

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Application for New Grants Under the Elementary and Secondary School Counseling Program

CFDA # 84.215E

PR/Award # S215E140529

Grants.gov Tracking#: GRANT11638584

OMB No. 1894-0006, Expiration Date: 11/30/2014

Closing Date: Apr 28, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

* 3. Date Received: <input type="text" value="04/28/2014"/>	4. Applicant Identifier: <input type="text"/>
----------------------------------------------------------------	--------------------------------------------------

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--------------------------------------------------------	-------------------------------------------------------

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
-------------------------------------------------	-------------------------------------------------------

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Fayette County Public Schools"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="61-6001059"/>	* c. Organizational DUNS: <input type="text" value="0796768540000"/>

d. Address:

* Street1: <input type="text" value="1126 Russell Cave Road"/>
Street2: <input type="text"/>
* City: <input type="text" value="Lexington"/>
County/Parish: <input type="text" value="Fayette"/>
* State: <input type="text" value="KY: Kentucky"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="40505-3412"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Susan"/>
Middle Name: <input type="text" value="Decker"/>	
* Last Name: <input type="text" value="Davis"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Coordinator of Grant Writing"/>	

Organizational Affiliation: <input type="text" value="Fayette County Public Schools"/>

* Telephone Number: <input type="text" value="859.381.4228"/>	Fax Number: <input type="text" value="859.381.4742"/>
---------------------------------------------------------------	-------------------------------------------------------

* Email: <input type="text" value="susan.davis@fayette.kyschools.us"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

Office of Elementary and Secondary Education (OESE): Elementary and Secondary School Counseling (ESSC) Program CFDA Number 84.215E

13. Competition Identification Number:

84-215E2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

The Fayette County Public School district???'s Interconnected Systems Frameworks ??? PBIS/SMH program will braid together MTSS,PBIS, & SMH to provide school mental health services at Tiers 1, 2, & 3.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="400,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="400,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Susan Davis"/>	TITLE <input type="text" value="Superintendent"/>
APPLICANT ORGANIZATION <input type="text" value="Fayette County Public Schools"/>	DATE SUBMITTED <input type="text" value="04/28/2014"/>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: N/A * Street 1: N/A Street 2: _____ * City: N/A State: _____ Zip: _____ Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: N/A	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix: _____ * First Name: N/A Middle Name: _____ * Last Name: N/A Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix: _____ * First Name: N/A Middle Name: _____ * Last Name: N/A Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Susan Davis * Name: Prefix: _____ * First Name: Tom Middle Name: _____ * Last Name: Shelton Suffix: PhD Title: Superintendent Telephone No.: 859.381.4104 Date: 04/28/2014		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140529

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994. (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

Compliance with General Education Provisions Act (GEPA), Section 427

Fayette County Public Schools makes every effort to comply with Federal and State laws in providing equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries with special needs. Towards this effort, the Fayette County Board of Education has enacted Board Policy 09.13, *Equal Educational Opportunities*.

The *Interconnected Systems Frameworks – PBIS/SMH* proposal addresses disproportionate disciplinary referrals and suspension among minority and special needs students, thus increasing access to instruction and increasing student achievement. The district is adamant in closing achievement gaps and has created the Equity Council to hasten the process of closing the gaps. In addition district/community collaborative ventures, including the One Community One Voice Committee are focused on closing the achievement gaps among all students.

Educational materials will be provided in formats that individuals can access; for example, a student may need a letter to his/her parents translated into another language, or a blind student may need materials translated into Braille. As necessary, activities will be modified so that all students may participate to their capacity. This may mean showing a student who uses a wheelchair how to dance with their arms and in fact, use the wheelchair as a part of a dance routine during culturally relevant instruction that is an integral part of the program design.

Meetings with parents will be scheduled at times that are convenient to the parents, regardless of their work schedules, realizing that not all parents work 9 – 5 jobs.

These are only a few examples of the ways that Fayette County will comply with the General Education Provisions Act (GEPA), Section 427.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Fayette County Public Schools

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Tom Middle Name:

* Last Name: Shelton Suffix: Ph.D

* Title: Superintendent

* SIGNATURE: Susan Davis

* DATE: 04/28/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

The Fayette County Public School district's *Interconnected Systems Frameworks – PBIS/SMH* program is designed to address identified needs by expanding counseling services/frameworks, emphasizing early detection of problems & implementing systematic measures to support the academic, social, emotional & behavioral development of all students.

The *ISF* program will braid together Multi-Tiered Systems of Support (MTSS) and Positive Behavior Interventions and Support (PBIS) with school mental health services to create Interconnected Systems Frameworks (ISF), forming a strong infrastructure that will result in sustainable mental health services at Tiers 1, 2, and 3. *This addresses both the Absolute Priority and the Competitive Preference #1.* It will also lower the student/mental health professional ratio and reduce the number of student disciplinary referrals (GPRA). *ISF* will meet the identified needs and bridge identified gaps in services of the treatment schools. Treatment and control schools will be selected from the targeted Bryan Station High School (a priority school) feeder pattern, which consists of 18 schools P-12 (enrollment 10,960). Six goals have been selected:

- Goal 1: Build the capacity of participating schools to implement with fidelity the Interconnected Systems Frameworks (ISF), which braids together school wide PBIS programs with school mental health services. (Competitive Preference Priority #1)
- Goal 2. Expand counseling programs at participating schools. (Absolute Priority)
- Goal 3. Improve the school environment and safety by reducing the number of disciplinary incidents, the number of suspensions, and the disproportionate representation of minority students and students with special education designations. (CPP#1)
- Goal 4. Increase academic achievement and the percentage of students meeting college/career benchmarks. (CPP#1)
- Goal 5. Expand the knowledge of parents regarding mental health issues, the impact of bullying and violence, and how to facilitate their children's mental health. (CPP#1)
- Goal 6. Expand community mental health provider partnerships that will facilitate the expansion of school-based mental health services within the ISF. (CPP#1)

Outcomes include increased services, decreased disciplinary referrals, reduced disproportionate suspensions, and standardized disciplinary measures as well as increased academic achievement. The district requests \$1,200,000/ 3 years to achieve these outcomes.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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All illustrations from “What is School-Wide Positive Behavioral Interventions & Supports?” (Sugai and Horner 2007) obtained at www.PBIS.org unless otherwise attributed.

1. Need for Project

Located in the heart of the Kentucky Bluegrass Region, Lexington/Fayette County is the 2nd largest city in the commonwealth, with the Census 2010-2012 American Community Survey reporting an estimated population of 301,211, a 15.6% increase from the 2000 population (260,512).



The Fayette County Public Schools (FCPS) district is Kentucky's second largest school district with more than 40,109 students at 63 schools and special programs. The district has one of Kentucky's largest minority student populations at 44.8% of enrollment. There is a growing immigrant and refugee population; FCPS students speak 91 languages/dialects other than English. The district's free/reduced school meals program has 52.6% of students participating. The district's mission is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society. The vision is that all students will graduate from high school prepared for college and careers, ready to excel in a global society.

A. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Describe the magnitude of the need for counseling services among the target population and the extent to which this project will address identified needs, gaps in current service delivery systems and build infrastructure for a sustainable counseling service delivery system.

Lexington conjures many images that are a travel agent's delight: college basketball with the University of Kentucky Wildcats, horse racing at Keeneland, Derby parties, the World Equestrian Games, and rolling green field with thoroughbred horses at play. But there are other images of



Lexington/Fayette County as well; for all of the wealth associated with the thoroughbred industry, there are pockets of poverty scattered across the city and concentrated in its urban core. Shotgun shack homes are only a few miles away from multi-million dollar horse barns. The US

Census Bureau's 2012 *Poverty and Median Income Estimates* report estimates that 21.2% of the Lexington population under age 18 lives in poverty. There are significant achievement gaps among student populations. In a city with one of the largest percentages of residents with bachelors or advanced college degrees in the country, there are many residents without high school diplomas. In 2010, the suicide death rate in Kentucky was 15.06, above the national rate of 12.4 (<http://www.worldlifeexpectancy.com/usa/kentucky-suicide>). The Lexington/Fayette County rate of 11.34 was lower than Kentucky's, but still higher than the national average. Suicide was the 3rd leading cause of death among children ages 10 – 14 in Kentucky and the 2nd leading cause of death for those ages 15 – 24 (CDC data 2007 – 2010). The suicide rates in Lexington/Fayette County and Kentucky have gotten worse since 2010, climbing to 16.4 and 18.1 respectively (Kentucky Vital Statistics).

In 2010, then FCPS Superintendent Stu Silberman and the Children's Law Center (working with the Southern Poverty Law Center signed a multi-year agreement (see Appendix E) to address disproportionate suspensions and,

...disparity in discipline practices which disproportionately impact youth of color.... Components of the agreement include a detailed collection and review of data tracking discipline practices in the school including court charges against youth; the creation of compliance committees that include community members to ensure compliance in the agreement, district-wide training in Positive Behavior Interventions and Support (PBIS), a revision of the school's discipline code in accord with PBIS and a review of placement decisions and intervention plans for all children placed at the district's alternative program... PBIS training will be conducted by the Kentucky Center for Instructional Discipline (KCID). (Retrieved from <http://clcky.squarespace.com/new-litigation/>)

Describe the school population to be served by the grant using recent data, the mental health needs of that population, and gaps in services not addressed by current services and programs.

The program development team reviewed numerous data, including disciplinary referrals data and suspension data as well as academic data. The district has five high schools, with assigned feeder patterns (a feeder pattern is a specified group of elementary and middle schools

whose students “feed” upward through to the assigned high school). As is consistent with a multitude of research studies, the district’s feeder pattern with the highest percentages of low-income and minority students also has the highest dropout rate, the highest disciplinary referral rate, and the lowest academic achievement. The high school, Bryan Station High School is also classified as a Title I Priority School. The team selected this feeder pattern for participation in the proposed project which will include the treatment and control schools. The following table disaggregates the student population at the targeted schools and all of the district’s schools. For purposes of space, tables in the narrative will group the data for the schools; tables providing individual school details are provided in the appendices.

Table 1: 2013-2014 Enrollment Numbers with Demographics by Percent

School	Grades	# Students	Caucasian	African American	Hispanic	Asian	Other	F/Red Eligible	Special Needs
Targeted Elementary	P-5	6,908	41.3%	28.8%	22.1%	2.2%	5.3%	65.7%	9.9%
Targeted Middle	6-8	2,255	37.0%	33.2%	23.5%	2.7%	3.6%	76.3%	12.1%
Targeted High	9-12	1,797	41.8%	39.7%	14.2%	0.6%	3.7%	64.2%	9.1%
Total Targeted	P-12	10,960	40.5%	31.5%	21.1%	2.0%	4.6%	67.7%	10.2%
Entire District	P-12	40,109	55.2%	22.8%	13.6%	4.1%	4.3%	52.6%	

Data from FCPS Student Database. Please see Appendix E for individual school detail.

The ratio of student / mental health professionals at each targeted school, with few exceptions, is far above the 250:1 ratios recommended by the American School Counselor Association (ASCA) and above the 2010-2011 average for Kentucky of 444:1. Compounding the problem, the district’s school counselors primarily provide academic counseling and much of their time is spent organizing academic standardized assessments and class scheduling. FCPS school psychologists’ primary responsibilities lie within the process of evaluating students for special education. Typically, they are not available for anything below Tier 3 Interventions. The

district's social workers (not included in the ratio calculations) spend a great deal of their time dealing with truancy issues, which includes court attendance.

Table 2: Number of School Counselors, Psychologists, and Social Workers 2013-14

Targeted Schools	Students enrolled	# School Psychologists	# School Counselors	Ratio of Students to School Counselors	# School Social Workers
ES Subtotals	6,908	0	13	532:1	15
MS Subtotals	2,255	0	4	563:1	5
HS Subtotals	1,797	1	3	599:1	2

Data from FCPS Student Database & Human Resources Dept. See Appendix E for individual school detail.

The academic performance of the majority of the targeted schools is lower than that of the district's schools as a whole. The following table illustrates the percentage of students performing at the proficient/distinguished levels at the targeted schools in Reading and Math (combined) on the 2012-13 Kentucky Performance Rating for Educational Progress (K-PREP).

