



# 2024-2025 Stronger Connections Grant

Competitive Grant Application: Due 11:59 p.m. CT, July 18, 2023

NOGA ID

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov.

The application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement

Authorizing legislation: PL 117-159 Bipartisan Safer Communities Act Title II School Improvement Programs, BSCA

Grant period: From 11/15/2023 to 09/30/2025 Pre-award costs: ARE NOT permitted for this grant

Required attachments: N/A

## Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

## 1. Applicant Information

Name of organization

Campus name  CDN  Vendor ID  ESC  UEI

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

## 2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

Grant writer is an employee of the applicant organization.  Grant writer is not an employee of the applicant organization

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RFA/SAS #

2024-2025 Stronger Connections Grant

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**3. Shared Services Arrangements**

Shared services arrangements (SSAs) are not permitted for this grant.

**4. Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Systematize, improve and scale up our current behavior/mental health MTSS & Threat Assessment procedures. Clarify & publish transparent protocols for bullying incidents.	<ul style="list-style-type: none"> <li>- The Program Coordinator will implement MTSS Program developed by the TX Center for Student Support.</li> <li>- Threat assessment &amp; bullying procedures will be clarified &amp; circulated &amp; staff will be trained on these protocols.</li> </ul>
Reduce incidents of bullying, hate, aggression/ violence & threats towards self or others on SISD campuses.	Staff will be trained on Conscious Discipline, Trauma-Informed Practices & Restorative Practices; Youth Court will be set up at SHS; Peer Mediators will be trained in Grades 4-12; Tiers 2 & 3 students will have individualized, intensive support plans that are monitored regularly
Mobilize & partner with parents, students & community agencies to eliminate the stigma often associated with mental health challenges and to increase behavioral/mental health literacy.	5 Parents will be trained as Parent Cafe Facilitators & will host 6 parent cafes. 30 staff members will complete Mental Health First Aid Training & 10 youth will complete the Youth Program. Community agencies will participate in Wraparound Meetings & also in Community events hosted by SISD

**5. SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By August 15, 2025, a comprehensive Student Support Team for mental/behavioral health will have been established, used consistently and modified as needed based on student data resulting in 15% reduction from the 2022-2023 school year, in students' office disciplinary referrals (ODRs); In School Suspension days; Out of School Suspension days; and assignment to DAEP/JJAEP for incidents involving bullying, hazing, hate, threats to self, others and/or the school at large and incidents of aggression/violence. These incidents will decrease by 5% from the previous school year by June 2024 and by an additional 10% by June 2025 while also showing an increase of 10% in attendance and academic grades for students receiving Tiers 2 & 3 supports and interventions as part of the Student Support Model.

**6. Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

Nov. 2023 - April 2024: By December 22, 2023, SISD's, "You Matter," Initiative, raising mental health awareness will be launched; a Project Coordinator, Support Counselor & Services Navigator will sign contracts; a Program Advisory Team will meet; a staff member will train as a TBRI Trainer; & 15 SHS students will train to be Youth Court leaders. By Jan. 31, 2024, teachers in Pre- K-12 will teach social emotional skills weekly & the SHAPE assessment will be completed. By Feb. 16, 2024, five parents will train as Parent Cafe Facilitators; Student Support Program protocols will be set up based on TCSS guidelines & 30 SISD students will train as peer mediators. By April 5, 2024, Universal screening of all students, K-12, will occur & intensive Tiers 2 & 3 support plans will be developed, implemented & ongoing progress monitoring will occur; 2 Parent Cafes will be held & a 15% increase in TCHAT usage will occur.

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## 6. Measurable Progress (Cont.)

### Second-Quarter Benchmark

May 2024 - October 2024: By May 17, 2024, SHS Youth Court will hear 20 cases & Peer Mediators will complete 30 By June 15, 2024, Office referrals, ISS, OSS & DAEP assignments for acts of bullying, hate, threats to self/others & violence will have a 5% reduction from 2022-2023. On July 20, 2024, a "Youth Resilience Day," event will take place By September 15, 2024, staff booster training in PBIS, trauma-informed practices, & the TX SST program will be complete; & 3 staff members will be certified as Restorative Practices trainers. By October 31, 2024, Universal Scening of all students, K-12, & PASS Student Survey will be complete & intensive Tiers 2 & 3 support plans will be developed & implemented with ongoing progress monitoring; 2 Parent Cafes will be completed; 30 SISD Staff will be trained in Cooperative Discipline; 70 staff will be trained in Restorative Practices; 50 staff members will complete Mental Health First Aid for staff & 20 students will complete Mental Health First Aid training for Youth.

