing a comprehensive plan to address opioid use and prevention. In this project and within MTSS, the WKC will develop or enhance a Positive Behavioral Interventions and Supports (PBIS) approach while simultaneously implementing and improving the supports within it.

Madera Unified School District

Madera Unified School District's (MUSD) proposed **S**ustaining **U**prgraded **C**ulture and **C**limate through an **E**nhanced **S**ystem of **S**upports (SUCCESS) Program will improve, expand, and enhance MUSD's MTSS framework and build capacity to implement all three PBIS tiers with fidelity across all 26 MUSD schools, with the ultimate goals of improving MUSD students' academic and behavioral outcomes as well as the climate and culture of MUSD schools. Each year, the program will serve approximately 21,000 MUSD students and an estimated 3,500 MUSD family and community members. In designing the SUCCESS Program, MUSD leaders and stakeholders were very intentional to develop strategies that build district- and school-level capacity to implement evidence-based practices within a multi-tiered behavior framework in order to fully *institutionalize* and *sustain* practices by the end of the five-year SCTG-LEA grant period and ensure the program's long-term impact.

Northern Humboldt Union High School District

Northern Humboldt Union High School District proposes a project to support and expand MTSS and PBIS efforts across five school districts serving 5,602 PreK-12 students. WR will provide the staffing, professional development and resources necessary to address the Academic, Social-emotional, and Behavioral needs of students. WR will build local capacity by investing in developing local trainers which increases the sustainability of promising practices and allows educators to receive high quality training without having to travel hundreds of miles each way. The WR approach will do the following: enhance local capacity, develop additional tools and approaches including strategies to integrate and align PBIS with other climate related initiatives, improve

coordination with other agencies in the county, further develop partnerships with community partners, improve data collection especially regarding fidelity of implementation, focus on the needs of high-need schools and pursue culturally responsive practices. It will also explicitly focus on improving integration of MTSS/PBIS with the state's emphasis on decreasing the number of chronically absent students. In doing so, WR will increase the overall number of schools implementing MTSS/PBIS with fidelity and integrating efforts to address the needs of the whole child, reduce the number of school disciplinary actions, and reduce chronic absenteeism.

San Diego County Office of Education

The San Diego County Office of Education (SDCOE), in partnership with 11 local districts, proposes a coordinated strategy to enhance, expand and sustain multi-tiered systems of support to improve school climate. SDCOE will provide leadership and overall project oversight, including the evaluation and ongoing implementation support. SDCOE supports nearly 780 schools and more than 500,000 students in 42 school districts and 124 charter schools. As a recognized leader in systems of support, student engagement, school safety, attendance, trauma-informed and restorative practices, SDCOE is suited for providing quality programming and customized support to the consortium partners identified in this proposal. Funding from the SCTG Project will be utilized for the planning, development, implementation, and evaluation of evidenced based practices, programs, activities and supports. The project will provide training, coaching, and resources to build capacity of school staff to develop a differentiated continuum of positive support for students that integrates and addresses behavioral, social, and emotional needs and expectations within a multi-tiered systems of support (MTSS) framework.

Sonoma Valley Unified School District

Sonoma Valley Unified School District (SVUSD), in partnership with 10 community-based organizations, 5 experienced educational consultants, and the California Department of Education (CDE), will launch *SAFE Sonoma Valley (Supportive, Achievement-based, and Flexible Environment)* through 5 years of US Department of Education School Climate Transformation Grant funding to implement a sustained, school-wide 3-tiered Multi-Tiered System of Support (MTSS) behavioral framework in 9 high-need Title I schools in Sonoma, California. The 9 targeted schools comprise all the non-charter schools in the district: 5 elementary schools, 2 middle schools, 1 high school, and 1 continuation high school. As part of SAFE Sonoma Valley, SVUSD will conduct the following activities: (1) provide training and consulting for 247 certificated staff and 248 classified staff on how to implement and sustain a 3-tiered MTSS, leading to the creation of a Single School Culture; (2) establish a Wellness/Family Resource Center (W/FRC) on all 9 campuses to provide wellness services and school engagement programming, in partnership with community-based providers, to support an improved school climate for 4,329 district students and 1,000 of their family members; (3) establish a continuous improvement framework for the implementation of MTSS; (4) obtain technical assistance to improve graduation rate, drop-out rates, English and math achievement, and least restrictive environment, especially among Hispanic/Latino students and students with disabilities, to improve Differentiated Assistance performance; (5) conduct Youth Mental Health First Aid (YMHFA) for 500 school staff and community members; and (6) conduct Trauma-Informed Care training and consulting for 100 school staff and all teachers.

Vaughn Next Century Learning Center

Vaughn Next Century Learning Center proposes to serve 3,241 students at five sites. The objectives for the project are: 1) Increase staff knowledge and capacity to establish an effective schoolwide positive behavioral system to reinforce positive behavior within the PBIS framework; 2) Improve the school climate, safety, and student experience for all students at Vaughn schools; and 3) Support students' social emotional growth and behavioral health needs through 1:1 and group services. The proposed outcomes are: 1) Increase scores on School Climate Assessment; 2) Decrease suspensions and office disciplinary referrals; and 3) Improve fidelity on PBIS tiers 1, 2, and 3 to reach 80%.

Visalia Unified School District

Visalia Unified School District (VUSD) objectives are to improve school climate by (a) Enhancing and expanding systems of support for, and technical assistance to 38 schools in our District through our existing Multi-Tiered Systems of Support (MTSS) program, which we began implementing in 2017, utilizing evidence-based models that are designed to foster safety; promote supportive academic, disciplinary, and physical environments; and/or encourage and maintain respectful, trusting, and caring relationships throughout the school community; (b) Improving the skills of District personnel to assist our schools' efforts to improve school climate through the development of new policies, professional development and coaching opportunities, implementation of program activities, and coordination with partners to provide services; (c) Improving the quality, accessibility, and usefulness of any relevant district-wide data collection and analysis related to data-based decision making in areas related to improved school climate; (d) Defining what it means to implement the multi-tiered system of support with fidelity and determining annually the extent to which the impacted schools are implementing such model with fidelity, by utilizing the Tier Fidelity Inventory (TFI) tool to review implementation; (e) Encouraging the use of evidence-based practices and reliable and valid tools and processes for evaluating the fidelity of efforts related to improved school climate; and (f) Coordinating District efforts with appropriate Federal, State, and local resources.