Table 3: 2012-2013 Combined Reading & Math Percent Proficient/Distinguished

School	All Students	Caucasian	African American	Hispanic	Asian	F/R	Special Ed.
Arlington ¹	24.9%	27.4%	14.8%	29.1%	n/a	24.1%	4.8%
Booker T. Washington IA ¹	21.6%	24.0%	23.4%	18.6%	n/a	21.2%	4.9%
Deep Springs ²	33.6%	38.3%	25.0%	21.7%	n/a	27.7%	16.7%
Dixie	53.3%	57.2%	38.0%	63.3%	n/a	40.6%	13.1%
Liberty	56.5%	68.9%	32.0%	43.8%	67.7%	41.0%	17.8%
Mary Todd ¹	27.3%	33.6%	14.9%	32.3%	n/a	22.9%	10.0%
Maxwell	64.2%	77.7%	45.6%	46.2%	n/a	44.9%	18.2%
Meadowthorpe	66.8%	75.3%	37.7%	43.6%	100.0%	37.0%	27.0%
Northern	33.9%	37.7%	32.5%	33.3%	n/a	33.7%	16.1%
Russell Cave ¹	16.9%	10.7%	3.6%	20.5%	n/a	17.4%	6.7%
Sandersville	55.4%	67.0%	37.6%	56.0%	n/a	41.0%	22.5%
Yates ¹	32.4%	39.5%	18.3%	31.3%	n/a	27.0%	12.0%
<i>District</i>	51.0%	62.9%	28.8%	30.6%	78.8%	32.5%	18.9%
<i>State</i>	45.9%	49.0%	26.3%	35.1%	66.1%	35.2%	25.8%
Bryan Station Middle	44.4%	52.6%	33.3%	48.3%	n/a	32.8%	16.0%
Crawford	28.7%	32.4%	20.9%	31.2%	n/a	25.0%	11.1%
Leestown ¹	29.3%	38.5%	24.9%	26.4%	n/a	25.9%	11.7%
Winburn ¹	44.7%	63.0%	21.6%	26.3%	99.0%	25.5%	10.6%
<i>District</i>	53.4%	66.1%	28.7%	35.2%	76.3%	34.2%	14.6%

	State	45.9%	49.1%	24.8%	37.0%	64.9%	34.1%	18.4%
High	Bryan Station High ³	39.2%	49.5%	31.2%	28.0%	n/a	33.4%	7.6%
	District	55.8%	65.7%	32.5%	32.5%	77.9%	35.7%	7.4%
	State	45.9%	48.6%	27.2%	36.5%	60.0%	34.6%	15.9%

Kentucky Rewards & Assistance Categories: 1. Focus School; High Progress School; 3. Priority School

Data from the Kentucky Department of Education School Report Cards for 2012-13.

The target schools reported a high number of discipline referrals for a variety of rule violations ranging from classroom disruptions to bullying to assault.

Table 4: 2012-2013 Total Disciplinary Referrals with Demographics by Percent

School	2012-13 Enrollment	Total Referrals	Caucasian	African American	Hispanic	Asian	Other
ES Subtotals	6486	3360	29.0%	56.7%	9.1%	0.6%	6.7%
MS Subtotals	2403	4056	21.3%	58.2%	15.1%	0.3%	5.9%
HS Subtotals	1,919	2,999	31.4%	60.6%	8.7%	0.1%	3.1%
Totals	10,808	10,415	26.7%	58.4%	11.3%	0.3%	5.3%

Data from FCPS Dept. of Pupil Personnel. Please see Appendix E for individual school detail.

More serious than the majority of disciplinary referrals are those that result in suspensions. As previously mentioned, the district is working with the community and the Children’s Law Center to reduce the disproportionate rate of suspensions among minority, low-income and students with special needs. The appendices include tables that compare enrollment percentages with those of disciplinary referrals and suspensions by student population.

Table 5: 2012-2013 Total Suspensions with Demographics by Percent

School	12-13 Enrollment	# Suspensions			Caucasian	African American	Hispanic	Asian	Two or More	F/Red Eligible
		In School	Out of School	Total						
ES Subtotals	6486	1632	445	2077	26.0%	57.0%	8.6%	0.5%	7.8%	88.2%
MS Subtotals	2403	1247	943	2190	23.2%	54.7%	17.7%	0.1%	4.2%	94.7%
HS Subtotals	1,919	331	432	763	28.3%	61.9%	7.9%	0.0%	2.1%	84.0%
Totals	10,808	3,210	1,820	5,030	25.1%	56.7%	12.4%	0.3%	5.4%	90.4%

Data from FCPS Dept. of Pupil Personnel. Please see Appendix E for individual school detail.

The variety of gaps and weaknesses in their current delivery system that impact the cultural and linguistic needs of their student population, how these needs were identified, and how they may be addressed through the proposed project.

Needs identified by school counselors & through data analysis include bullying, fighting, & suicide (4 students have committed suicide over the past 2 years along with an unknown number of unsuccessful attempts). The district is working with the Children’s Law Center to reduce disproportionate suspensions. As a part of these efforts, the student code of conduct is being revised & the Upslope program rubric will be used to standardize disciplinary actions.

The *Interconnected Systems Frameworks – PBIS/SMH* program is designed to address identified needs by expanding counseling services/frameworks that will emphasize early detection of problems & systematic measures to support the academic, social, emotional & behavioral development of all students. To a large extent, education and mental health services tend to operate in a parallel fashion, even when both are school-based. This program will braid the services together in the classroom, with the framework forming a strong infrastructure that will result in sustainable mental health services at Tier 1, Tier 2, and Tier 3. *This addresses both the Absolute Priority and the Competitive Preference #1.* The program will also lower the student/mental health professional ratio and reduce the number of student disciplinary referrals at each treatment school (GPRA measures). Grant funds will be used to employ 3 social workers to provide direct and indirect services to school leadership, faculty/staff and to students; to contract for mental health services through community providers, to purchase Universal and other screeners, and to provide professional learning to build the capacity of all stakeholders – school personnel, students, parents, and community mental health professionals. It directly addresses and expands upon the tenets of the district’s agreement with the Children’s Law Center. The proposed program will meet the identified needs and bridge identified gaps in services of the schools in the targeted feeder pattern, as outlined below.

Table 6: Identified Needs & the Proposed Programs & Services

Identified Local Needs	Proposed Programs & Services
There is an inadequate level of mental health services available to targeted students. The rate of suicide and attempted suicide in the county and state are above the national average.	Universal screeners will identify students in need of services. Additional mental health services will be provided to targeted students.
Disciplinary referrals and suspensions are high and there is a disproportionate rate of suspensions.	Implementation of the new student code of conduct & discipline rubric will standardize disciplinary actions. Project personnel will provide assistance in identifying mental health related behaviors and solutions.
Significant #s of students, especially minority, low-income and special needs are performing below proficiency in math & reading & not meeting college/career/citizenship benchmarks	Systematic Problem Solving, Multi-Tiered Systems of Support (MTSS) – the district’s approach to RtI, Positive Behavior Interventions and Support (PBIS),
Teachers need assistance in identifying & utilizing appropriate Tier 1 and Tier 2 services/ interventions in the classroom.	Through the Interconnected Systems Framework (ISF), mental health professionals will work with teachers to identify appropriate interventions/services and provide coaching on implementation
Stakeholder Education	



2. Quality of the Project Design

The purpose of the *Interconnected Systems Frameworks – PBIS/SMH (ISF)* is to improve the school environment, which includes student learning, mental health, and school safety, while decreasing disciplinary referrals and standardizing disciplinary measures. The *ISF* program will braid together Multi-Tiered Systems of Support (MTSS) and Positive Behavior Interventions and Support (PBIS) with school mental health services to create Interconnected Systems Frameworks (ISF), forming a strong infrastructure that will result in sustainable mental health services at Tiers 1, 2, and 3. School mental health professionals will provide direct & indirect services that will include participating in all three tiers of service, including but not limited to:



- Coaching to improve fidelity of PBIS implementation & all tiers of MTSS related to behavior, including the new student code of conduct and implementation of the Upslope approach to standardizing discipline.
- Assisting schools in collecting & using data to identify student needs at all tiers of service

- Training teachers to recognize early warning signs of mental health problems & coaching to utilize effective behavioral strategies at all tiers
- Working with school teams to select evidence-based strategies & develop systematic intervention services matched to student needs
- Coaching/leading/providing group or individual interventions matched to student needs at all tiers
- Working with school teams to build relationships & provide behavioral education & resources to families

2.A. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

The proposed project will result in an integrated service delivery model that connects to existing school structures, and involves community groups, social service agencies, and other public and private entities in collaborative efforts to enhance or build school-wide mental health services and promote school-linked service integration.

Interconnecting School Mental Health & School-wide Positive Behavior Support (edited by Barrett, Eber and Weist, revised 2009) (retrieved from <http://www.pbisnetwork.org/wp-content/uploads/2010/09/School-Based-Mental-Health-Monograph.pdf#page=93>) was developed in a collaborative effort by the National SMH and National PBIS Centers. Written by many of the top experts in the field, it provided much of the research base for the proposed Fayette County Public Schools *ISF* program, providing information on the theoretical and empirical supports that form its conceptual foundation.

“The Interconnected Systems Framework (ISF)...can effectively link School Mental Health (SMH) and Positive Behavioral Interventions and Supports (PBIS) in order to leverage the individual strengths of each of these processes and produce enhanced teaching and learning environments through their strategic linkage.”

--Interconnecting School Mental Health & School-wide Positive Behavior Support (p. V)

The *ISF* is, in all aspects, an integrated service delivery model that requires the involvement of multiple stakeholders, including the schools, community mental health providers, students, and their families. Utilizing a systems framework over a specific program allows the flexibility of emphasizing local strengths while bringing in the organizations needed to address

identified gaps. Research/evidenced-based programs can be selected to meet the needs of individual students and teachers rather than fitting students to a program.

This is the first year of a restructuring of the district offices under a new superintendent so as to better support student achievement. The new Chief Academic Officer has developed a Teaching and Learning Team (TLT) that includes a representation from curriculum/assessment, Special Education, student support services, Title 1, and other staff with expertise in professional learning (PL), instructional technology, community/government support, and communications. The mission of the TLT is to foster rich and diverse learning experiences that challenge and inspire. In support of this, the TLT has developed and implemented training around Systematic Problem Solving, Multi-Tiered Systems of Support (MTSS), Positive Behavior Interventions and Support (PBIS), and the new Kentucky Professional Growth and Effectiveness System (PGES). This team will provide district support for program implementation.

In addition to the district-level programs and services there are additional groups that play a significant role in the school communities and who will be involved in the program, namely Family Resource & Youth Services Centers and School Councils. The primary goal of Kentucky's Family Resource & Youth Services Centers Program is to remove nonacademic barriers to learning as a means to enhance student academic success. Each center offers a unique blend of programs and services determined by the needs of the population being served, available resources, local need and community input. FRYSCs have established a record of success based on improved student performance in class work, homework and peer relations as reported by teachers. Parents report they experience greater satisfaction and school involvement with the as a result of their FRYSCs. They will be an integral component of each school's ISF.

In Kentucky, individual schools have governing bodies with broad powers – the Site-

Based Decision Making (SBDM) Councils whose membership must, by law, consist of parents, teachers, and the principal - effectively mandating parent involvement in the schools. The School Councils have authority over many decisions at the school level.

The applicant works with stakeholders in the proposed project.

As previously stated, the district is working with the Children’s Law Center and the community in its efforts to reduce disproportionate suspensions and to eliminate disparity in disciplinary actions. The Equity Council, whose membership represents a broad swath of individuals and local organizations, monitors and analyzes equity issues, advises the FCPS Board of Education, and advocates for achievement for all students. Representing the equity conscience of the community, the Council produces an annual Equity Scorecard monitoring efforts/progress.

Information regarding the program will be disseminated to the community in a variety of ways. The school will send home information to parents; administrators, faculty, and staff will discuss it in parent meetings. It will be announced in the superintendent’s newsletter as well as in community based newsletters. Advisory Team members will disseminate program information back to their organizations and schools as appropriate.

2.B. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

The project objectives & activities used to enhance mental health services to students in the target population and outcomes are linked to state goals as described in the project narrative.

The *Interconnected Systems Frameworks – PBIS/SMH (ISF)* has components that are designed to address identified needs and gaps in current service delivery systems while building infrastructure for a sustainable mental health service delivery system. It addresses the gap in services for student mental health counseling; students’ lack of academic success; and the disproportionate rates of disciplinary referrals and suspensions

*In Kentucky, 10.9% of high school students self-reported having attempted suicide 1 or more times in the previous 12 months.
(National rate = 7.8%)
-National Youth Risk Behavior Survey
2011*

through data-driven, researched-based programs and services.