### Third-Quarter Benchmark

November 2024 - April 2025: By Nov. 30, 2024, Tiers 2 & 3 students will have individualized, support plans in place with ongoing progress monitoring through May 24, 2025. By Feb. 15, 2025, a 4th Advisory Group meeting will occur; By April 11, 2025, Universal Scening of all students, K-12, & PASS Student Survey will be complete & intensive Tiers 2 & 3 support plans will be developed & implemented with ongoing progress monitoring. By May 24, 2025, 3 Parent Cafes will be completed & a second staff member will be certified as a TBRI trainer. By April 30, 2025, Youth Court will have heard 30 cases during the 2024-2025 school year & peer mediators will have assisted with 50 cases By June 15, 2024, a SHAPE assessment, parent forums & student focus groups will be completed. By June 15, 2025, Office referrals, ISS, OSS & DAEP assignments for acts of bullying, hate, threats to self/others & violence will be reduced 10% from 2023-2024 & Tiers 2 & 3 students will increase their attendance & academic grades by 10%.

## 7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

A SHAPE assessment will be conducted prior to beginning the program. Results will be results reviewed with staff, parents and students to identify behavioral/mental health priorities, gaps in services, and progress made at the individual student, campus and district-wide levels. SHAPE assessments will be repeated 3 times between January 2024 & September 2025, to continuously inform program refinement. In addition, parent forums and student focus groups will be held annually to get indepth stakeholder input. The Advisory Group's quarterly meetings will analyze assessment results & review data to help determine program refinement areas. Both process and outcome data will be collected and analyzed in an ongoing manner. Process measures document who is being served & what interventions/supports are being provided (e.g., numbers of staff receiving specific training, numbers of students being universally screened, planning & progress monitoring meetings being held & the provision of intensive Wraparound Services for our most involved students). Outcome data showing the program's impact on providing early intervention and intensive interventions/supports and subsequent reductions in ODRs, ISS, OSS & DAEP placements related to bullying, hazing, hate & violent incidents will be gathered in an ongoing manner. If a student is not making progress with Tiers 2 & 3, supports, an SST meeting will be reconvened to discuss, adding, removing and/or modify existing interventions/supports. The School-Wide Information System (SWIS) from the University of Oregon provides a database where all Office Referrals are entered with specific details about each incident. This provides SST & campus teams with ongoing timely, actionable data. Given the dynamic, ever-changing nature of providing relevant, timely, effective mental/behavioral supports, it is critical that real-time data be available & reviewed to inform program refinement. SISD currently subscribes to the Navigate 360 software database to document threats, actions taken, plans developed etc. This data will also be reviewed regularly. Campus Counselor: keep detailed records of suicide risk assessments completed and trends/changing needs will be reviewed at monthly counselor meetings. Administrators' bullying investigations will also be reviewed regularly. The STOP!T Application also reports the number of incidents reported, by whom, at which campus and what actions were taken. SISD will ensure they are not DRIP (Data Rich, Implementation Poor), but will be Data Rich, Implementation Rich.