FLORIDA

Gadsden County School District

Gadsden County School District (GCSD), in partnership with the Panhandle Area Educational Consortium (PAEC) – a consortium of small and rural LEAs – will implement *Elevate Rural Florida*, an evidence-based climate transformation initiative, in 16 high-need schools (including 3 Charter schools) across six rural LEAs in Florida's Panhandle. Leveraging the consortia model, whereby small and rural LEAs are “better together,” GCSD will partner with Franklin, Jefferson, Liberty, Madison, and Taylor County School Districts to address Absolute Priority 1. *Elevate* will target schools serving 8,300 of the highest-need K-12 students in the state (i.e., economically disadvantaged, high-minority, and academically low-performing). Over the five-year project period, the project will provide evidence-based professional development, technical assistance, and job-embedded coaching to 700 instructional, leadership, and school mental health staff, impacting the lives of over 13,000 students and their families.

Pinellas County Schools

The goal of the proposed Pinellas County Schools (PCS) project, **Equity-Centered Capacity Building – Moving PCS from Theory to Practice**, is to reduce disparities in academic and disciplinary outcomes for students of color by enhancing and expanding systems of support for, and technical assistance to, schools implementing a multi-tiered system of support for improving school climate. PCS will utilize evidence-based efforts designed to foster safety; promote supportive academic, disciplinary, and physical environments; and encourage and maintain respectful, trusting, and caring relationships throughout the school community. At least 52 schools serving 51,992 students are target sites to be immediately impacted by the proposed project activities, which include extensive professional development for approximately 3,000 school leaders and staff.

Sarasota County Schools

Sarasota County Schools serves over 43,000 students and requires that each of its 40+ traditional schools develop a Positive Behavior and Intervention Supports (PBIS) Plan used within a Multi-Tiered System of Supports (MTSS). Unfortunately, these plans are not implemented with fidelity and a lack of uniform understanding of MTSS contributes to poor school climates. To address this need, Advancing Classroom Climates in Sarasota Schools (ACCISS) proposes a tiered approach to build the capacity of teachers through intensive, ongoing training and support. To build staff capacity to support positive school climates, ACCISS annually will train 120 key staff and teachers at 30 elementary, middle, high, and charter schools which educate approximately 24,000 students. This includes at least 60 key staff and teachers working with the most “at risk” students, including those at three schools targeted for Comprehensive Support and Improvement (CS&I) who will receive intensive support and training provided by trained experts in behavior management, prevention and interventions and the MTSS process. Training will be provided to an additional 60 key staff and teachers annually at the district's 22 elementary, middle and charter schools identified for Targeted Support and Improvement (TS&I) and five comprehensive high schools (four identified for TS&I).

School District of Manatee County

The School District of Manatee County, FL (SDMC) is proposing a districtwide, five-year initiative that will result in systemic change. To enhance and expand the implementation of a Multi-Tiered Behavioral Framework that will result in the improvement of school climate— impacting more than 41,000 students districtwide. By September 30, 2024: 100% of the SDMC’s traditional schools will have: a prescriptive solution for any area that might be deficient within the nine domains linked to positive and safe school climates, as determined by data from the EDSCLS and a research-based instrument (called the TASQ); have participated in professional learning relevant to implementing the revised MTSS Behavior Framework; will be utilizing an evidence-based universal Tier 1 SEL curriculum and targeted Tier 2 intervention curriculum; and will be conducting behavioral MTSS utilizing an implementation rubric to ensure adherence to best practices. By the end of the 5-year grant period, this effort will impact an estimated 1,643 teachers and over 41,000 students across all 50 traditional school sites.

School District of Palm Beach County

The School District of Palm Beach County, Florida proposes to implement *Project Connect* in three high schools, three middle, and three elementary schools in a feeder pattern. *Project Connect* will build capacity at both the school and system levels for implementing a sustained, school-wide multi-tiered framework of PBIS integrated with Social Emotional Learning (SEL) through training, modeling, and technical assistance and implementation of evidence-based initiatives. Project objectives include: 1) demonstrate improved SEL, attendance, behavior, and English Language Arts and mathematics proficiency rates; 2) increase their capacity to identify needs and provide assistance to students and staff to improve student behavior, engagement, school safety, and climate; and 3) demonstrate increased capacity to develop, enhance, and expand systems of support for and technical assistance to schools implementing PBIS integrated with SEL and coordinated with federal, state and local resources.

GEORGIA

Dougherty County School System

The project will serve 15,751 students in all DCSS schools (21): 14 elementary schools (grades k-5), 4 middle schools (grades 6-8), and 3 high schools (grades 9-12). SCTI objectives are as follows: Objective 1: Strengthen administrative capacity for implementing a sustainable district-wide multi-tiered behavioral framework; Objective 2: Strengthen essential components for implementing a multi-tiered behavioral framework; Objective 3: Increase school staff ability to implement a multi-tiered behavioral framework with fidelity through sustained, ongoing professional development and technical assistance, Objective 4: Improve student behavior through providing direct services that target Tier I, Tier II, and Tier III students. Objective 5: Improve school climate and, Objective 6: Increase academic performance.

ILLINOIS

Bensenville School District #2

Bensenville School District #2 (Northwest Illinois, Chicago suburban community school district) -- in partnership a consortium of 11 community partners --proposes a five-year ***BEST School Culture Transformation*** project for three low-income, Title I community schools in suburban Chicago; namely, Tioga Elementary School at 212 West Memorial Road, IL (PreK-5th grade) and W. A. Johnson Elementary School at 252 Ridgewood Avenue, IL (K-5th grade) and Blackhawk Middle School at 250 South Church Road IL (grades 6-8) within a predominantly Latino, working class community. The target population includes 2,233 students, 165 teachers, 125 non-instructional staff, and 4,466 parents over five years. BEST is a collaborative, evidence-based school culture transformation Multi-Tiered System of Support (MTSS) project. BEST's MTSS project has 6 *objectives* focused on: (1) developing and implementing a systemic culture of collaboration and evaluation among BEST's MTSS project partners; (2) teacher and non-instructional Bensenville staff acquiring and practicing the skills to implement the best MTSS project to increase student academic performance; (3) teacher and non-instructional Bensenville staff acquiring and practicing the skills to implement the best MTSS project to increase student positive behavioral supports to improve students' positive classroom and social and emotional behaviors; (4) Bensenville elementary and middle school students increasing their academic

performance and demonstrating positive behaviors; (5) improving Bensenville's parents' ability to support learning and positive behaviors; and (6) improving the Bensenville school climate and the district's three project schools.