The goals, objectives and performance indicators for this project were developed based on identified needs and gaps in services. All programs, activities, curricula, and strategies relate directly to the identified needs / gaps in services and the goals, objectives, and performance indicators. Measurable objectives with short- and long-term outcomes have been developed for student academic and non-academic indicators. Program objectives are aligned with the established Government Performance and Results Act (GPRA) measures.



Table 7: Goals, Objectives, Performance Measures & Outcomes

Goal 1: Build the capacity of participating schools to implement with fidelity the Interconnected Systems Frameworks (ISF), which braids together school wide PBIS programs with school mental health services. (Competitive Preference Priority #1)

Objectives	Performance Measures	Outcomes
1.1. Provide ongoing coaching at the systems and practices levels for school leadership, faculty, and staff at participating schools.	1.1.1. A team of 3 social workers will provide coaching and other services to participating schools. <u>Process Measure</u>	Build capacity of school leadership, faculty, & staff
1.2. Develop tool-boxes with a continuum of scientifically-based behavior interventions and supports for use at Tiers 1 & 2 for use by school leadership, faculty, and staff at participating schools.	1.2.1. Mental Health professionals will facilitate the selection and use of scientifically-based behavior interventions and supports. <u>Process Measure</u>	Build capacity of teachers to provide Tiers 1 & 2 services/ supports Decrease the number of disciplinary referrals The majority of students remain in the Tier 1 category.
Goal 2. Expand counseling programs at participating schools. (Absolute Priority)		
2.1. The student/mental health professional ratios at each participating school will be lowered. <u>GPRA measure</u>	2.1.1. A team of 3 social workers will provide coaching & services to participating schools. <u>Process Measure</u> 2.1.2. Tier 3 Mental Health services/supports for students/families will be available through community providers. <u>Process Measure</u>	Teachers utilize appropriate Tier 1 and Tier 2 services/ interventions in the classroom.
2.2. A continuum of support will be developed that allows for early intervention in addressing mental health	2.2.1. All students in participating schools will complete an appropriate Universal screener on an annual basis. <u>Process Measure</u>	Students with “hidden” problems, e.g. internalizers, will be identified & provided with early intervention

issues.

services.

Students are able to stay at Tiers 1 and 2 due to early intervention.

Goal 3. Improve the school environment and safety by reducing the number of disciplinary incidents, the number of in- & out-of-school suspensions, and the disproportionate representation of minority students and students with special education designations. (Competitive Preference Priority #1)

Objectives	Performance Measures	Outcomes
3.1. The number of student discipline referrals at each participating school will be reduced. <u>GPR</u> measure	3.1.1. There will be decreases in the number of discipline referrals among participating students over the project period (5%, 15%, 20%) as measured from 2013-14 data. <u>Outcome Measure</u>	Decreased unexcused absences Increased access to instruction Increased academic success
3.2. Provide a consistent, effective, and equitable response to behavior.	3.2.1. Increasing percentages of disciplinary referrals will be resolved using the continuum of responses and decision-making process in the district's new administrative guidelines for the student code of conduct (75%, 90%, 100%) as measured from 2013-14 data. <u>Process Measure</u> 1.2.3. There will be decreases in disproportionate suspensions among participating minority and special education students (10%, 20%, 30%) as measured from 2013-14 data. <u>Outcome Measure</u>	Increased access to instruction Increased academic success Increased student engagement
3.3. The percentage of students at participating schools who meet citizenship benchmarks will increase.	3.3.1. There will be increases in the number of students meeting district-established citizenship benchmarks (10%, 20%) as measured from baseline data set in 2014-15. <u>Outcome Measure</u>	Increased student engagement

Goal 4. Increase academic achievement and the percentage of students meeting college/career benchmarks. (Competitive Preference Priority #1)

4.1. Students at participating schools will increase their academic achievement in Reading.	4.1.1. There will be increases in the number of students at participating schools scoring at the proficient / distinguished levels on the state assessments in reading (5%, 10%, 15%) as measured from 2013-14 data. <u>Outcome Measure</u> 4.1.2. There will be decreases in the number of students at participating schools scoring at the novice levels	Reduced student failure Increased graduation rates. Increased college and other postsecondary training enrollment
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	on the state assessments in reading (5%, 15%, 20%) as measured from 2013-14 data. <u>Outcome Measure</u>	
4.2. Participating students will increase their academic achievement in Math.	4.2.1. There will be increases in the number of students at participating schools scoring at the proficient / distinguished levels on the state assessments in math (5%, 10%, 15%) as measured from 2013-14 data. <u>Outcome Measure</u> 4.2.2. There will be decreases in the number of students at participating schools scoring at the novice levels on the state assessments in math (5%, 15%, 20%) as measured from 2013-14 data. <u>Outcome Measure</u>	Reduced student failure. Increased graduation rates. Increased college and other postsecondary training attendance.
4.3. The percentage of students at participating schools who meet college/ career benchmarks will increase.	4.3.1. There will be increases in the number of students meeting state-established college/career benchmarks (5%, 10%, 15%) as measured from 2013-14 data. <u>Outcome Measure</u>	Increased graduation rates. Increased college & postsecondary training enrollment

Goal 5. Expand the knowledge of parents regarding mental health issues, the impact of bullying and violence, and how to facilitate their children’s mental health. (Competitive Preference #1)

Objectives	Performance Measures	Outcomes
5.1. Provide education to families regarding mental health issues, the impact of bullying and violence, and how to facilitate their children’s mental health.	5.1.1. Parents will be more engaged and involved in their children’s mental health & education, as measured by school logs & parent surveys.	Increased parent involvement in their children’s education & mental health care Decreased disciplinary referrals Increased mental health

Goal 6. Expand community mental health provider partnerships that will facilitate the expansion of school-based mental health services within the Interconnected Systems Framework (ISF). (Competitive Preference Priority #1)

6.1. Community mental health professionals provide Tier 3 services to students.	6.1.1. Contract with community mental health providers for Tier 3 services	Students received needed services Increased mental health
6.2. Build capacity of community mental health providers in PBIS and ISF.	6.2.1. Provide 2 trainings annually in PBIS/effective education for community mental health professionals.	Build capacity among community mental health professionals Enhanced collaborations

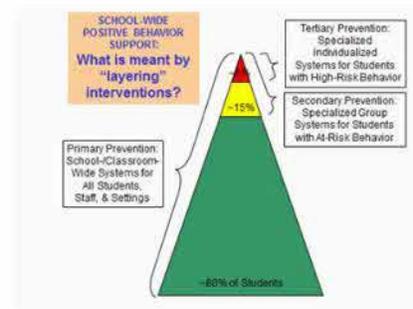
2.C. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

The extent to which activities, curricula, programs, and services proposed by the applicant are evidence-based or reflect current research and effective practice, and are appropriate for the age and developmental levels, gender and cultural diversity of the target population.

Positive Behavior Intervention and Supports (PBIS) is a research-based, SAMHSA Model program with an integrated, comprehensive, coherent program for schools, families, and communities. The Multi-Tiered System of Support (MTSS) is a framework that incorporates Response to Intervention (RtI) and Positive Behavior Intervention and Supports (PBIS). Averill and Rinaldi et al (2011) describe RtI and PBIS as research-based practices:

[RtI] providing high-quality, multi-tier instruction and interventions matched to students’ needs, monitoring student progress frequently to make decisions about instructional methods, and evaluating routinely collected data on student progress to determine the need to refer for special education support (Batsche, et al., 2005; Fuchs & Fuchs, 2006)....including universal screening of all students, multiple tiers of intervention service delivery, a problem-solving method, and an integrated data collection and assessment system to inform decisions at each tier of service delivery.

Positive Behavior Intervention and Supports, or PBIS, represents somewhat of a parallel model for behavior, in which preventative behavioral instruction is delivered to the whole school population in an effort to foster a positive school climate (McIntosh, Filter, Bennett, Ryan, & Sugai, 2010). Like RTI, PBIS espouses a multi-tier, data-based approach to service delivery. The first tier includes teaching and reinforcing a set of appropriate behaviors within the whole school; the second tier efficiently activates behavioral interventions for students who do not respond to core instruction; and the third tier involves intensive, individualized behavior support plans for students who do not respond to primary or secondary prevention support (McIntosh, et al., 2010, p. 6). As with RTI, an integrated data collection and assessment system informs decisions at each tier of service delivery.



Braided, both models directly address the academic and social, emotional, and behavioral development of children and youth, from early childhood through adolescence and represent the foundation of a comprehensive MTSS framework. MTSS leverages the principles of RTI and PBIS and further integrates a continuum of system-wide resources, strategies, structures, and practices to offer a comprehensive and responsive framework for systemically addressing barriers

to student learning. MTSS offers the potential to create systemic change, which results in improved academic and social outcomes for all learners.

The white paper *Is School-wide Positive Behavior Support an Evidence-Based Practice?*, provides “(a) the citations defining the context content for SWPBS, (b) the current status of evidence for each of the three tiers of the SWPBS approach (Primary Prevention, Secondary Prevention, Tertiary Prevention), and (c) summary of current and expected directions.” This document is included in the appendices supporting the evidence base for the project.

3. Quality of Management Plan

3.A. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The management plan is adequate to achieve the objectives of the proposed project on time, within budget, including clearly defined responsibilities of staff and any contracted service providers (e.g., trainers), and milestones for accomplishing project tasks.

The management plan is structured so that project objectives will be achieved on time and within budget. Responsibilities are designated at the district administrative, district staff, school administrative, and school teacher levels to ensure project success and increase buy-in.

Jan Hatfield, Resource Specialist in the Safe Schools Office and Velva Reed-Barker, who oversees the Counseling and Social Workers and Extended School Services will serve as the Project Coordinators. Ms. Reed-Barker, who served as the project coordinator for the district’s previous ESSCP grant in 2010, will also serve as the Budget Manager. Three FTE social workers will be employed for the duration of grant funding who will provide social, not academic, counseling to students and coaching/consulting with school leadership and teachers/staff. An Advisory Team will be formed to guide program implementation; members will include Velva Reed, Jan Hatfield, Angela Roberts, representatives from each school, and parents as well as community mental health professionals and other stakeholders, including the

Equity Council. Resumes of the current key project personnel are included in the appendices as well as job descriptions for personnel to be employed via grant funds. Funds are allocated in the budget for the services of an external evaluator, which is further discussed in Part 4. The evaluator will be required to have the qualifications necessary to provide high quality, useful evaluations. The FCPS Grants Compliance Officer, Angela Roberts, will work with the project coordinator to oversee program implementation fidelity.

In keeping with federal and state law, as well with established FCPS Board of Education policies and procedures, the district - for all of its programs - encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. All FCPS Board approved policies and procedures will be followed throughout the entire employment process and all project personnel employed will be paid according to the FCPS Board approved salary schedules. The required signed assurances are included in the appendices.

The following project management plan outlines project activities, a timeline, and indicates who is responsible for specific activities.