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**8. Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2024–2025 Stronger Connections Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- 4. The applicant will formally establish a Student Support Program at three district campuses (one elementary, one intermediate/middle school, one high school) to address school climate and establish a student support team structure aligned to the training and support provided by the Texas Center for Student Supports and the regional ESC. If the applicant has few than three campuses or does not have three of the listed types of campuses, the applicant will establish the Student Support Program and the student support team structure at all campuses, up to three, served in the district.
- 5. The applicant will allocate 6% of awarded funds for contracted services for technical assistance provided by the regional ESC. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.
- 6. The applicant will allocate 10% of awarded funds for professional and contracted services with a partner approved by the Texas Center for Student Support and TEA. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.
- 7. The applicant will use the family engagement playbook developed by the Texas Center for Student Supports to partner and build support with parents and families prior to a student support team assessment, and during the student support implementation process to facilitate a student support partnership with families.
- 8. The applicant will establish a parent, student, and staff advisory committee to provide input on the establishment of the Student Support Program.
- 9. The applicant will engage in Student Support Program planning activities from the beginning of the grant program through implementation at the beginning of the 2024-2025 school year.
- 10. The applicant will establish and implement at the beginning of the 2024-2025 school year, the Student Support Program aligned to the content and training provided by the Texas Center for Student Supports.
- 11. The applicant will incorporate a case management system into the student support team structure aligned to the training and support provided by the Texas Center for Student Supports.
- 12. The applicant will align the student support team structure with behavioral threat assessment team operation and outcomes to ensure that students are well supported and that the effectiveness of interventions are monitored.
- 13. The applicant will implement the data collection and reporting system developed by the Texas Center for Student Supports to gather and analyze data to monitor efficacy of the implementation of the Student Support Program, including student support team structure, quality of support leading to positive outcomes, and data related to increases in desired outcomes (e.g. increase in student support team referrals for nonacademic needs, increase in effective supports received by students, reduction in disciplinary incidents, reduction in bullying and harassment, increase in referrals for mental health services, reduction in removals from class, etc.).
- 14. The applicant will provide timely response to requests from TEA for information and data regarding program development implementation, and performance and evaluation measures.

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## 9. Statutory/ TEA Program Requirements

1. Describe how the LEA will identify the campuses that will participate in the establishment of the Student Support Program described in the program description? Include the criteria or considerations that will influence the determination by the LEA.

All seven SISD campuses will participate in the Student Support Program. SISD has a Prek-2 campus; a grade 3-5 campus; a grade Prek-5 campus; a 6th Grade Center; a grade 7-8 campus, a High School serving students in grades 9-12 and also, an alternative high school. SISD began the process of Universal Behavioral/Mental Health Screening at all campuses in 2021. The proposed program will allow SISD to systematize the Student Support Program, provide additional training for staff and engage parents, students and community providers at even higher levels. It will provide invaluable coaching, technical assistance & guidance from the TX Student Support Center & Region XI ESC, to ensure that SISD provides a comprehensive, research-based program to best meet the needs of all students. It makes sense and is feasible to include all seven campuses (total student enrollment of 2,801) in this program as each campus has already begun working on and implementing a Student Support Program. SISD has had a 6.4% enrollment growth from 2019-2020 to 2022-2023 school years. As the enrollment increases, the numbers of students eligible for free and reduced lunch eligible students is also growing with 46.16% of students eligible in 2022-2023 school year, compared to 41.3% in the 2020-2021 school year. In 2022-2023, 4.1% of students qualified as homeless, almost a 30.2% increase over 2021-2022. SISD had a mobility rate of 43.5%, which is significantly higher than the state prevalence of 13.5%. The numbers of English Language Learners (ELL), newly arrived immigrant families and students with disabilities (especially those qualifying as emotionally disturbed) continues to rise dramatically. Chronic absenteeism is also a huge challenge for SISD with a 10.8% rate last school year. SISD is also experiencing increased numbers of students moving to Sanger from metroplex/city school districts and many of these students are experiencing behavioral/mental health needs related to their high levels of mobility and exposure to multiple Adverse Childhood Experiences (ACES). Staff needs training on how best to meet the needs of the ever-changing student population & SISD needs a structured, research-based systematic process to successfully meet these students' complex needs.. These changes are evident across all seven SISD campuses,

2. Describe how the LEA will ensure that campus leaders and staff are committed to the success of the Student Support Program.