Board of Education of the City of Chicago

Chicago Public Schools (CPS) proposes to launch **T**eams, **I**nterventions, **E**valuation and **R**esources for **S**upportive Schools (**TIERSS**), an effort to build the capacity of target schools and the district to implement the Multi-Tiered System of Support (MTSS), an evidence-based tool to build positive school climates by supporting the social and emotional needs of each student (Absolute Priority 1). CPS believes that all students deserve the opportunity to receive a high-quality education in a safe and supportive environment, but many schools need help implementing the MTSS, a need that is most pronounced in schools in qualified opportunity zones (Absolute Priority 3), in neighborhoods impacted by high rates of violence, drug crimes, and deaths, and any school where more students exhibit disruptive or violent behavior and absenteeism. The CPS Office of Social and Emotional Learning (OSEL)'s strategic effort will improve support for core components of the MTSS: school climate team leadership, SEL professional development and classroom interventions designed to reduce disruptive behavior (Competitive Preference Priority 1), help students build positive relationships and self-regulation skills (Competitive Preference Priority 2), and prevent and mitigate substance abuse, including opioid abuse (Competitive Preference Priority 3), as well as data and analysis strategy, and family and community engagement.

Board of Education of the City of Peoria

The Lights On Peoria project will focus on enhancing the current multi-tiered system of support (MTSS) for academic, social, emotional, and behavioral needs, and systems additions for schoolwide and targeted groups. The project region includes over 800 students living in Opportunity Zones. The expected number to be served directly is approximately 400 students by year five in targeted methods at the two combined high schools.

Matteson School District 162

The Matteson School District 162 (MD162) and the Southland College Prep Charter High School (SCPCHS) have entered into a consortium agreement to improve school climate at five school buildings in Cook County, Illinois. The program will result in an improved school climate at all five buildings which will benefit 2,153 students, the creation of grade level teams for all five buildings, a series of drug prevention classes serving 446 students, and the expansion of Crisis Intervention Teams which will serve approximately 200 high need students. Additionally, 184 teachers will be provided with the professional development needed for a positive school climate. Activities to reach these objectives are multi-tiered and grounded by evidence-based practices. The main pillar of the SCTG program is to enhance existing Response To Intervention (RTI) grade level teams to include social-emotional and behavioral supports.

INDIANA

South Bend Community School Corporation

South Bend Community School Corporation proposes to serve 7,225 students in grades K–12, will implement **CARE: Climate...Achievement...Resilience...Equity!**, a School Climate Transformation Grant program that will improve implementation of Culturally Responsive Positive Behavioral Interventions and Supports and introduce evidence-based practices that enhance the multi-tiered system of support with social and emotional learning, crisis intervention, outdoor education life skills development, restorative practices, therapeutic counseling, equine therapy, opioid, drug and alcohol abuse prevention services, SBIRT procedures and professional development.

KANSAS

Chaparral Schools USD 361

Chaparral Schools USD 361 has designed a comprehensive School Climate Transformation project, **BUILDING LEADERS. BUILDING LEARNERS** was designed to be fully sustainable, maximizing the efficiency of mental health staff and providing the real-time data necessary to move from “Reactive Intervention” to “Proactive Prevention”. Promising strategies will include: 1) Hire one full-time School Mental Health Counselor; one full-time Social Worker; and one full-time Behavioral Specialist; 2) Integration of Universal Screening through the BASC-3); 3) PD and regular professional collaboration opportunities for counseling professionals and classroom teachers; 4) Promoting family participation in mental health services to improve student outcomes; 5) Prevention services, including evidence-based *PAX Good Behavior* and research-based *Capturing Kids’ Hearts*, as well as extensive enrichment programming offered for high- need youth. After-school activities will also be developed, for use at 21st CCLC sites. Programming will be included during and after school through a partnership with 21st CCLC services; 6) All Chaparral teachers trained to be “early identifiers”. 21st CCLC staff will also complete this training, creating a seamless transition from school to after-school; and 7) Hire full-time Character Specialist to develop Growth Mindset curriculum aligned to Resiliency Strategies promoted by American Psychological Association (APA) for full inclusion in all Chaparral campuses.

KENTUCKY

Berea Independent School District

Berea Independent School Climate Transformation (SCT) will provide planned, ongoing and systematic professional development, technical assistance and resources for program implementation to school and community partners to increase the health and safety for all students. SCT will align professional development and technical assistance with existing initiatives including, but not limited to, secondary school reform, coordinated approach to school health, early childhood education, and school improvement. SCT will serve 1,207 students and their families and will provide comprehensive services at three school sites.

LOUISIANA

Voices for International Business and Education

The proposed project will impact approximately 550 students at one urban charter high school in New Orleans, Louisiana, their teachers, and families. The main activities of the project include implementation of Capturing Kids’ Hearts, an evidence-based behavior and social skills framework and curriculum; Link Crew, a freshmen transition program; new teacher support; data system professional development; trauma-informed prevention programming presented by the Institute of Women and Ethnic Studies; and parent engagement and education.

MICHIGAN

Akron-Fairgrove School District

Akron-Fairgrove School District (in partnership with Caro Schools and Caseville Schools) will consist of three (3) district partners. The proposed project will serve a total of 2,240 rural students in K-12 public schools. The proposed outcomes include improving safety; promoting supportive academic, disciplinary, and physical environments; and maintaining respectful, trusting, and caring relationships.

Lansing School District

Lansing School District (LSD) will serve 10,652 students, grades K–12) proposes ***STAR: School Transformation Accelerates Results***, a School Climate Transformation Grant program that will improve implementation of Culturally Responsive Positive Behavioral Interventions and Supports and introduce evidence-based practices that enhance the multi-tiered system of support with social and emotional learning (Michigan Model for Health curriculum), crisis intervention, outdoor education life skills development, restorative practices, therapeutic counseling, equine therapy, opioid, drug and alcohol abuse prevention services, SBIRT procedures and professional development.