Table 8: Project Management Plan		Year One				Year Two				Year Three			
Activity	Person Responsible	1	2	3	4	1	2	3	4	1	2	3	4
Project Start-up Period													
Awards Announced	US ED, FCPS	✓											
Project Team meets	GCO, AT,	✓											
Financial paperwork completed	GCO, FS, Legal	✓											
Positions Posted/ Hired	HR, PC, PA, & SPR		✓										
Materials ordered	PC	✓				✓						✓	
Evaluator Selected	PA, PC, DRE, Purchasing	✓											
Professional Learning (PL) for social workers	PC, SSO, KCID		✓		✓							✓	
Project Management and Sustainability													
Advisory Team meets on a monthly basis	PC, AT		—————→										

US ED Project Coordinators meeting	PC	✓					
Relevant National Conference	PC		✓		✓		✓
APRs to OFDSF	PC, GCO		✓		✓		✓
Reports to Sch Board	PC, GCO	✓		✓		✓	
Goal 1: Build the capacity of participating schools to implement with fidelity the Interconnected Systems Frameworks (ISF), which braids together school wide PBIS programs with school mental health services.							
PL re ISF-PBIS/SMH	PC, SW, SP, CT, stakeholders		→				
Develop toolbox of Tier 1 & 2 interventions	PC, SW, MHP		→				
Coaching on the toolbox interventions & strategies for Tier 2 & 2	PC, SW, CT, SP		→				
Goal 2. Expand counseling programs at participating schools.							
ISF staff provide Tier 2 interventions	PC, SW		→				
Teachers implement Tier 1 & 2 interventions	SW, CT, SP		→				
Contract services from MH providers	PC, MPH		→				
Goal 3. Improve the school environment and safety by reducing the number of disciplinary incidents, the number of in- & out-of-school suspensions, and the disproportionate representation of minority students and students with special education designations.							
Administer Universal Screeners	PC, SW,		→				
Standardize disciplinary actions	PC, SW, SP, CT		→				
Teachers implement Tier 1 & 2 interventions	SW, CT, SP		→				
Goal 4. Increase academic achievement and the percentage of students meeting college/career benchmarks.							
Standardize disciplinary actions	PC, SW, SP, CT		→				
Teachers implement Tier 1 & 2 interventions	SW, CT, SP		→				
Goal 5. Expand the knowledge of parents regarding mental health issues, the impact of bullying and violence, and how to facilitate their children's mental health.							
Parents' nights, workshops, meetings	SW, FRYSCs, SP, PTAs		→				
Goal 6. Expand community mental health provider partnerships that will facilitate the expansion of school-based mental health services within the Interconnected Systems Framework (ISF).							
Contract services from community MH providers	PC, MPH		→				
Provide professional learning in PBIS/effective education	PC, SW, MPH, KCID	✓	✓		✓	✓	✓
Project Evaluation							
Final Evaluation Plan Developed	IEVAL AT, DRE ofc	✓					
Advisory Team meets on a monthly basis	PC, AT		→				

Data Collection	IEVAL, AT, DRE	—————→	
Annual Evaluation Reports	IEVAL	✓	✓
Key	In progress →	Task Completed ✓	
Staff Responsibilities Abbreviations Key			
US Dept. of Education -US ED	Project Administrator – PA	Social Workers – SW	
Superintendent - SPR	Project Coordinators – PC	Mental Health Professional - MPH	
FCPS Financial Services – FS	School Principals – SP	Independent Evaluator - IEVAL	
Office of Data, Research & Evaluation – DRE	Classroom Teachers - CT	Advisory Team - AT	
Human Resources - HR	Students – SDT	Educational Consultant – EC	
	Grant Compliance Officer - GCO	Safe Schools Office - SSO	

3.B. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Ongoing monitoring and feedback to ensure continuous improvement are integral components of the *Interconnected Systems Frameworks – PBIS/SMH (ISF)*. The *Evaluation Blueprint for School-wide Positive Behavior Support* (Algozzine, Horner et al. 2010) will be used to guide project personnel and the external evaluator in using research-based and best practices for implementation with fidelity and ongoing monitoring (see the evaluation section for additional information). This graphic from that publication depicts the process that will be used by the Advisory Team and the external evaluator.



As previously stated, an Advisory Team will be formed to guide program implementation; members will include Velva Reed, Jan Hatfield, Angela Roberts, representatives from each school, and parents as well as community mental health professionals and other stakeholders, including the Equity Council. They will meet regularly to review data in order to identify areas of success and progress as well as areas of needed improvement in a continuous improvement process. They will report to school and district leadership on a quarterly basis and to the district’s Board of Education annually. The following logic /theory of change model illustrates how the *ISF* program will achieve the stated outcomes.

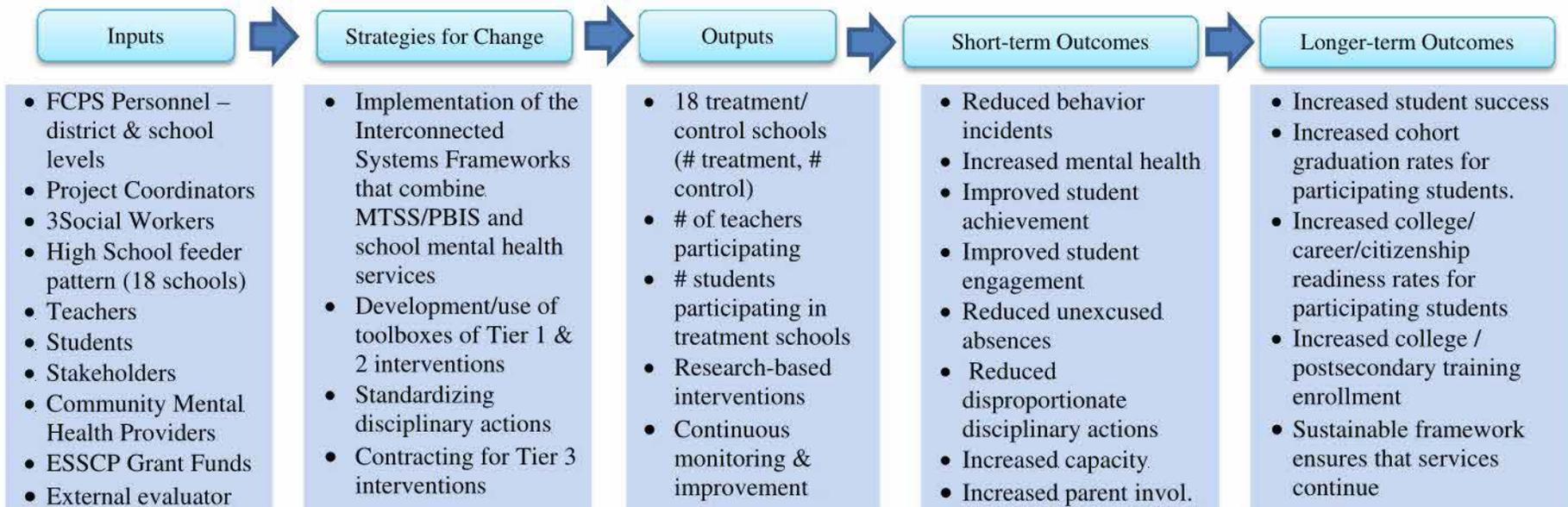
LOGIC MODEL

Problem

The Fayette County Public School District has identified needs in the areas of student access to mental health services, low academic achievement, and disproportionate disciplinary referrals/suspensions. Teachers need training in and access to appropriate to Tier 1& 2 interventions that can be used in the classroom.

Solution

The Fayette County Public School District's *Interconnected Systems Frameworks – PBIS/SMH* program will braid together Multi-Tiered Systems of Support (MTSS) and Positive Behavior Interventions and Support (PBIS) with school mental health services to create Interconnected Systems Frameworks (ISF), forming a strong infrastructure that will result in sustainable mental health services at Tiers 1, 2, and 3. It will also lower the student/mental health professional ratio and reduce the number of student disciplinary referrals. *ISF* will meet the identified needs and bridge identified gaps in services of the treatment schools.



4. Quality of the Project Evaluation

Upon the awarding of grant funding, the Advisory Team will work with the appropriate district personnel in the Office of Data, Research, & Evaluation, and Purchasing and other relevant staff to begin the process of selecting and contracting with an external evaluator. All district policies and procedures will be followed in procuring the evaluator's services. The external evaluator will be required to have a high level of expertise in the skills required to provide a high quality evaluation. In addition to providing an annual evaluation report and a summative evaluation at the end of the project, the evaluator will meet with the Advisory Team on a regular basis to ensure that feedback and continuous improvement is occurring. Once under contract, the evaluator will meet with the Advisory Team and the Office of Data, Research, & Evaluation to finalize the evaluation plan.

The evaluation plan will utilize both qualitative and quantitative methodologies, using the two to triangulate data, increasing the validity of the findings. Data will be collected and analyzed to determine whether the stated goals and objectives were achieved.

Baseline data of GPRA performance measures is provided and will be collected during each ensuing project year. All required annual and final reports will be submitted in a timely manner. Annual Performance Reports (APR) as well as annual Evaluation reports will be provided for each project year and final reports spanning the project period. District staff will be responsible for completing and submitting the APR. The external evaluator(s) will be responsible for preparing the annual evaluation reports. The evaluator will coordinate with the district evaluation team to review the draft report prior to submission to the US Department of Education. The evaluation reports will be presented to the district Board of Education on an annual basis.

4.A. *The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.*

Measures to be used for evaluation of progress and performance must be clear, objective, and consistently used across all schools or target groups participating in the project.

The evaluation will be guided by the *Evaluation Blueprint for School-wide Positive Behavior Support*, developed for the National Technical Assistance Center on Positive Behavior Interventions and Support. “The purpose of this SWPBS Evaluation Blueprint is to provide a framework for (a) addressing evaluation questions that may be most useful, (b) selecting evaluation measures and measurement schedules that practically meet the needs of local decision-makers, and (c) using evaluation information for active decision-making at the school, district, region, and state levels.” (Algozzine, Horner et al. 2010)The authors recommend examining 5 areas and provide a variety of instruments that may be used in conducting evaluations.

Table 9. SWPBS Evaluation Blueprint Recommended Questions

Context	1. What are/were the goals and objectives for SWPBS implementation? 2. Who provided support for SWPBS implementation? 3. Who received support during SWPBS implementation?
Input	4. What professional development was part of SWPBS implementation support? 5. Who participated in the professional development? 6. What was the perceived value of the professional development?
Fidelity	7. To what extent was SWPBS implemented as designed? 8. To what extent was SWPBS implemented with fidelity?
Impact	9. To what extent is SWPBS associated with changes in student outcomes? 10. To what extent is SWPBS associated with changes in academic performance, dropout rates and other areas of schooling?
Replication, Sustainability, and Improvement	11. To what extent did SWPBS implementation improved capacity for the state/region/district to replicate SWPBS practices, sustain SWPBS practices, and improve social and academic outcomes for students? 12. To what extent did SWPBS implementation change educational/behavioral policy? 13. To what extent did SWPBS implementation affect systemic educational practice?

Evaluation Blueprint for School-wide Positive Behavior Support (page i)

The Advisory Team will work with the Office of Data, Research, & Evaluation and the external evaluator to ensure that the relevant questions are addressed and to select appropriate measures and instruments are used.

The evaluation will have a mixed methods design, incorporating both quantitative and qualitative methods. Computer files, (including SPSS) will be developed so data can be aggregated at the district level and disaggregated at the school level and among student subgroups. In the evaluation indicators and measures, subgroup refers to students on free/reduced lunches, students from major racial/ethnic groups, and students with special needs.

The evaluator(s) will examine longitudinal data as well to determine change over time for the summative evaluation conducted at the end of the project period. The evaluation will also look for unanticipated outcomes. Data to be collected will include: the number of staff participating in professional learning and the toolbox skills strategies; the number of disciplinary referrals and suspensions; the number of students who receive services from the grant provided by school counselors/school social workers; the number of parents and community mental health groups involved; and the state K-PREP assessments in Reading and Math. Climate surveys of both schools will be administered at regular intervals to measure progress. Teacher, student, and parent interviews may be included in the qualitative components of the evaluation.

The academic evaluation will include testing data from individual students, using the ITBS (Iowa Test of Basic Skills) normed reference assessment, K-PREP assessments, and MAP (Measures of Academic Progress); other district/school based formative assessments may also be used. Since there is a direct correlation between school attendance and student achievement, attendance will be monitored, using the number of unexcused absences as the indicator.

Family and community members' successful involvement will be measured by attendance at activities, workshops and participation in educational programs. Also, evaluation sheets for each workshop will be completed at their conclusion.

The Government Performance and Results (GPRA) measures established for this program as well as provide baseline data for the GPRA performance measures.

The most recent baseline data available for the GPRA Measures is from the 2013-2014 school year and is provided below.

Table 10. GPRA 1: The percentage of grantees closing the gap between their student/mental health professional ratios and the student/mental health professional ratios recommended by the statute.

Schools participating in the grant	Students enrolled (Baseline) (2013-2014)	Number of Child-adolescent psychiatrists (Baseline) (2013-2014)	Number of School Psychologists (Baseline) (2013-2014)	Number of School Counselors (Baseline) (2013-2014)	Number of School Social Workers (Baseline) (2013-2014)	Number of Other Qualified Mental Health Professionals, if any (Baseline) (2013-2014)
ES Subtotals	6,908	0	0	13	15	0
MS Subtotals	2,255	0	0	4	5	0
HS Subtotals	1,797	0	1	0	2	0

Please see Appendix E for individual school detail.

Table 11. GPRA 2: The average number of referrals per grant site for disciplinary reasons in schools participating in the program.