SISD's School Board, Central Office Leadership and campus leaders and staff have made the mental/behavioral health of students and staff a top priority. This is evident given the signed MOU with TCHAT, the inception, implementation and ongoing evaluation of the THRIVE Program, the commitment to Universal behavioral/mental health screening for all students and the investment in making sure that Tier 1 schoolwide PBIS, trauma-informed practices and Restorative practices are being trained on, used & monitored for fidelity of implementation. The Director of SEL & Behavior Support will provide bimonthly reports to SISD's School Board at their regularly scheduled board meetings of the process and outcome data of the Student Support Program. Also, she attends monthly campus administrator and central office staff meetings where she provides updates & they can discuss program progress, review how things are going and determine if additional resources/training are needed. In June 2023, a full day workshop was hosted for campus administrators and district staff. During this workshop, a Strengths, Weaknesses, Opportunity and Threats (SWOT) analysis of data related to social emotional learning, bullying, threats made, mental health supports needed and behavior/discipline in general was completed. At a subsequent meeting, campus teams and the District Improvement Team developed social, emotional, mental health and behavioral goals for District and Campus Improvement Plans. SISD has made students' behavioral/mental health needs a priority by investing in the PASS student survey last school year and for the upcoming 2 school years. They have also provided funding for updates and/or renewals for the Why Try & Ripple Effects research-based Social Emotional Learning Programs. Administration have listened to the voices of parents and staff and will be incorporating specific social emotional instruction weekly for all students, PreK-12. For the past 3 years, Counselors in SISD have spent 90% of their time with students and only 10% in other administrative types of activities. SISD leadership identified and acted upon this critical need even before Senate Bill 179 required that districts have counselors spend at least 80% of their total work time with students. SISD is highly committed to Counselor training and support, having each counselor attend a state level conference & trainings at ESC 11. budget for the counseling

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**9. Statutory/Program Requirements (Cont.)****3. Describe how the LEA will engage parents and families to solicit support for the program.**

The first step is to ensure that parents and families are included in needs assessment activities. Focus groups, forums, and surveys about the Student Support Program will be conducted annually. Parents will be trained to host parent to parent Cafes. Parent Cafe events will be held every 6-8 weeks with recordings of all sessions available online.

Annual events including the Community Resource Back to School Fair, Christmas Toys distribution, annual Youth Resilience Day event, weekly Linda Tutt HS Grocery Store and having SISD become a HMIS Site with United Way will also provide multiple opportunities for parent and family engagement. Social Media will play a huge role in providing information & resources for parents and families.

The Student Support Team will incorporate person & family-centered planning procedures when having Tiers 2 and 3 planning and progress monitoring meetings. Translators will be available for families who need this support. Parents can choose whether to have meetings via Zoom or in-person. When necessary, plans can be made to schedule meetings in the early morning or evening to accommodate parents' work schedules.

The contracted Services Navigator/Case Manager will serve as family/parent liaison and will be the Case Manager for all Tier 3 students. He/She will communicate with families regularly, be available to consult with them and assist them in accessing community resources.

**4. Describe how the LEA will ensure that there is adequate staff to support the establishment and implementation of the Student Support Program.**

The Student Support Program will include a contracted Program Coordinator who will work 30 hours weekly the first year of the program and 20 hours during the second year. A Services Navigator/Social Worker and district-side support counselor will work 20 hours weekly for each year of the project.

Otherwise all program activities will be undertaken by existing staff (Director of SEL & Behavior Support, Campus Administrators, Counselors and Staff). Once the Student Support Program is systematized, program coordination can be done by the District Director of SEL and Behavior Supports. Due to increase in student enrollment, SISD campuses will be reconfigured in August 2025. This will provide the opportunity to consider hiring a possible full-time social worker and a full-time district crisis support counselor. SISD recently started their own SISD Police Department. They currently have a Chief of Police and two officers with the goal of having an SRO at each campus by August 2025. Student enrollment increases and consolidation of different schools/grade levels will help with funding for these proposed positions.

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**9. Statutory/Program Requirements (Cont.)**

5. Describe how each of the campuses will be supported by the grant program, if awarded, currently conduct behavioral threat assessments and how the campus will incorporate current systems into the student support team structure.