MISSISSIPPI

Starkville Oktibbeha Consolidated School District

The Starkville Partnership to Address Climate and Engagement (safeSPACE) project aims to address school climate and engagement in grades 6-9 in the Starkville Oktibbeha County School District. The safeSPACE continuous improvement approach will provide targeted technical assistance and support to school leaders and teachers to improve the implementation of a multi-tiered system of support and Positive Behavior Intervention Systems that were launched in the 2017-2018 school year. The project will provide services to students and teachers to promote a supportive academic, disciplinary, and physical environment in Armstrong and Partnership Middle Schools in the Starkville Oktibbeha County School District.

NEBRASKA

Bellevue Public School

The Bellevue Public School Climate Project's goal is to fully implement, with fidelity, the Positive Behavior and Intervention Supports (PBIS) framework to improve social-emotional and behavioral outcomes for all students. Per this goal, the district proposes to address three specific objectives: 1) Implement district-wide PBIS tiered curricular supports for social and behavioral skills with students to improve behavior and improve school climate; 2) Provide professional development for educators to enhance pedagogy in order to effectively teach social skills and manage problem behavior; and 3) Provide comprehensive supports for students and families which promote school and family success. The proposed project outcomes include improve students' abilities to manage their behavior and develop positive relationships; increase activities to support PBIS Tiered Frameworks, increase teacher capacity by providing to teach social/behavior management skills in the classroom to improve behavior and develop positive relationships; provide students understanding of risks associated with drug/Rx/opioid use; and provide parental supports through various parent training programs. BPS School Climate Project will serve all 9,825 student Birth to Age 21 in our school district as well as their families. The project will be implemented in all twenty school buildings (15 Elem; 3 Middle; 2 High schools).

Educational Service Unit 5 (ESU 5)

Educational Service Unit 5 (ESU 5) primary focus is to improve the school climate by using evidence-based efforts that are designed to foster safety; promote supportive academic, disciplinary, and physical environments, and/or encourage and maintain respectful, trusting, and caring relationships throughout the school community. The purpose of the ESU 5 School Climate Transformation Grant Project (ESU 5 SCTG Project) is to increase teacher proficiency with behavior and social/emotional learning while reducing student internalizing and externalizing behaviors, depression, and suicide risk through a Multi-Tiered System of Support and layered interventions. The proposed project outcomes are: 1). Increase the number and percentage of schools that report an improved school climate; 2). Increase the number and percentage of schools that report decreases in office discipline referrals; 3). Increase the number and percentage of schools that report decreases in suspensions and expulsions for drug or alcohol use; 4). Increase the number and percentage of schools that report decreases in suicide evaluations; and 5). Increase the number and percentage of schools implementing PBIS with fidelity. It is anticipated that the proposed project will impact 27 elementary and secondary schools, 685 teachers, 5,667 students, and over 100 paraprofessionals across three rural counties (Gage, Jefferson, and Thayer).

Niobrara Public Schools

Niobrara Public Schools for Positive Behaviors (NPB) will implement school-wide MTSS mental health and academic supports that begins with MTSS/PBIS over five years. The project will serve 230 students at one site. The MTSS/PBIS program will provide curriculum and support for all students to increase emotional resiliency and reduce negative behaviors (i.e. bullying) to improve school culture and academic support. It will combine schoolwide PBIS with targeted interventions for identified students (either individually or in small groups), trauma informed training and care, social and emotional learning supports and Universal Design academic MTSS.

UmoN HoN Nation Public Schools

UmoN HoN Nation Public Schools for Positive Behaviors (UHNPB) will implement school wide MTSS mental health and academic supports that begins with MTSS/PBIS over five years. The project will serve 420 students. The MTSS/PBIS program will provide curriculum and support for all students to increase emotional resiliency and reduce negative behaviors (i.e. bullying) to improve school culture and academic support. It will combine schoolwide PBIS with targeted interventions for identified students (either individually or in small groups), trauma informed training and care, social and emotional learning supports and Universal Design academic MTSS.

Scottsbluff Public School District

Scottsbluff Public School (SBPS) District's School Climate Transformation Grant is designed to strengthen the District's ongoing implementation of its MTSS and create for all of its students a safe and supportive school climate. The project will serve 3,498 students and 117 teachers, at eight school sites. The project is guided by the seven objectives: 1.) To increase from 12 (baseline) to 18 the number of training and/or technical assistance events to support implementation with fidelity by SBPS to schools implementing a multi-tiered system of support. 2.) To increase the number and percentage of SBPS schools annually that report an improved school climate based on the results of the EDSCLS. 3.) To increase the number and percentage of SBPS schools annually that are implementing the MTSS framework with fidelity as measured by MTSS self-assessment tool developed by the Nebraska Department of Education. 4.) To increase from zero (baseline) the number and percentage of schools annually that are implementing opioid prevention and mitigation strategies. 5.) To increase the number and percentage of SBPS schools that report an annual decrease in suspensions and expulsions related to possession or use of alcohol. 6.) To increase the number and percentage of SBPS schools that report an annual decrease in suspensions and expulsions related to possession or use of drugs, and 7.) To implement trauma-informed practices within 100% of the District's Pk-12 classrooms by 9/30/2024.

Winnebago Public Schools

Winnebago Public Schools for Positive Behaviors (WINPB) proposes to implement school-wide MTSS mental health and academic supports that begins with MTSS/PBIS over five years. This MTSS/PBIS program will provide curriculum and support for all students to increase emotional resiliency and reduce negative behaviors (i.e. bullying) to improve school culture and academic support. It will combine schoolwide PBIS with targeted interventions for identified students (either individually or in small groups), trauma informed training and care, social and emotional learning supports and Universal Design academic MTSS. Winnebago Public Schools serves a 98% Native American student population.