Schools participating in the grant	Number of students Enrolled (Baseline) (2012-2013)	Number of referrals for disciplinary reasons in schools participating in the grant (Baseline) (2012-2013)
ES Subtotals	6,486	3,360
MS Subtotals	2,403	4,056
HS Subtotals	1919	2,999

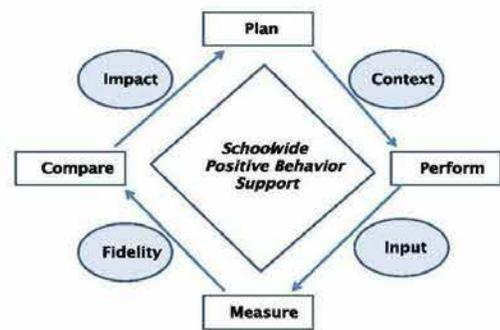
Please see Appendix E for individual school detail.

4.B. *The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.*

The plan for regularly monitoring project implementation, assessing the quality, completeness, and effectiveness of activities planned under the grant by using data from periodic assessments of progress toward achieving intended outcomes.

Velva Reed-Barker, Jan Hatfield, and representatives from each school will serve as members on an Advisory Team that will guide program implementation. An evaluation team comprised of the external evaluator(s), the Advisory Team, school and district stakeholders will meet regularly to identify areas of success and progress as well as areas of needed improvement in a continuous improvement process.

The formative evaluation component will provide project monitoring; the external evaluator as well as the members of the Advisory Team and project staff will collect a variety of data on an ongoing basis to determine the quality and fidelity of implementation. This data will be reviewed by the Advisory Team at its monthly meetings to determine what is working and what is not and whether any changes need to be made as a result.



References

Algozzine, B., R. H. Horner, et al. (2010). "Evaluation blueprint for school-wide positive behavior support." Eugene, OR: National Technical Assistance Center on Positive Behavior Interventions and Support. Retrieved from www.pbis.org/evaluation/evaluation_blueprint.aspx.

Sugai, G. and R. Horner (2007). "What is PBIS." Retrieved May 20: 2010.

*insert references from materials electronically retrieved...

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Janice L. Hatfield

EDUCATION

University of Georgia
B.S., Education

Eastern Kentucky University
M.A. Ed., School Counseling

LICENSES AND CERTIFICATION

- Kentucky Department of Education Teacher Certification
- Standard Certification in School Counseling
- Educational Consultant

OCCUPATION

August 2005 – Present, Fayette County Public Schools

Safe Schools Program Specialist

- Consultant, trainer, and behavior interventionist for 53 district schools (Pre K – 12)
- Train/coach individuals and groups on a variety of topics related to schoolwide discipline, social competency, effective behavior management strategies, guidelines and best practices for Highly Structured Classrooms, conflict resolution, conducting threat assessments, bullying prevention, and Response to Intervention (RtI)
- Write and train others to write and effectively implement behavior intervention plans and other behavioral interventions
- Positive Behavioral Interventions and Supports (PBIS) District Coordinator/Coach

August 1987 – August 2005, Fayette County Public Schools

School Counselor

- School-based Intervention Team Leader
- Trained, taught, and coordinated school-wide social competency program
- Trained and coordinated peer mediation program
- Provided counseling for individuals and groups of students
- Conducted parenting workshops

PROFESSIONAL EXPERIENCE

- Fourteen years experience as building assessment coordinator: Trained staff regarding procedures, ethics, and accommodations for students with IEP's, PSP's and 504 plans; planned and coordinated testing sessions; collected, evaluated, and interpreted student achievement data.
- Ten years experience as school-based 504 coordinator: Accepted referrals; planned and chaired 504 meetings; wrote individual accommodation plans
- Ten years experience as building level extended school services coordinator: Wrote proposals and grants; managed budget, staffing, transportation, food services, and payroll for after-school and summer programs at both school and district levels; collected and evaluated data
- Seven years experience School Based Decision Making council member
- Seven years experience Family Resource Center Advisory Council member; two years as chairperson
- Nine years classroom teaching experience in grades one through six and adult education

COMPETENCIES

- Second Step Program trainer/coach (social competency)
- CHAMPs trainer/coach (classroom management)
- PBIS/Foundations trainer/coach (schoolwide discipline/positive behavior support)
- Nationally certified Olweus Bullying Prevention Program trainer
- *Peaceful Interventions Program* trainer (anger management/de-escalation)
- Why Try Program trainer
- Peer Mediation Program trainer/coach
- Conference presenter: *Kentucky School Counseling Association, Kentucky Association for School Social Work, Kentucky Behavior Institute, Kentucky Association for Early Childhood Education, and FCPS Autism Institute*

SCHOOL SOCIAL WORKER

TITLE: School Social Worker

REPORTS TO: Principal, Associate Director of Student Support

SUPERVISES: N/A

JOB FUNCTION: To provide social work services to eligible students and their families in order to eliminate or reduce physical or emotional barriers to the students' academic achievement.

DUTIES AND RESPONSIBILITIES:

- Assesses, in collaboration with the school staff, the students' physical, social and emotional needs.
- Provides family assessments as needed.
- Develops, implements and evaluates, in collaboration with the school staff and parents/guardians, intervention plans for the student.
- Collaborates with teachers, other school personnel, and agencies to secure needed services for the student.
- Maintains appropriate records.
- Submits monthly reports of social work services.

SCHOOL SOCIAL WORKER

DUTIES AND RESPONSIBILITIES (CONT.):

- May provide parent education and/or support groups.
- Makes home, community, and agency visits as needed.
- Assists in coordination of parent meetings.
- Maintains regular attendance
- Performs other duties as assigned

PHYSICAL DEMANDS:

- Work is performed while standing, sitting and/or walking
- Requires the ability to communicate effectively using speech, vision and hearing.
- Requires the use of hands for simple grasping and fine manipulations
- Requires bending, squatting, crawling, climbing, reaching
- Requires the ability to lift, carry, push or pull light weights

EDUCATION AND EXPERIENCE:

- Masters' Degree in Social Work

LICENSES AND OTHER REQUIREMENTS:

- Valid Kentucky School Social Work Certification

<p><i>Original Date:</i> _____</p> <p><i>Revision Date:</i> <u>07/1995</u></p> <p><i>Revision Date:</i> <u>07/2005</u></p> <p><i>Revision Date:</i> <u>07/2012</u></p>

Program Specific Assurances

If you are submitting an electronic application, you must print out the form below, complete, and either upload all signed forms to the Other Attachments Form or fax it (along with the ED 424 and other forms) to the Office of Safe and Healthy Students at 202-453-6742 within 3 working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form.

As the duly authorized representative of the applicant, I certify that the applicant shall assure that:

1. the funds made available for any fiscal year will be used to supplement, and not supplant, any other Federal, State, or local funds used for providing school-based counseling and mental health services to students;
2. the applicant will appoint an advisory board composed of interested parties, including parents, teachers, school administrators, and counseling service providers, and community leaders to advise the local educational agency on the design and implementation of the counseling program; and
3. Federal funds will be used to establish or expand mental health services by hiring qualified school counselors, school social workers, school psychologists, other qualified psychologists, or child and adolescent psychiatrists and these professionals will spend a majority of their time counseling students or in other activities directly related to the counseling process as outlined in the program statute.

Signature of Authorized Certifying Official

**Superintendent
Title**

**Fayette County Public Schools
Applicant Organization**

4-28-2014

Date Submitted

KY e-Clearinghouse

Application/ Applicant		Project	Budget	Budget(Cont'd)
Application ID:			2.Date Submitted: 04/28/2014	mmddyyyy
1.Type of Submission:	** NON-CONSTRUCTION APPLICATION		3.Date Received by State:	mmddyyyy
State App Identifier:	KY201404280427		4.Date Received by Federal Agency:	mmddyyyy
Federal Identifier:			Duns Number:	
<u>APPLICANT INFORMATION:</u>				
Legal Name:	** Fayette County Public Schools		Company Name:	** Fayette County Public Schools
Organizational Unit:			Address line2:	** 1126 Russell Cave Road
6.EIN Number:	61-6001059		City:	** Lexington
Contact First Name:	** Susan		State:	** KENTUCKY
Contact Last Name:	** Davis		Zipcode:	** 40505-3412
Contact Phone:	** (859) 381-4228		Email:	** susan.davis@fayette.kyschools.us
7.Applicant Type:	** PUBLIC SCHOOL DISTRICT			
8.Application Type:	** NEW			
9.Federal Agency Name:	** EDUC			
<u>BASIC PROJECT INFORMATION:</u>				
Project Type:	EDUCATION		Project Number:	
	Characters allowed: 240 Characters entered: 99			
Project Title:	** Interconnected Systems Frameworks - PBIS/SMH Elementary/Secondary Schools Counseling Program Grant			
County:	** FAYETTE		Multiple County:	<input type="checkbox"/>
12.Areas Affected:	Lexington			
<u>ESTIMATED FUNDING:</u>				
* Please enter one non-zero amount in at least one of the fields, do not put in zeros.				
a.Federal:	\$ 1,200,000.00		e.Other:	
b.Applicant:			f.Program Income:	
c.State:			g.Total:	\$ 1,200,000.00
d.Local:				
<input type="button" value="View Map"/>		<input type="button" value="Save"/> <input type="button" value="Cancel"/> <input type="button" value="Close"/>		

User: SDavis

424 Application Form

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Comprehensive tables

2013-2014 Enrollment Numbers with Demographics by Percent									
School	Grades	# Students	Caucasian	African American	Hispanic	Asian	Other	F/Red Eligible	Special Needs
<i>Elementary</i>									
Arlington	P-5	440	30.5%	28.2%	37.7%	0.0%	0.0%	94.8%	13.6%
Booker T. Washington Primary Academy	P-2	458	10.9%	43.2%	39.3%	0.7%	5.9%	88.2%	9.4%
Booker T. Washington Intermediate Academy	3-5	273	7.7%	45.1%	41.8%	0.0%	0.0%	94.5%	12.8%
Deep Springs	P-5	582	45.4%	35.4%	12.0%	0.7%	6.5%	80.1%	12.0%
Dixie	P-5	597	59.5%	22.8%	9.7%	1.8%	6.2%	56.1%	10.1%
Liberty	P-5	826	59.6%	19.9%	9.6%	5.3%	5.7%	40.9%	8.7%
Mary Todd	P-5	543	27.1%	39.8%	28.7%	0.6%	3.9%	93.7%	12.3%
Maxwell	P-5	519	53.9%	18.3%	18.5%	2.7%	6.6%	24.3%	5.6%
Meadowthorpe	P-5	557	56.4%	19.6%	10.6%	5.9%	7.6%	45.6%	7.4%
Northern	P-5	530	29.2%	39.2%	28.3%	0.2%	3.0%	83.6%	11.3%
Russell Cave	P-5	301	9.6%	6.3%	82.7%	0.0%	1.3%	95.0%	13.3%
Sandersville	P-5	739	49.7%	30.9%	10.6%	2.0%	6.9%	43.6%	7.0%
Yates	P-5	543	45.7%	30.6%	12.7%	4.1%	7.0%	70.7%	10.5%
ES Subtotals	P-5	6908	41.3%	28.8%	22.1%	2.2%	5.3%	65.7%	9.9%
<i>Middle</i>									
Bryan Station Middle	6-8	570	47.0%	35.3%	12.3%	0.7%	4.8%	65.3%	9.1%
Crawford	6-8	430	40.7%	34.0%	17.7%	2.6%	5.1%	82.1%	14.2%
Leestown	6-8	659	25.0%	33.7%	39.0%	0.5%	1.8%	86.6%	14.1%
Winburn	6-8	596	37.9%	30.2%	21.5%	7.0%	3.4%	71.3%	11.1%
MS Subtotals	6-8	2255	37.0%	33.2%	23.5%	2.7%	3.6%	76.3%	12.1%
<i>High</i>									
Bryan Station High	9-12	1797	41.8%	39.7%	14.2%	0.6%	3.7%	64.2%	9.1%
HS Subtotals	9-12	1797	41.8%	39.7%	14.2%	0.6%	3.7%	64.2%	9.1%
Total Targeted	P-12	10,960	40.5%	31.5%	21.1%	2.0%	4.6%	67.7%	10.2%
Entire District	P-12	40,109	55.2%	22.8%	13.6%	4.1%	4.3%	52.6%	9.7%

Data from FCPS Student Database.