Currently, when campus administrators are made aware of a threat, they interview and get statements from all involved parties. The threat is entered into the Navigate 360 database which also guides campus teams with specific questions to help determine the level of threat. If the campus team determine it to be a substantive threat, then the district threat assessment team meets to review and determine next steps. All information is entered into Navigate 360, which allows us to have timely, up to date longitudinal & real time data regarding threats being made. If a student makes a threat to harm themselves, the campus counselor does an initial suicide risk assessment to determine if the student made the comment and/or has engaged in self-harm behaviors either now or in the past. Also, the counselor questions the student to see if they have a suicide plan and whether or not they have the means to carry out the plan. The Counselor conferences with an Administrator and the School Nurse. They contact the parent, create a safety plan and communicate with parents to provide them a list of community-based resources. In high risk situations, the counselor calls Denton County MHMR Mobile Crisis Unit to come to the school to conduct a assessment with parent permission and/or presence. School administrators also call 911 if self-injury or suicide attempt has occurred. The proposed SST can come together to staff and collaboratively develop a support plan with the student and their parent when threats and/or incidents of self-harm occur. Community partners can be included in these meetings as appropriate. Intensive, individualized plans will be developed and monitored regularly for fidelity of implementation and to see if they are working or need to be modified. Also, the SST Team will play a huge role in supporting students and families as they reintegrate back from a behavioral/mental health treatment program onto campus. Current approaches are strong in the assessment component, but lack significantly in the development, implementation and ongoing monitoring of intensive support plans. We tend to, "weather the storm," when such incidents occur and at best, we offer parents a list of community resources, which they may or may not access. Having the Student Support Team Structure in place will allow us to engage the family and students as partners in the development of targeted, evidence-based, culturally responsive and meaningful supports and plans.

6. Describe how the LEA currently identifies student support needs and how it identifies and establishes partnerships with external mental health and behavioral health providers to meet student needs.

Currently, SISD has an MTSS-Behavioral/Mental Health model, the THRIVE Program (Together Harnessing Resources for Individuals' Voice & Empowerment), that they have been using since 2021. The Student Risk Screening Scale - Internalizing and Externalizing (SRSS - IE) has been administered each October and March as a universal behavioral/mental health screener. The District Coordinator of Social-Emotional Learning and Behavior Support collaborates with PLC teams at each campus to analyze screener results and to set up staffing meetings to develop Tiers 2 & 3 support/intervention plans.

In addition to the universal mental health/behavioral screenings and Tiers 2 & 3 plan developments, THRIVE also provides access to social-emotional learning resources and linkages to community-based services. THRIVE is a unique partnership between SISD, TX Health Resources, the City of Sanger, First Baptist Church of Sanger, First Ministries of Denton and New Life Church of Sanger. THRIVE provides free counseling and medical services for students and their families. It also has a food pantry that opens twice weekly and a student-run grocery store that opens once weekly in the evening to the community. SISD has also been able to partner with Denton County MHMR to access their mobile, crisis units when needed and to refer students and families to MultiSystemic Family Therapy and Coordinated Speciality Care for First Episode of Psychosis and their YES Waiver Program.

THRIVE has allowed us to have the beginnings of a comprehensive, coordinated student support program. However, we have struggled with keeping up with progress monitoring of student support plans, providing needed training to school staff, and engaging parents for parent support events. Our Interagency Wraparound Services have been somewhat haphazard with case management being an area that we need to greatly improve on.

The Stronger Connections Grant would allow us to systematize our behavioral/mental health student support team, to provide needed training for staff, to better engage parents and students and to implement case management/ Interagency Wraparound services with fidelity. Through a Stronger Connections Grant, we could scale up MTSS for behavioral/mental health districtwide.

7. Describe how the LEA currently partners with the regional ESC to support improvement in student mental

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**9. Statutory/Program Requirements (Cont.)**

7. Describe how the LEA currently partners with the regional ESC to support improvement in student mental health, behavioral and emotional health, physical health and wellbeing, and improving academic outcomes for students.

SISD is a member of Region XI ESC. Sanger has various contracts with ESCs for many different services. One of the many we have is on DataSuite, which allows us to conduct ongoing, real-time data analysis broken down by various student sub-populations. It allows users to drill down to the specific student level providing longitudinal data that assists in planning comprehensive, individualized support plans for students. SISD Staff regularly attend Region XI in person trainings and also participate in online trainings. New counselors are being signed up for the New Counselor monthly meetings. SISD has also had ESC 11 consultants come to Sanger to provide training, coaching, strategic planning etc.

8. Describe how the LEA will use this grant program to supplement current work to improve services and supports for the mental health, behavioral and emotional health, and physical health and wellness of students.