NEW JERSEY

Clifton Public Schools

The proposed School Climate Transformation Project, led by Clifton Public Schools in Clifton, New Jersey (Passaic County), will replicate and expand upon the district's successful Positive Behavioral Interventions and Supports (PBIS) implementation at Christopher Columbus Middle School. PBIS is currently being implemented at three other schools in the district: School #17 (an elementary school), Woodrow Wilson Middle School, and Clifton High School. PBIS is an evidence-based system aimed at maximizing the selection and use of prevention and intervention practices that support the academic, social, emotional, and behavioral competence of K-12 students. Key project objectives include reducing harassment, intimidation, and bullying incidents by at least 3% annually; reducing chronic absenteeism by at least 1% annually; increasing academic achievement in English Language Arts and Math; and implementing Universal Tier interventions with fidelity. Anticipated project outcomes include improving school climate; increasing instructional time for all students; decreasing referrals and out-of-school suspensions; and creating predictable and positive school environments.

Delsea Regional School District

The program will focus on improving school climate, including the need for respectful interaction and skill development for citizenship as three crucial elements of that work. Each district also provides support opioid abuse and prevention. The project will serve 2,930 students in eight schools (elementary and middle schools in each of the four districts). The proposed project outcomes are: 1) Reduce and eliminate disproportionality by demographic group in discipline actions; 2) Create an equitable climate that meets student needs; 3) Engage Stakeholders, build ownership, build capacity, ensure fidelity of implementation; 4) Improve cultural development and competence of faculty and staff ; and 5) Increase student skills and knowledge.

Passaic Public Schools

Passaic Public Schools proposes implementing the BEST Passaic (Building Effective Support Teams) Program, a cohesive and aligned program to support a transformation in climate and culture across the 17 schools serving 12209 Passaic students. Over five years, the project seeks to implement a multi-tiered system of support across the Passaic Public Schools. As a result of this work, curriculum will be supported through research-based social-emotional programs, communication paradigms with support positive interactions between students and staff, data will be collected and reviewed to support feedback and ongoing program implementation. Expected results include lowering the number of suspensions, a reduction in bullying behaviors, reduced drug and alcohol incidents, reduced incidents of violence, increased high school graduation, and increased students applying to colleges.

Teaneck Public Schools

Teaneck Public Schools will serve a total of seven sites, which consists of 3800 students being served through the project. The six project goals with their objectives and outcomes are: **Goal 1.** Improving School Climate through a Multi-tiered PBIS Model implemented using professional development (PD) and on-site expert technical support. Outcomes include improving safety; promoting supportive academic, disciplinary, and physical environments; and maintaining respectful, trusting, and caring relationships. **Goal 2.** Improving District/School Staff's Skills toward Improving School Climate through PD and technical assistance—including the skills of administrators (e.g., in PBIS strategic planning and coaching), teachers/instructional staff (e.g., in classroom management, and trauma-sensitive/social skills instruction); related services personnel (e.g., in Screening, Brief Intervention, and Referral to Treatment and Cognitive- Behavioral Therapy approaches); and students (e.g., in the social, emotional, and behavioral self- management skills that will help them be respectful, productive, drug-free, and prepared school and life citizens) through PD and coaching. **Goal 3.** Improving District/School PBIS/MTSS/GPRA Data Collection, Management, Analysis, and Use through a needs assessment and gap analysis approach. **Goal 4.** Implementing an Effective MTSS process that is evaluated using a nationally developed rubric that evaluates both the depth and fidelity of staff and school execution. **Goal 5.** Using Evidence-based Practices and Evaluating Implementation Fidelity across all multi-tiered facets of the PBIS components and the MTSS process, including Tier II and III services, supports, and interventions. **Goal 6.** Coordinating District/School Efforts with Federal, State, and Local Resources through research, outreach, integration, and collaboration.

NEW YORK

Attica Central School District

Attica Central School District (Attica CSD) is implementing the **Students As Invested Learners for Better Climate—or SAIL for Better Climate—**project. This project will develop, enhance, and expand systems of support for, and technical assistance to, schools implementing a multi-tiered system of support for improving school climate. The target population includes approximately 1,250 students in grades PreK-12 and approximately 233 district staff members (including 129 teachers, 9 administrators, 4 counselors, 1 social worker) for a total of 1,483 participants. The key project objectives include: (1) Implementing an expanded multi-tiered system of support in all Attica CSD schools that is trauma-sensitive, culturally competent, and evidence based; increases student engagement; provides out-of-school- time supports and activities; and takes a Whole School, Whole Community, Whole Child approach. (2) Providing training and technical assistance to all schools for implementation of the multi-tiered system of support (MTSS). (3) Collaborating with community partners to implement opioid abuse prevention and mitigation strategies. The project outcomes include but are not limited to: 100% of schools implementing the MTSS; increases in staff knowledge of training topics and procedures for implementing the MTSS and district policies; improved school climate as measured by the ED School Climate Survey Tool (EDSCLS); decreases in suspensions and expulsions related to alcohol and other drug use; and increases in student and school wellness.

Hyde Leadership Charter School

Hyde Leadership Charter School- Brooklyn will launch ***Supporting, Positive, Aspirational, and Responsible Kids (SPARK)*** to serve high-need students as seen by the fact that 91% of all students are from low- income families and many live in poverty. Hyde Leadership Charter School's ***SPARK Project*** will serve approximately of 400 students each year with its school-wide focus. The four Project Objectives address the greatest needs of the School for school climate transformation: Objective 1: Staff at the HLCS-BKLYN will increase knowledge and skills by 25% over five years to support implementation of evidence-based programs with fidelity for the multi-tiered system of support - GPRA (a); Objective 2: By the end of year 5, Chronic Absenteeism will decrease by 15% - GPRA (b) Improve School Climate; Objective 3: By the end of year 5, the number of suspensions and expulsions (including those related to possession or use of alcohol or drugs) will decrease by 50% - GPRA (c); and Objective 4: By the end of year 5, the Hyde Leadership Charter School-Brooklyn will be implementing the *SPARK* multi-tiered system of support with fidelity. It is the Project's overarching goal to develop a sustainable, systemic, school-wide approach that will demonstrably improve behavioral and academic success while equipping students with the skills, knowledge and tools they need for a lifetime of success.