Number of School Counselors, Psychologists, and Social Workers 2013-14					
Targeted Schools	Students enrolled	# School Psychologists	# School Counselors	Ratio of Students to School Counselors	# School Social Workers
<i>Elementary</i>					
Arlington	440	0	1	440:1	2
Booker T. Washington PA	458	0	1	458:1	1
Booker T. Washington IA	273	0	1	273:1	1
Deep Springs	582	0	1	582:1	1
Dixie	597	0	1	597:1	0
Liberty	826	0	1	826:1	1
Mary Todd	543	0	1	543:1	2
Maxwell	519	0	1	519:1	0
Meadowthorpe	557	0	1	557:1	1
Northern	530	0	1	530:1	2
Russell Cave	301	0	1	301:1	1
Sandersville	739	0	1	739:1	1
Yates	543	0	1	181:1	2
Subtotal	6,908	0	13	532:1	15
<i>Middle</i>					
Bryan Station Middle	570	0	1	570:1	1
Crawford	430	0	1	430:1	2
Leestown	659	0	1	659:1	1
Winburn	596	0	1	596:1	1
Subtotal	2,255	0	4	563:1	5
<i>High</i>					
Bryan Station High	1,797	1	3	599:1	2
Subtotal	1,797	1	3	599:1	2

2012-2013 Total Disciplinary Referrals with Demographics by Percent							
School	2012-13 Enrollment	Total Referrals	Caucasian	African American	Hispanic	Asian	Other
<i>Elementary</i>							
Arlington	440	396	26.8%	55.8%	12.1%	0.0%	0.0%
Booker T. Washington PA	458	No data available					
Booker T. Washington IA	273	748	13.9%	68.9%	12.3%	0.0%	7.0%
Deep Springs	519	504	48.4%	48.6%	7.3%	0.0%	0.4%
Dixie	611	134	49.3%	45.5%	1.5%	0.7%	7.5%
Liberty	831	130	30.8%	61.5%	1.5%	5.4%	6.9%
Mary Todd	432	363	16.0%	72.5%	5.2%	0.0%	9.1%
Maxwell	538	178	41.0%	24.7%	18.0%	5.6%	12.4%
Meadowthorpe	543	103	30.1%	60.2%	4.9%	2.9%	1.9%
Northern	502	316	29.1%	54.1%	9.2%	0.0%	14.2%
Russell Cave	290	61	9.8%	14.8%	47.5%	0.0%	29.5%
Sandersville	718	144	33.3%	52.8%	2.8%	0.0%	8.3%
Yates	493	283	38.2%	55.5%	2.8%	0.0%	6.7%
ES Subtotals	6486	3360	29.0%	56.7%	9.1%	0.6%	6.7%
<i>Middle</i>							
Bryan Station Middle	597	825	21.2%	68.4%	6.4%	0.2%	5.1%
Crawford	451	652	36.2%	46.0%	12.3%	1.2%	6.3%
Leestown	688	1318	15.4%	53.0%	24.7%	0.0%	6.1%
Winburn	667	1261	19.8%	63.3%	12.4%	0.1%	5.9%
MS Subtotals	2403	4056	21.3%	58.2%	15.1%	0.3%	5.9%
<i>High</i>							
Bryan Station High	1,919	2,999	31.4%	60.6%	8.7%	0.1%	3.1%
HS Subtotals	1,919	2,999	31.4%	60.6%	8.7%	0.1%	3.1%
Totals	10,808	10,415	26.7%	58.4%	11.3%	0.3%	5.3%

2012-2013 Total Suspensions with Demographics by Percent										
School	12-13 Enrollment	# Suspensions			Caucasian	African American	Hispanic	Asian	Two or More	F/Red Eligible
		In School	Out of School	Total						
<i>Elementary</i>										
Arlington	440	208	36	244	24.6%	57.0%	9.4%	0.0%	9.0%	99.6%
Booker T. Washington IA	273	663	80	743	12.2%	68.6%	12.0%	0.0%	7.1%	92.1%
Deep Springs	519	41	130	171	40.4%	49.1%	9.9%	0.0%	0.6%	89.5%
Dixie	611	115	11	126	51.6%	39.7%	4.0%	0.8%	3.2%	79.4%
Liberty	831	68	54	122	29.5%	59.8%	0.8%	4.9%	4.9%	66.4%
Mary Todd	432	27	48	75	21.3%	62.7%	2.7%	0.0%	13.3%	97.3%
Maxwell	538	84	4	88	44.3%	23.9%	17.0%	3.4%	11.4%	44.3%
Meadowthorpe	543	26	16	42	23.8%	73.8%	0.0%	2.4%	0.0%	71.4%
Northern	502	260	26	286	28.0%	50.3%	7.7%	0.0%	14.0%	94.8%
Russell Cave	290	0	3	3	0.0%	66.7%	0.0%	0.0%	33.3%	100.0%
Sandersville	718	8	13	21	42.9%	28.6%	4.8%	0.0%	23.8%	71.4%
Yates	493	132	24	156	41.7%	49.4%	1.9%	0.0%	6.4%	89.7%
ES Subtotals	6486	1632	445	2077	26.0%	57.0%	8.6%	0.5%	7.8%	88.2%
<i>Middle</i>										
Bryan Station Middle	597	27	99	126	22.2%	68.3%	6.3%	0.0%	4.0%	85.7%
Crawford	451	413	132	545	36.1%	46.6%	12.8%	0.0%	3.1%	90.5%
Leestown	688	236	393	629	15.4%	49.8%	30.7%	0.0%	4.3%	96.5%
Winburn	667	571	319	890	20.8%	61.1%	13.0%	0.2%	4.8%	97.2%
MS Subtotals	2403	1247	943	2190	23.2%	54.7%	17.7%	0.1%	4.2%	94.7%
<i>High</i>										
Bryan Station High	1,919	331	432	763	28.3%	61.9%	7.9%	0.0%	2.1%	84.0%
HS Subtotals	1,919	331	432	763	28.3%	61.9%	7.9%	0.0%	2.1%	84.0%
Totals	10,808	3,210	1,820	5030	25.1%	56.7%	12.4%	0.3%	5.4%	90.4%

GPRA Baseline Data

GPRA 1: The percentage of grantees closing the gap between their student/mental health professional ratios and the student/mental health professional ratios recommended by the statute.

Schools participating in the grant	Students enrolled (Baseline) (2013-2014)	Number of Child-adolescent psychiatrists (Baseline) (2013-2014)	Number of School Psychologists (Baseline) (2013-2014)	Number of School Counselors (Baseline) (2013-2014)	Number of School Social Workers (Baseline) (2013-2014)	Number of Other Qualified Mental Health Professionals, if any (Baseline) (2013-2014)
Arlington	440	0	0	1	2	0
Booker T. Washington PA	458	0	0	1	1	0
Booker T. Washington IA	273	0	0	1	1	0
Deep Springs	582	0	0	1	1	0
Dixie	597	0	0	1	0	0
Liberty	826	0	0	1	1	0
Mary Todd	543	0	0	1	2	0
Maxwell	519	0	0	1	0	0
Meadowthorpe	557	0	0	1	1	0
Northern	530	0	0	1	2	0
Russell Cave	301	0	0	1	1	0
Sandersville	739	0	0	1	1	0
Yates	543	0	0	1	2	0
Subtotal	6,908	0	0	13	15	0
Bryan Station Middle	570	0	0	1	1	0
Crawford	430	0	0	1	2	0
Leestown	659	0	0	1	1	0
Winburn	596	0	0	1	1	0
Subtotal	2,255	0	0	4	5	0
Bryan Station High	1,797	0	1	3	2	0
Subtotal	1,797	0	1	0	2	0

GPRA 2: The average number of referrals per grant site for disciplinary reasons in schools participating in the program.

Schools participating in the grant	Number of students Enrolled (Baseline) (2012-2013)	Number of referrals for disciplinary reasons in schools participating in the grant (Baseline) (2012-2013)
Arlington	367	396
Booker T. Washington *	642	748
Deep Springs	519	504
Dixie	611	134
Liberty	831	130
Mary Todd	432	363
Maxwell	538	178
Meadowthorpe	543	103
Northern	502	316
Russell Cave	290	61
Sandersville	718	144
Yates	493	283
Subtotal	6,486	3,360
Bryan Station Middle	597	825
Crawford	451	652
Leestown	688	1,318
Winburn	667	1,261
Subtotal	2,403	4,056
Bryan Station High	1,919	2,999
Subtotal	1,919	2,999

In 2012-2013, the Booker T. Washington (BTW) Primary Academy and the BTW Intermediate Academy were still one school.

FRAMEWORK AND TIMELINE TO IMPLEMENT AGREEMENT BETWEEN FCPS, EQUITY COUNCIL, AND CLC

In the spirit of cooperation, Fayette County Public Schools ("FCPS"), the Equity Council, and the Children's Law Center ("CLC") share a mutual commitment to the students of Fayette County, and agree on matters covered in this partnership agreement.

Fayette County Public Schools ("FCPS"), the Equity Council, and the CLC agree that the procedures and practices concerning disciplinary actions should not result in different treatment or disparate impact based on race, color, or national origin. All parties are committed to working with one another openly and collaboratively in the interest of the children of Fayette County.

1. FCPS, the Equity Council, and the CLC agree to contract with a consultant to develop and oversee the implementation of this Agreement. In carrying out the oversight function, the consultant shall provide specific and individualized technical assistance and training in the areas set forth in this agreement. The Consultant shall review the programs currently being implemented by the Fayette County Public Schools, such as the "Safe and Civil Schools," CHAMPS and the "Positive Approaches to Student Success" (PASS) programs, and incorporate those elements of such programs that are congruent with the implementation of district-wide PBIS.

2. FCPS shall finalize an agreement for such Consultant services within a reasonable amount of time with a goal of forty-five (45) days, for the mutual selection of a Consultant by the School District, the Equity Council, and the Children's Law Center. This Agreement shall run for three years unless the School District, the Equity Council and the Children's Law Center agree on different term of service.

3. The Consultant, FCPS, and the Equity Council shall submit a plan to address all of the provisions in this Agreement within a reasonable amount of time with a goal of ninety (90) days, from execution of the Consultant's agreement or by March 1, 2011 whichever comes earlier.

PBIS PLAN AND TRAINING PROTOCOL

4. Within a reasonable amount of time with a goal of ninety (90) days, from the date of execution of the Consultant's agreement or by April 1, 2011, whichever comes earlier, FCPS shall begin implementation of a pilot PBIS Plan and training protocol which shall include selected schools in the district. The PBIS plan and training protocol shall include, but not be limited to, strategies, objectives, and timelines related to implementation of district and school-wide PBIS. The PBIS plan and training protocol shall also include guiding principles, student expectations, and a school-wide positive behavior support and discipline plan for students, parents or caregivers, staff and community.

5. Upon review of the results from the five pilot schools the PBIS Plan and Training Protocol shall be modified as necessary and applied district-wide. PBIS training protocol shall include timelines, agreed upon by FCPS, the Equity Council, the CLC and the Consultant. All staff in the schools will be trained in Positive Behavior Intervention Strategies as approved by SBDM Councils.

LEAST RESTRICTIVE ENVIRONMENT (LRE)

6. The Consultant in collaboration with FCPS and the Equity Council shall jointly review data, and the School District shall implement, specific strategies, objectives, and timelines for significantly increasing students' access to regular education class settings, preventing placement in alternative programs, or returning students to a regular education setting if already placed in an alternative program

7. The Consultant in collaboration with FCPS and the Equity Council shall develop measurable benchmarks and outcomes for determining the successful implementation of the above strategies, objectives and timelines. These strategies, objectives, and timelines will be implemented for the term of this agreement and shall commence no later than the beginning of the 2011-2012 school year.

8. The Consultant in collaboration with FCPS and the Equity Council shall jointly review the placement of all students at the Martin Luther King, Jr. Academy for Excellence to determine if they were placed appropriately, what interventions have been in place for them, if they are in need of evaluation for additional services, what the plan is for allowing them to achieve success in their education.

DISCIPLINE

9. The Consultant, FCPS, and the Equity Council shall jointly develop objectives and monitor the implementation of strategies, and timelines for significantly reducing the total number of suspensions and the disproportionate rates of suspension of children with disabilities and African American students. The Consultant and the Equity Council shall jointly develop measurable benchmarks and outcomes for determining the successful implementation of the above strategies, objectives and timelines. These strategies, objectives, and timelines will be implemented for the term of this agreement and shall commence no later than the beginning of the 2011-2012 school year.

10. During the term of this Agreement, the Consultant shall be granted ready access to all data and tracking information relevant to the issues at hand which the school district collects and maintains in the usual and ordinary course of its operations relative to office disciplinary referrals, removals (suspensions and expulsions), and those arrest and court referrals made at school upon request of school personal, truancies, 45-day placements, and restraint incidents for students in the district.