Since 2020, Sanger ISD has conducted Universal screening of all students, K-12, using the Student Risk Screening Scale (SRSS), twice annually in October and March. Since 2022, students also complete the Pupil Attitudes toward School and Self (PASS) Survey twice annually. This provides student input & voice in all support meetings. When the SRSS is completed, PLC teams meet to analyze the data. Students scoring "at risk," are discussed. Students ABCs, (Attendance, Behavior and Completion of work/grades) are also considered. Students who need it, are scheduled for Tier 2 or Tier 3 MTSS Behavioral/Mental Health meetings. Each student is assigned a staff member to be their Case Manager. Prior to having the MTSS Meeting the Case Manager communicates with and gets input from the student and parent. Tier 2 or Tier 3 plans are then developed at an MTSS Meeting. The THRIVE Program has allowed us to be able to provide students and families with community and school-based resources that can help deter social determinants of overall health (i.e. fresh nutritious food, access to routine/basic medical care, access to counselors in the community etc.) and also support students/families in overcoming Adverse Childhood Experiences (ACES). SISD has some Tier 1, 2, & 3 research-based interventions in place, however additional training & coaching is needed. While SISD has the framework in place for a Student Support Team process, there are still many areas that need to be further developed and for which SISD could benefit greatly from technical assistance and coaching. Our most urgent need is to formally systematize the process. We have many of the pieces needed, but need to formally connect and bring them together in a well-defined, efficient, effective manner. Specifically, detailed protocols, forms etc., are needed for drill down and student planning meetings. Strategies to increase parent engagement and involvement are also a big need. Behavioral threat assessment and suicide risk assessments are areas that need work. Also, being trained on and implementing additional evidence-based programs is a high need.

9. Enter the LEA Total Enrollment:

10. Enter the Regional Educational Service Center that serves the LEA:

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**10. Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

**11. PNP Equitable Services**

Are any private nonprofit schools located within the applicant's boundaries?

- Yes  No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

Are any private nonprofit schools participating in the grant?

- Yes  No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

**Assurances**

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

**Equitable Services Calculation**

1. LEA's student enrollment	
2. Enrollment of all participating private schools	
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	
4. Total current-year grant allocation	
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	

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**12. Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**Payroll Costs**

1.	<input type="text" value="N/A"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

**Professional and Contracted Services**

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$ 48,000.00
7.	Required 10% of funds to the Texas Center for Student Supports	\$ 80,000.00
8.	<input type="text" value="Program Coordinator (\$70 hour) - 30 hours X 30 weeks, Year 1; 20 hours X 40 weeks, Year 2"/>	\$152,250.00
9.	<input type="text" value="Social Services Navigator (\$50 hour). - 20 hours X 30 weeks, Year 1; 25 hours X 40 weeks, Year 2"/>	\$ 80,000.00
10.	<input type="text" value="District-Wide Support Counselor (\$60 hour) - 20 hours X 30 weeks, Year 1; 20 hours X 40 weeks, Year 2"/>	\$ 84,000.00

**Supplies and Materials**

11.	<input type="text" value="Parent Cafe Facilitator Training; TBRI Facilitator Training; Restorative Trainer Training"/>	\$ 25,200.00
12.	<input type="text" value="Stipends Parent Cafe Facilitators; Counselors Coordinating Peer Mediation; Youth Court Facilitator; Staff training off contract hours"/>	\$ 31,000.00
13.	<input type="text" value="SEL Curricular Programs; Professional Library on MTSS Behavior; laptops; Supplies etc."/>	\$171,658.00

**Other Operating Costs**

15.	<input type="text" value="Contract Social Media/Technology Assistant (\$30 hours) - 5 hours weekly X 70 weeks over 2 years"/>	\$ 10,500.00
16.	<input type="text" value="Contract with Conscious Discipline trainer &amp; other trainers (e.g. Restorative Practices)"/>	\$ 60,000.00
17.	<input type="text" value="Travel to trainings, conferences etc. &amp; Registration Costs"/>	\$ 25,000.00

**Debt Services**

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>

**Capital Outlay**

20.	<input type="text"/>	<input type="text"/>
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Direct administrative costs:

Indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

**For TEA Use Only:**

Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_

**Appendix I: Negotiation and Amendments**

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page.*

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

**For TEA Use Only:** Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_