John V. Lindsay Wildcat Academy Charter School

The NYC Charter School SCTG Consortium seeks the School Climate Transformation Grant (SCTG) to implement a high-quality program designed to develop, enhance and expand systems of support and technical assistance for Consortium schools implementing Positive Behavior Interventions and Supports (PBIS), a multi-tiered behavioral framework. Consortium schools are located in New York City in Manhattan, Queens, Bronx and Brooklyn with 5,462 students in grades K through 12, and the John V. Lindsay Wildcat Academy Charter School will serve as the lead LEA for the consortium. Our strategy will use evidence-based efforts that are designed to foster safety; promote supportive academic, disciplinary, and physical environments; and encourage respectful, trusting, and caring relationships throughout the school community.

Newark Central School District SD

Newark CSD as the lead LEA is applying on behalf of a three-district consortium of high needs rural school districts that includes Red Creek and Williamson Central School Districts. The Wayne County consortium will serve students and families living in the Finger Lakes region of Upstate, NY. The program will serve over 3,935 students in 12 schools spread over 400 square miles, including East Palmyra Christian School, a private school located within our LEA's catchment area. The program will use Culturally-Responsive, Trauma-Informed Community Schools approaches to install practices that are evidence and research based, as well as strong leadership that focuses on data, systems and practices to transform the climate in our schools and communities.

Roscoe Central School District

Roscoe Central School District (applicant and fiscal agent) and four partner rural school districts (Downsville CSD; Fallsburg CSD; Liberty CSD; Livingston Manor CSD – total of nine [9] rural schools serving 3,924 students, grades K – 12) propose ***RISE: Rigorous Interventions Support Excellence***, a School Climate Transformation Grant program that will improve consortium school implementation of Positive Behavioral Interventions and Supports and introduce evidence-based practices that enhance the multi-tiered system of support with social and emotional learning, crisis intervention, outdoor education life skills development, restorative practices, therapeutic counseling, equine therapy, opioid, drug and alcohol abuse prevention services, SBIRT procedures and professional development. Implementation of the project will serve five eligible, rural local education agencies serving nine schools.

Syracuse City School District

Syracuse City School District (SCSD) will provide comprehensive educational and socio-emotional programming to 21,346 preK-12th grade students in 33 schools and numerous alternative and pre-K sites. The SCSD is committed to dramatically improving student achievement for all of its pupils— particularly those who are disadvantaged—through innovative solutions to systemic challenges. The District’s framework for learning is grounded in the principles of progressive education, with a fundamental commitment to diversity, inclusiveness, equity and culturally responsive and restorative practices guiding the SCSD’s programs, activities and decisions. Funded activities will include delivery of hands-on, embedded PD on such topics as developing cultural competence, establishing supportive relationships, designing respectful and engaging learning environments, implementing restorative approaches, providing socio-emotional supports and interventions, engaging parents, using data for decision making, and ensuring school safety. The project will also focus on the collection and analysis of qualitative and quantitative project and school climate data for refining and enhancing the District’s MTSS through data-driven decision making, establishment of school-based family resource and service centers, and replication of model practices and strategies in other schools and programs throughout the SCSD.

NORTH CAROLINA

Iredelle-Statesville Schools

Through ***INSPIRE: Interventions to Nurture Students and Provide Individualized Responsive Environments***, Iredell-Statesville Schools will serve 10,844 students in our highest need feeder patterns comprised of 21 schools in Iredell County, North Carolina. The project will provide students with the supports they need to overcome trauma while increasing our school climate through an innovative approach to improving behavioral outcomes for our highest risk students by reshaping our schools’ culture, staff, and systems through implementation of a trauma-informed systems approach paired with a trauma-specific interventional treatment approach using our existing multi-tiered system of supports framework (TI-MTSS). Beginning in 2019, all school personnel will be trained in Mental Health First Aid which includes a new component to address opioid abuse.

Union County Board of Education

Union County Public Schools’ proposed project, LEGEND (**L**earner Engagement and **I**nterventions **D**riving Student Success) will develop, enhance, and expand systems of support and technical assistance for our MTSS framework to improve school climate in 11 target schools. Proposed outcomes include implementation of MTSS with fidelity across all three tiers leading to improved school climate and increased student engagement; academic achievement gains; reductions in the number of behavioral referrals; and decreased incidence of substance abuse, mental health issues, suicide ideation, and acts of violence within our 11 target schools. We also anticipate reduction of subgroup disparities in key academic and behavioral indicators.

Surry County Schools

Surry County Schools, NC created *CARE: Climate and Relationships that Encourage* to address identified gaps in services and infrastructure by building our local capacity to meet the needs of students at our 19 K-12 target schools. Serving 7,500 students, our district qualifies under the U.S. ED's Rural and Low-Income School program. Key activities and objective areas include the following: (1) Improving school climate for rural, high-need K-12 schools through the implementation of MTSS using evidence-based practices to enhance systems of support; (2) Providing educator development and technical assistance to schools that empower the high-quality implementation of MTSS with fidelity; (3) Developing student skills as informed, thoughtful, and productive individuals, leaders of self, and citizens; and (4) Designing a high-quality approach that leads to the prevention of opioid abuse by students and support for students impacted by family addiction.

Montgomery County Schools

Located in a rural, high poverty region in NC, Montgomery County Schools (Fiscal Agent) and Stanly County Schools have seen the impact of poverty and adverse childhood events on students. Concerned about rising rates of discipline incidents, mental health referrals, truancy, and bullying, our School Climate Consortium designed *RESTORE: Resiliency through Evidence-based multi-tiered systems of Support and Trauma-informed care* to implement an evidence-based MTSS for 3,492 K-12 students across two districts in 10 high-need schools with an average 68.8% FRPL rate and diverse population (32% African American and 21% Hispanic). Project objectives and activities include: (1) Implement an evidence-based MTSS model targeting behavior, social-emotional learning, and academics to improve school climate and safety; (2) Expand access to school-based and community mental health and substance abuse services, as well as social-emotional supports; (3) Enhance linkages between school-based mental health services and community mental health systems to provide access to counseling and support services for students and families; (4) Offer integrated mental health and substance abuse services to improve health outcomes for students and families, including opioid abuse prevention and mitigation strategies; (5) Deliver social-emotional and behavioral supports to improve student success; (6) Promote a safer and improved school and community environment; (7) Provide cohesive SEL and character education programs and interventions to improve academic achievement and prepare students for responsible citizenship; (8) Provide high-quality professional development for school staff, partners, and parents related to MTSS interventions designed to improve behavioral, social-emotional, and academic outcomes and help students cope with traumatic events; and (9) Improve family and community engagement in student learning, well-being, and support services.