11. FCPS, the Equity Council and the CLC shall, within a reasonable amount of time with a goal of sixty (60) days, from the execution of this jointly developed Agreement, and disseminate it to all school building administrators, including principals, assistant principals and disciplinarians, a Superintendent's Bulletin requiring strict compliance with state and federal discipline standards for students with disabilities, including the requirements for conducting manifestation determinations, providing IEP services beginning with the 11 cumulative day of out-of-school removals, and the development and/or review of appropriate Functional Behavioral Analysis (FBA's) and Behavioral Intervention Plans (BIP's). The Bulletin shall also specifically prohibit undocumented removals of students with disabilities for disciplinary reasons via "cooling off," "parent pick-up," or other undocumented methods of removals for disciplinary reasons.

12. Prior to the beginning of the 2011-2012 school year, the school district, in consultation with the Equity Council and the Children's Law Center, shall revise the district's code of conduct, subject to the School Board's review and approval process.

13. FCPS, the Equity Council, the Consultant and representatives of the Children's Law Center shall meet at least twice a year for the purpose of reviewing the school district's progress in implementing the Plan required under this Agreement. A third meeting shall be held annually if requested by the school district, the Consultant, or the Children's Law Center. Documents developed in conformance with the provisions of

this agreement including but not limited to the PBIS Training Protocol, shall be reviewed at these meetings.

14. The Consultant shall submit quarterly reports to FCPS, the Equity Council, and the Children's Law Center on the school district's progress in implementing and complying with the Plan and this Agreement's provisions.

15. This Agreement shall terminate three (3) years from the date the Plan specified in Paragraph 3 is finalized, provided that all parties have substantially complied with the Plan's and this Agreement's provisions, as determined by consensus of the Consultant, the Equity Council, the Children's Law Center, and the school district. Upon attaining substantial compliance with the Plan's and the Agreement's provisions, the school district shall thereafter have no obligations under the Agreement. If the school district is not in substantial compliance with the provisions of the Agreement (including the measurable benchmarks and outcomes for determining the successful implementation of the strategies, objectives, timelines listed in the Agreement) by the date specified herein, the Agreement shall continue until substantial compliance is determined through the dispute resolution protocol.

16. This Agreement is entered into in good faith for the purpose of amicably resolving concerns as outlined and in no way constitutes any admission of error, omission, or wrongdoing on the part of any single party or entity.

17. This Agreement is the complete and exclusive statement of the agreements and compromises reached among and between the Parties. This Agreement supersedes and merges all prior proposals, understandings, or other agreements, including, without limitation, draft agreements, oral or written statements, or terms implied by discussion or conduct, among and between the Parties relating to the subject matter of this Agreement.

(b)(6)		
Signature		12-10-2010 Date
(b)(4)		
Signature		12/14/2010 Date
(b)(4)		
Signature	<i>For the Southern Poverty Law Center in cooperation with The Children's Law Center</i>	12/15/2010 Date

IS SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT AN EVIDENCE-BASED PRACTICE?

March, 2009

A major focus for current policy and systems change efforts in education and mental health is the extent to which states are investing in practices and procedures that are supported by rigorous research evidence. Evidence-based practices have been demonstrated in formal research studies to be related to valued outcomes for children and their families.

A reasonable question is if School-wide Positive Behavior Support (SWPBS) is an evidence-based practice. The purpose of this document is to lay out the current evidence assessing SWPBS and the considerations that may be relevant for state, district and national decision-makers.

Any claim that a practice or procedure is “evidence-based” should be framed in the context of (a) explicit description of the procedure/practice, (b) clear definition of the settings and implementers who use the procedure/practice, (c) identification of the population of individuals who are expected to benefit, and (d) the specific outcomes expected. Given this context, the research involving the practice/procedure may be reviewed, and an array of criteria have been proposed by different agencies and organizations (c.f. American Psychological Association, What Works Clearinghouse, SAMSA, Institute for Education Science) for how this literature may be examined to determine the level of experimental rigor, and the confidence with which any statement about “evidence-based” effects can be claimed. A summary of suggestions for defining evidence-based practices from Quantitative (Gersten et al., 2005), Correlational (Thompson et al., 2005) and Single Subject (Horner et al., 2005) research methods was reviewed for educational literature in special section of *Exceptional Children* (Odom et al., 2005).

We provide here (a) the citations defining the context content for SWPBS, (b) the current status of evidence for each of the three tiers of the SWPBS approach (Primary Prevention, Secondary Prevention, Tertiary Prevention), and (c) summary of current and expected directions.

School-wide Positive Behavior Support

School-wide Positive Behavior Support is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. SWPBS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies. The core elements at each of the three tiers in the prevention model are defined below:

Prevention Tier	Core Elements
Primary	Behavioral Expectations Defined Behavioral Expectations Taught Reward system for appropriate behavior Continuum of consequences for problem behavior Continuous collection and use of data for decision-making
Secondary	Universal screening Progress monitoring for at risk students System for increasing structure and predictability System for increasing contingent adult feedback System for linking academic and behavioral performance System for increasing home/school communication Collection and use of data for decision-making
Tertiary	Functional Behavioral Assessment Team-based comprehensive assessment Linking of academic and behavior supports Individualized intervention based on assessment information focusing on (a) prevention of problem contexts, (b) instruction on functionally equivalent skills, and instruction on desired performance skills, (c) strategies for placing problem behavior on extinction, (d) strategies for enhancing contingency reward of desired behavior, and (e) use of negative or safety consequences if needed. Collection and use of data for decision-making

The core elements of SWPBS are integrated within organizational systems in which teams, working with administrators and behavior specialists, provide the training, policy support and organizational supports needed for (a) initial implementation, (b) active application, and (c) sustained use of the core elements (Sugai & Horner, in press).

Is there evidence indicating that SWPBS can be implemented with fidelity and is related to improved social and/or academic outcomes for students?

Among the most rigorous standards for documenting that a practice/procedure is “evidence-based” is demonstration of at least two peer-reviewed randomized control trial research studies that document experimental control. To meet this standard the practice/procedure must be operationally defined, there must be formal measures of fidelity, there must be formal outcome measures, and these elements must be used within a randomized control trial group research design.

Measures

SWPBS measures documenting fidelity

- Cohen, R., Kincaid, D., & Childs, K. (in press). Measuring school-wide positive behavior support implementation: Development and validation of the “Benchmarks of Quality.” *Journal of Positive Behavior Interventions*.
- Horner, R. H., Todd, A., Lewis-Palmer, T., Irvin, L., Sugai, G., & Boland, J. (2004). The school-wide evaluation tool (SET): A research instrument for assessing school-wide positive behavior support. *Journal of Positive Behavior Intervention* 6(1) 3-12.
- Irvin, L.K., Horner, R.H., Ingram, K., Todd, A.W., Sugai, G., Sampson, N., & Boland, J. (2006). Using office discipline referral data for decision-making about student behavior in elementary and middle schools: An empirical investigation of validity. *Journal of Positive Behavior Interventions*, 8(1), 10-23.
- Irvin, L.K., Tobin, T., Sprague, J., Sugai, G. and Vincent, C. (2004). Validity of office discipline referral measures as indices of school-wide behavioral status and effects of school-wide behavioral interventions. *Journal of Positive Behavioral Interventions* 6, 131-147.
- Safran, S. P. (2006). Using the Effective Behavior Supports Survey to guide development of school-wide positive behavior support. *Journal of Positive Behavior Support*, 8, 3-9.

Primary Prevention Tier of School-wide Positive Behavior Support

Randomized Control Trials assessing SWPBS are (a) proposed, (b) being conducted, or (c) recently completed.

- a. Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J., (in press). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. *Journal of Positive Behavior Interventions*.

This paper documents that typical state agents were successful in implementing SWPBS practices, and that these practices were experimentally linked to improved perception of school safety, with preliminary support that implementation was associated with improved proportion of students at 3rd grade who met the state reading standard.

- b. Bradshaw, C., Koth, C., Bevans, K., Ialongo, N., & Leaf, P. (in press). The impact of school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly*.

Bradshaw et al., document that implementation of school-wide PBIS by typical implementation personnel was successful in achieving high fidelity of adoption, and improved “organizational health” within the schools.

- c. Bradshaw, C., Reinke, W., Brown, L., Bevans, K., & Leaf, P. (2008). Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education and Treatment of Children, 31*, 1-26.

The authors document a randomized control trial of SWPBIS with observations from school implementers.

- d. Bradshaw, C., Mitchell, M., & Leaf, P. (in press). Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*.

This randomized control trial documents experimentally that implementation of SWPBIS was related to (a) high fidelity of implementation, (b) reduction in office discipline referrals, (c) reduction in suspensions, and (c) improved fifth grade academic performance.

- e. Sprague, J., & Biglan, A., et al (in progress). A Randomized Control Trial of SWPBS with Middle Schools.

This research is currently in data-collection phase, with preliminary results presented at professional conferences indicating reduction in problem behavior levels when SWPBS core features were implemented. Publishable results are anticipated for 2010.

- f. Wagner, M., Sumi, C., et al., (under consideration). Effectiveness Study of School-wide Positive Behavior Support.

This grant proposal is under review. The grant proposes a four year randomized control analysis of SWPBS across three states. If funded the study would produce results in 2011.

Syntheses of School-wide PBS from Mental Health Institute

Kutash, K., Duchnowski, A., & Lynn, N. (2006). *School-based Mental Health: An Empirical Guild for Decision-makers*. The Research and Training Center for Children’s Mental Health, Florida Mental Health Institute, University of South Florida

“Most experts in the field agree that school-wide PBS is in its infancy (Dunlap, 2006). However, the early results of PBS interventions implemented at the indicated level, and

the growing body of support for implementation at the universal and selective levels for children who have emotional/behavioral problem is very promising.” P. 32

“Because the roots of PBS are in applied experimental analysis of behavior, the evidence for PBS, at this time, is primarily derived from single subject designs. This research, while not in the traditional empirical mode, is nevertheless rigorous, generalizable, and strong in social validity (Sugai & Horner, 2002). Therefore, administrators have a preponderance of evidence to support their exploration of PBS as a viable model for School-based Mental Health programs.” P. 33

Evaluation studies examining SWPBS that used research quality measures, but did NOT employ experimental designs document both implementation of the core feature by typical school personnel, and either improved academic performance, or reductions in office discipline referrals.

Barrett, S., Bradshaw, C., & Lewis-Palmer, T. (2008). Maryland state-wide PBIS initiative. *Journal of Positive Behavior Interventions*, 10, 1005-114.

Benedict, E., Horner, R.H., & Squires, J. (in press). Assessment and implementation of Positive Behavior Support in preschools. *Topics in Early Childhood Special Education*.

Biglan, A. (1995). Translating what we know about the context of antisocial behavior in to a lower prevalence of such behavior. *Journal of Applied Behavior Analysis*, 28, 479-492

Blonigen, B., Harbaugh, W., Singell, L., Horner, R.H., Irvin, L., & Smolkowski, K. (2008). Application of economic analysis to school-wide positive behavior support programs. *Journal of Positive Behavior Interventions*

Bohanon, H., Fenning, P., Carney, K., Minnis, M., Anderson-Harriss, S., Moroz, K., Hicks, K., Kasper, B., Culos, C., Sailor, W., & Piggott, T. (2006). School-wide application of positive behavior support in an urban high school: A case study. *Journal of Positive Behavior Interventions* 8(3), 131-145

Chapman, D., & Hofweber, C., (2000). Effective behavior support in British Columbia. *Journal of Positive Behavior Interventions*, 2 (4), 235-237.

Colvin, G., & Fernandez, E., (2000). Sustaining Effective Behavior Support Systems in an Elementary School. *Journal of Positive Behavior Interventions* 2(4), 251-253.

De Pry, R. L., & Sugai, G. (2002). The effect of active supervision and precorrection on minor behavioral incidents in a sixth grade general education classroom. *Journal of Behavioral Education*, 11, 255-267.

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- George, H., & Kincaid, D. (in press). Building district-level capacity for positive behavior support. *Journal of Positive Behavior Interventions*
- Hirsch, E. J., Lewis-Palmer, T., Sugai, G., & Schnacker, L. (2004). Using school bus discipline referral data in decision making: Two case studies. *Preventing School Failure*, 48(4), 4-9
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- Lewis, T. J., Colvin, G., & Sugai, G. (2000). The effects of precorrection and active supervision on the recess behavior of elementary school students. *Education and Treatment of Children*, 23, 109-121.
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Measurement of School-wide PBS implementation and outcome

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Budget Narrative File(s)

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Itemized Budget Narrative & Justification

The budget for the Fayette County Public School District's *Interconnected Systems Frameworks – PBIS/SMH* program meets federal guidelines regarding use of funds.