NORTH DAKOTA

Dickinson School District

The proposed project will positively impact over 3,800 students and their families, as well as the entire school community in eight buildings. The main activities of the project include implementing Marzano's High Reliability Schools, Solution Tree's RTI At Work model of a multi-tiered system of supports, and appointing a School Climate Community Liaison, who will facilitate dialogue between the schools and the community, solicit input into the project, and provide information about programming being offered. These activities will help to develop a positive learning environment and promote relationships between students and school personnel. The district will also deliver opioid awareness education.

OHIO

Logan-Hocking Local School District

Logan-Hocking Local School District (Logan-Hocking) proposes to serve 3,786 students in seven school buildings in this rural school district located in southeastern Ohio. The project goal is to utilize the national dropout prevention center trauma-skilled school's model to redesign educational systems, creating a comprehensive and integrated MTSS, including K-12 opioid prevention/mitigation, which ensures equitable access to positive learning. The project objectives are: Objective 1: Develop and implement an integrated and comprehensive MTSS plan, including K-12 opioid prevention/mitigation; Objective 2: Expand partnerships to create a sustainable MTSS system providing equitable access to comprehensive systems of learning support, with an emphasis on improving outcomes for traditionally underrepresented groups so they will increase academic success; and students in poverty or who have disabilities; and Objective 3: Build Strong and Health Youth Leaders to Model Healthy Relationship Building and Responsible Citizenship for Peers.

Steubenville City Schools

Steubenville City Schools will launch *Supporting, Positive, Responsive Outcomes (SPROUT)*, which will target four schools, all of which are high-need schools as evidenced by the fact that all target schools have poverty rates in excess of 50%. Steubenville's *SPROUT Project* will serve approximately 2,213 students each year with its school-wide focus in all four target schools: Pugliese West Elementary, East Garfield Elementary, Harding Middle School and Steubenville High School. The school community will learn strategies and implement initiatives to transform the school climate to foster safety, promote academic success, reduce disciplinary issues, and model and encourage students to be respectful, trusting, and establish caring relationships throughout the school community. In addition, preparing students for future success is a high priority and another primary focus for creating school climate change. It is the Project's overarching goal to develop a sustainable, systemic, district-wide approach that will demonstrably improve our students' behavioral and academic success while equipping them with the skills, knowledge and tools they need for a lifetime of success.

OKLAHOMA

Grand View School

The Grand View Do Your Best project represents the efforts of a rural LEA and community partners. The project demonstrates a rationale for a program that fosters a safe and supportive academic, disciplinary, and physical environment. A comprehensive program like the School Climate Transformation program can coordinate all existing programs. We have worked with community partners to initiate a student and community reform project called Do Your Best that will put our students on track for success through support, enrichment, and life skills training. The plan will use data-based decisions to implement a program that encourages respectful, trusting, and caring relationships for all students with other students, faculty, staff, and community members. The district will use the ED School Climate Survey for needs identification and program decision-making. The program will comprise of intensive training for all school staff to build capacity in implementing evidence-based efforts to improve all aspects of the learning process for all 578 students.

Tahlequah Public Schools

Tahlequah Public Schools is located in Tahlequah, Oklahoma, the Capital of the Cherokee Nation. In response to increasingly prevalent problems related to violence, district personnel and partners developed a comprehensive program aimed at Removing Obstacles and Achieving Results (ROAR). The ROAR program is based on the recommendations and research of the Safe Schools December 2018 report, and will result in a continuum of services for each student. This continuum will include interventions preventing negative behavior, interventions targeting at-risk students and students who have problems related to Adverse Childhood Experiences, and collaboration with a local mental health agency. This project is aimed to positively affect all 3,500 students in grades K-12th grade. All components of the School Climate Transformation Program are based on the needs of the students served by the district. The ROAR project is designed to provide training, technical assistance, personnel, and capacity in Tahlequah's effort to foster safety; promote a supportive academic, disciplinary, and physical environment; and encourage and maintain respectful, trusting, and caring relationships throughout the school community.

Talihina School District

The Talihina Public School-Heavener Public School Consortium will serve approximately 1511 students at two sites. The six project goals with their objectives and outcomes are: Goal 1. Improving School Climate through a Multi-tiered PBIS Model implemented using professional development) and on-site expert technical support. Outcomes include improving safety; promoting supportive academic, disciplinary, and physical environments; and maintaining respectful, trusting, and caring relationships. Goal 2. Improving District/School Staff's Skills toward Improving School Climate through PD and technical assistance-including the skills of administrators (e.g., in PBIS strategic planning and coaching), teachers/instructional staff (e.g., in classroom management, and trauma-sensitive/social skills instruction); related services personnel (e.g., in Screening, Brief intervention, and Referral to Treatment and Cognitive-Behavioral Therapy approaches); and students (e.g., in the social, emotional, and behavioral self-management skills that will help them be respectful, productive, drug-free, and prepared school and life citizens) through PD and coaching. Goal 3. Improving District/School PBIS/MTSS/GPRA Data Collection, Management, Analysis, and Use through a needs assessment and gap analysis approach. Goal 4. Implementing an Effective MTSS process that is evaluated using a nationally developed rubric that evaluates both the depth and fidelity of staff and school execution. Goal 5. Using Evidence-based Practices and Evaluating Implementation Fidelity across all multi-tiered facets of the PBIS components and the MTSS process, including Tier II and III services, supports, and interventions. Goal 6. Coordinating District/School Efforts with Federal, State, and Local Resources through research, outreach, integration, and collaboration.

OREGON

David Douglas School District

Students and staff will experience increased overall well-being in our schools for a healthy learning environment. This project seeks to achieve this vision through the following objectives: 1) Reach fidelity district-wide with Positive Behavior Intervention Supports; 2) Decrease the use of disciplinary measures, when appropriate, that lead to In-School and Out-of-School Suspensions; 3) Decrease incidents of students exhibiting disruptive behavior that result in In-School and Out-of-School Suspensions by 5% overall and 10% among subgroups, specifically students with disabilities and students of color; and 4) Increase positive relationships between students and teachers. The Project will serve approximately 10,596 students and 975 educators (teachers, classified staff and administration) of the David Douglas School District PK-12. The Project will serve 17 sites, including 9 elementary schools, 3 middle schools, one (1) high school that also has an alternative campus separate from that building (1), a central office (1), a site for specialized staff (1), and a site housing classified staff such as Transportation (1).

PENNSYLVANIA

Norristown Area School District

Norristown Area School District (NASD) project will serve 7,491 students in all 12 of the district's schools. The project's objectives are as follows: Objective 1): Build administrative capacity for implementing a sustained district-wide multitiered behavioral framework; Objective 2): Develop essential components for implementing a multi-tiered behavioral framework; Objective 3): Increase school staff ability to implement a multi-tiered behavioral framework with fidelity through sustained, ongoing professional development; Objective 4): Improve student behavior through providing direct services that target Tier I, Tier II, and Tier III students; Objective 5): Improve school climate; and Objective 6): Increase academic performance.

TEXAS

Alice Independent School District

Alice Independent School District (AISD) proposes a School Climate program entitled **Project BUILD³** (*Building Universal Interventions for Learning through Data-Driven- Design*). **Project BUILD³** will implement a strategic, evidence-based multi-tiered system of support (MTSS) framework that creates a responsive school-wide climate that improves behavior and academic success for all students to succeed. The program goal is to develop a systemic multi-tiered system of support that forms a school climate where **ALL** students improve socially, emotionally and academically to overall become productive, civil citizens.

Grand Prairie Independent School District

Grand Prairie Independent School District (GPISD), proposes a School Climate program entitled **Project STEP-UP** (*Safety Transpiring thru Educational and Promotional – Universal Programs*). **Project STEP-UP** will implement a strategic, comprehensive proven evidence-based multi-tiered system of support MTSS framework entitled **MRP – Mentally – Responsive – Positive** behavior for **ALL** students to succeed.

Seguin Independent School District

Seguin Independent School District proposes a School Climate Transformation Grant Project that will: **1)** Integrate PBIS, a multi-tiered behavioral system, to fidelity throughout the district; **2)** Integrate Restorative Practices, an evidence-based model for positive discipline, to fidelity throughout the district; **3)** Implement LiNK and Positive Action universally to K-8th grades; **4)** Implement Positive Action for Selected students in 7th-11th grades; **5)** Implement Reconnecting Youth, CAST and SBIRT for students in the 7th to 12th grades who have begun drug use or who are at high-risk; **6)** Provide every SISD staff member YMHFA Training; **7)** Provide mental health counseling through the local mental health authority; and **8)** Provide on-going evaluation of each activity for effective monitoring, on-going improvement, and reporting. The project will serve 7,446 Students and 700 School Staff members at 11 campuses.

Vanguard Academy Charter School

Vanguard Academy Charter School (VACS), proposes a School Climate program entitled **Project AIMS2** (ART and Innovation thru Modeling Systems of Support). **Project AIMS2** will implement a strategic, comprehensive proven evidence-based multi-tiered system of support (MTSS) Model entitled: **MRP – Mentally – Responsive – Positive** behavior for **ALL** students. The project will serve over 358 staff members of which 233 are instructional educators that serve approximately 3,283 students.

Waxahachie Faith Family Academy Charter Schools

Faith Family Academy Charter Schools (FFA), a rapidly growing, non-sectarian charter school district located in Dallas, TX, serves some of the highest concentrations of economically- disadvantaged, at-risk, and English-learning students in the state of Texas. The project will serve 2,538 PreK-12 students at two campuses. FFA will implement a Multi-Tiered System of Support that will: 1) improve school climate, strengthen student connectedness and school pride, and increase student attendance; 2), reduce disruptive behavior and unnecessary discipline referrals, decrease tardiness and truancy, and enhance school safety; and 3) increase student cognitive and prosocial skills, academic engagement, and achievement.

UTAH

Sevier School District

Sevier School District (SSD) serves the small city of Richfield and surrounding isolated, rural communities (including home to the Fremont Indians) that have limited resources to help children in need, many of which come from poor families struggling with intergenerational poverty and hardship. SSD serves 4,538 students in 12 schools over a very large geographic area (covering over 2,000 square miles). The SSD School Climate Transformation Project will establish a continuum of positive supports, instruction, and interventions in all SSD schools following the Positive Behavioral Interventions & Supports (PBIS) model. The project will be integrated into and operate out of Student Services Department. A district-level team and school-based PBIS teams will be established comprised of diverse, key representatives. Training and technical assistance will be provided to all personnel to equip the schools to play a large role in helping prevent, detect, and address student social, emotional, behavioral, and educational problems as well as to facilitate systemic reform as the new school climate strategies are integrated into the schools and district.

WASHINGTON

Educational Service Center 105

The Yakima Consortia consists of 6 small rural and low-income designated LEA's, 1 Tribal School funded by the Bureau of Indian Affairs (BIA) and an Educational Service District, designated as a LEA all located in the Yakima Valley and on the Yakama Indian Reservation in eastern Washington State. Schools serve a large number of Hispanic and Native American students in high poverty diverse communities. The Consortia's goal is to improve our schools' climate by enhancing MTSS/PBIS in 6 schools and implementing PBIS in 6 new schools. We propose to achieve this by supporting all schools with Training, Coaching, Technical Assistance and Evaluation in implementing PBIS and evidence-based prevention curricula with fidelity.

Seattle Public Schools

Seattle Public Schools (SPS) seeks to create an educational community where all students can access opportunity free of institutional bias, and ensure that schools, communities, and families work collaboratively to meet student needs. The project will serve approximately 4,904 students at eight schools. Through the School Climate Transformation Grant, Seattle Public Schools (in partnership with Sound Supports and the University of Washington School Mental Health Assessment, Research and Training (SMART) Center) will enrich district capacity to implement universal supports and meet the needs of students who require intensive intervention. This project seeks to achieve this vision through the following objectives: 1) development of eight school demonstrations sites where an Interconnected System Framework (ISF)¹ is implemented, 2) develop district capacity to deliver Tier II and III practices; 3) and increase district fidelity of universal Positive Behavior Intervention Supports and Social Emotional Learning. This School Climate Transformation proposal will substantially and positively impact SPS students and families and has the potential to inform and shape regional transformation activities.