Expenditures are reasonable, prudent and necessary to complete project activities and meet project objectives.

The Fayette County Public School (FCPS) District follows established accounting procedures using the state mandated accounting software MUNIS. All funds flow through the district finance office, with the grant accounting department overseeing all grant funds. Budget managers are established for each grant; Velva Reed-Barker will serve as the budget manager for this project. Purchase orders (written by budget managers and approved by administration) are used to make purchases and invoices are paid through the district's finance office. Federal grant funds are drawn down grant on a regular basis, consistent with US ED Department and LEA regulations and guidance.

The district has the qualifications and the capacity to successfully oversee the project. Located in the heart of the Kentucky Bluegrass Region, the FCPS district is the second largest school district in the commonwealth, with more than 40,000 students at 63 schools and special programs. The working budget for the 2012-2013 fiscal year was \$414,648,273.

The District is subject to the requirements under the applicable Edgar regulations. The District is also subject to the Single Audit Act and is audited every year by an independent CPA firm. As part of that audit, Federal programs are examined. This ensures Fiscal control and accounting procedures ensure prudent use, proper and timely disbursement, and accurate accounting of funds.

The FCPS District has had extensive experience in successfully implementing federally funded grant programs. In addition to formula grants such as Title 1 and IDEA, the district has been awarded numerous federal discretionary grants by the US Department of Education, the National Science Foundation, and the US Department of Agriculture. These include a previous Elementary/Secondary Schools Counseling Program grant, multiple Smaller Learning Communities grants, multiple Carol M. White Physical Education Program grants, multiple Foreign Language Assistance Program grants, an Information Technology Experiences for Teachers & Students (ITEST) grant, and multiple CSREES grants. In addition, the district has been awarded grants that are federal funds that are awarded through the Kentucky Department of Education. These include multiple Math & Science Partnership grants, multiple Reading First grants, and multiple McKinney-Vento Homeless Program grants. Grants have also been received from a number of foundations, including the Bill & Melinda Gates Foundation, Hewlett-Packard, Educause/Next Generation Learning Challenges, and the Lucille Caudill Little Foundation.

The FCPS district will ensure that all local, state, and federal procurement policies, regulations, and procedures are followed and that all required reports are submitted in a timely manner.

Basis for estimating costs:

The district's Board of Education annually approved salary schedule serves as the basis for estimating all personnel costs. All salaries and stipends are paid according to this schedule. For example, the salary schedule has an established rate of \$25/hour for attending professional development. This is the amount upon which the PD stipends were determined. Travel costs were estimated as closely as possible given the fluctuation of prices. The district has established per diem and mileage reimbursements rates that align with state rates.

Funds are allocated based on identified needs relative to implementing Interconnected Systems Frameworks that braid together PBIS and SMH. These purchases, and the reasons for them, are outlined below with spreadsheets for the requested grant funds that provide line item detail for each of the three years of the grant project period. Each line item is connected with the Goal for which the expenditure is related.

Grant funds are allocated as follows:

Personnel: Salaries and stipends for project personnel include additional days for the Project Coordinators and the salaries of the 3 Social Workers, stipends for teachers to attend professional learning (PL) and funds to pay substitute teachers to provide release days for teachers to participate in job-embedded PL. The Project Coordinators and the Social Workers will spend 100% of grant contracted time directly on the project. The salaries of other district supporting personnel are not charged to grant funds.

Fringe Benefits: The required fringe benefits are included for all personnel salaries.

Travel: All travel will be related to the project objectives and proposed activities. Grant funds are allocated for the project coordinator and another staff member to attend the required project directors' meeting in Washington DC in year each year of the project period. Funds are also allocated for two people to attend a national conference in each year of the project; this will help project personnel stay abreast of best practices and assist with project dissemination. On-the-job travel will be reimbursed at established state and district rates, which are updated quarterly.

Equipment: Computers/devices and required accessories will be purchased for the Project Coordinators and the three social workers in year one.

Materials & Supplies: Funds are allocated for general consumable office supplies and the purchase of PD session supplies, including binders, chart papers, markers, etc. Funds are allocated to purchase age-appropriate student library books regarding mental health issues as well as how to prevent bullying, violence, and suicide. Funds are also allocated to purchase Universal and other screeners for early detection of mental health problems. All materials and supplies will be purchased from districted approved vendors.

Contractual: Grant funds are allocated to contract with educational consultants to provide training in ISF, PBIS and school mental health. Funds are allocated annually to contract with community mental health professions to provide Tier 3 services to students. Approximately 10% of grant funds are allocated for the provision of a robust and thorough evaluation conducted by an independent evaluator, which will be procured using the district's established bidding procedures. These funds will include the travel for the evaluator to attend the required meetings in Washington, D. C.

Construction: No funds are allocated for construction.

Other: No funds are allocated for other.

Indirect Costs: The district's approved restricted, indirect cost rate for the 2013-2014 fiscal year is 5.24% of direct costs, less funds allocated for computers/equipment. This rate is approved by the US Department of Education through the Kentucky Department of Education (KDE). The detailed report of how this rate was determined by KDE is provided in the appendices.

The following tables provide line item detail for grant and matching funds for each of the three years of the project period.

**E/S Counseling Grant 2014
Fayette County Public Schools
Budget**

MUNIS Code	Item/Category	Description & Calculation	Year One Grant Funds	Year Two Grant Funds	Year Three Grant Funds	Total Grant Funds	Program Goal Addressed
Personnel: Calculate estimated 4% step increases (COLA and experience step) for each year All district personnel will be paid via the Board of Education established Annual Salary Schedule.							
Certified Personnel							
0111	Extended Days above regular contract	Program Managers - extended days - Daily rate calculated at Rank 1 with 26+ yrs. Experience = \$434/day @ 16 days	\$ 6,944	\$ 7,222	\$ 7,511	\$ 21,676	All
0110 / 0111	187 Day Base Pay and Extended Days	Social Workers. Based on Masters with 15 yrs. experience @ 201 days per yr. Year one - \$331/d (100 days employment in year one; prorated on a base of \$66,531)	\$ 99,300	\$ 202,254	\$ 210,344	\$ 511,899	
		Salaries calculated on 2013-14 Salary Schedule with a 1% increase				\$ -	
0113	Stipends	Teacher professional learning Paid at \$25/hr.	\$ 20,400	\$ 3,400	\$ 2,700	\$ 26,500	
						\$ -	
Certified Subs							
0120	Substitute teachers - RETIRED TEACHERS	100 days of substitutes x \$146 per day Job embedded professional learning	\$ 14,600	\$ 14,600	\$ 7,300	\$ 36,500	
						\$ -	
Subtotal: Certified Personnel Funds			\$ 126,644	\$ 212,876	\$ 220,555	\$ 560,075	
Subtotal: Certified Substitute Personnel Funds			\$ 14,600	\$ 14,600	\$ 7,300	\$ 36,500	
Total Personnel			\$ 141,244	\$ 227,476	\$ 227,855	\$ 596,575	
Fringe Benefits							
0222	Medicare	1.45% calculated on certified salaries & stipends	\$ 1,651	\$ 2,775	\$ 2,875	\$ 7,300	
0222	Medicare	1.45% calculated on certified subs salaries & stipends	\$ 190	\$ 190	\$ 95	\$ 476	

0231	KTRS Retirement	15.105% calculated on federal grant funded certified salaries (less Medicare)	\$ 21,057	\$ 33,912	\$ 33,969	\$ 88,938
0253	Unemployment	1% of Total Personnel for budgeting purposes	\$ 1,419	\$ 2,202	\$ 2,260	\$ 5,881
0260	Workers Compensation	0.45% of salary	\$ 636	\$ 1,024	\$ 1,025	\$ 2,685
0294	Health Insurance	\$10,000 per year on FTE employees	\$ 40,000	\$ 40,000	\$ 40,000	\$ 120,000
0295	Federal Group Life	\$27 per FTE employees	\$ 81	\$ 81	\$ 81	\$ 243
0296	Federal Administration Fee	\$60 per FTE employees	\$ 180	\$ 180	\$ 180	\$ 540
Total Fringe Benefits			\$ 65,213	\$ 80,364	\$ 80,485	\$ 226,063

Travel						
0581	in-district	On-the-job Travel: X miles @ .47 per mile	\$ 500	\$ 500	\$ 500	\$ 1,500
0589	board approved	Conferences				\$
0338	Registration	National Conference annually- Registration Estimated @ \$400/person (2)	\$ 800	\$ 800	\$ 800	\$ 2,400
0589	board approved	Airfare est. @ \$425 (2)	\$ 850	\$ 850	\$ 850	\$ 2,550
0589	board approved	Mileage & Fees – estimated at \$100/person	\$ 200	\$ 200	\$ 200	\$ 600
0589	board approved	Lodging- \$190 per night - 3 nights - 2 rooms	\$ 1140	\$ 1140	\$ 1140	\$ 3,420
0589	board approved	Per Deim - \$30/day B/L/D - 2 @ 3 days	\$ 210	\$ 210	\$ 210	\$ 630
		Project Directors meeting	\$ 1,200	\$ -	\$ -	\$ 1,200
Total Travel			\$ 4,900	\$ 3,700	\$ 3,700	\$ 12,300

Equipment

		Laptop/tablet devices & accessories for social workers, project coordinator and budget manager (5), est. @ \$3,500 each	\$ 17,500	\$ -	\$ -	\$ 17,500
						\$ -
		Total Equipment	\$ 17,500	\$ -	\$ -	\$ 17,500
		Supplies & Materials				
0550	0610	Printing Pamphlets on mental health issues	\$ 5,000	\$ 500	\$ 500	\$ 6,000
0610	0641	General Supplies (consumables) Binders, office supplies, paper, flash drives, & other materials needed	\$ 3,000	\$ 500	\$ 500	\$ 4,000
0641	0646	Educational materials Student Library books on mental health issues	\$ 15,000	\$ -	\$ -	\$ 15,000
0646	0647	Assessments Universal screeners and other mental health assessments	\$ 33,000	\$ 1,000	\$ 1,000	\$ 35,000
0647		Reference Materials	\$ 5,100	\$ -	\$ -	\$ 5,100
						\$ -
		Total supplies & materials	\$ 61,100	\$ 2,000	\$ 2,000	\$ 65,100
		Contractual				\$ -
0335	0345	Educational Consultant Professional Learning for the Social Workers/Project managers	\$ 15,000	\$ 500	\$ -	\$ 15,500
0345	0349	Other professional services Contracted mental health counseling services	\$ 35,000	\$ 25,000	\$ 25,000	\$ 85,000
0349		Other professional services External Evaluator: Estimated at up to 10% of Grant funds awarded	\$ 40,000	\$ 40,000	\$ 40,000	\$ 120,000
		Total Contractual	\$ 90,000	\$ 65,500	\$ 65,000	\$ 220,500
		Other				\$ -
		Total Other	\$ -	\$ -	\$ -	\$ -
		Total Direct Costs	\$ 379,957	\$ 379,040	\$ 379,040	\$ 1,138,038

FCPS Indirect cost	5.24% of grant funds, less equipment	\$ 20,043	\$ 20,960	\$ 20,960	\$ 61,963
TOTAL Program Budget		\$ 400,000	\$400,000	\$ 400,000	\$ 1,200,000

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Fayette County Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	141,244.00	227,476.00	227,855.00	0.00	0.00	596,575.00
2. Fringe Benefits	65,213.00	80,364.00	80,485.00	0.00	0.00	226,062.00
3. Travel	4,900.00	3,700.00	3,700.00	0.00	0.00	12,300.00
4. Equipment	17,500.00	0.00	0.00	0.00	0.00	17,500.00
5. Supplies	61,100.00	2,000.00	2,000.00	0.00	0.00	65,100.00
6. Contractual	90,000.00	65,500.00	65,000.00	0.00	0.00	220,500.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	379,957.00	379,040.00	379,040.00	0.00	0.00	1,138,037.00
10. Indirect Costs*	20,043.00	20,960.00	20,960.00	0.00	0.00	61,963.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	400,000.00	400,000.00	400,000.00	0.00	0.00	1,200,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2013 To: 09/30/2014 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 5.24 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Fayette County Public Schools	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Jan		Hatfield	

Address:

Street1:	1126 Russell Cave Road
Street2:	
City:	Lexington
County:	Fayette
State:	KY: Kentucky
Zip Code:	40505-3412
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
859.381.4311	

Email Address:

jan.hatfield@fayette.kyschools.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.