

2018 GRANT SUMMARY PAGE

MENTAL HEALTH, CHEMICAL DEPENDENCY, AND THERAPEUTIC COURTS RFP
KITSAP COUNTY HUMAN SERVICES DEPARTMENT

Organization name: Bremerton School District

Proposal Title: Bremerton School and Community Social and Emotional Learning Grant

Please Check One New Grant Proposal

Continuation Grant Proposal

Please check which area of the Continuum this project addresses:

<input checked="" type="checkbox"/> Prevention, Early Intervention and Training <input type="checkbox"/> Crisis Intervention <input type="checkbox"/> Outpatient treatment	<input type="checkbox"/> Medical and Sub-Acute Detoxification <input type="checkbox"/> Acute Inpatient Care <input type="checkbox"/> Recovery Support Services
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Proposal is to address Gap #1¹ Behavioral Health Prevention, Early Intervention and Training. We have developed effective Tier II and Tier III intervention services and supports for our students and families in collaboration with community agencies. We plan to strengthen our prevention model by implementing a comprehensive, evidence-based, social and emotional teaching and learning system that integrates ACES, WA State social and emotional learning standards. This allows our schools to identify behavioral problems early and teach and support the social and emotional development/skills of all children, birth to 21.

Requested Funds Amount: \$ 360,290

Matching/In-kind Funds Amount: \$ 3,733,290

Street Address: 134 Marion Avenue N.

City: Bremerton

State: WA Zip: 98312

Primary Contact: Linda Sullivan-Dudzic, Director of Elementary & Special Programs

Phone: 360.473.1061

E-Mail: linda.sullivan@bremertonschools.org

Non-Profit Status: 501C3 of the Internal Revenue Code? Yes No

Federal Tax ID Number: 91-6001656

- If incorporated, attach a list of the members of the Board of Directors, including names and addresses.
- If not incorporated (sole proprietor or partnership), attach a list of the names and addresses of the principals.




 Signature Title Date

¹ Kitsap County Behavioral Health Strategic Plan, 2014;

BOARD MEMBERS

The Bremerton School Board of Directors is made up of five citizens who are elected from within the District's boundaries. They serve four-year terms and are responsible for approving policies, curriculum, and the District's budget.

You can reach the entire Board along with Superintendent Leavell by sending your email to ***bsd-board@bremertonschools.org***. To contact individual Board members via email, please click on their names below. Note that all correspondence regarding any school district subject are considered public records. Written communication to the Board or Superintendent may be sent to Bremerton School District, 134 Marion Ave. No., Bremerton, WA 98312. For a brief biography of each Director, you'll find a listing under "Board Members" on the ***BoardDocs*** "Welcome" page, or you may visit the "Library" section there.



Naomi Evans
360.277.8219
Position #1
Term Expires: 2019



J. David Rubie
360.277.8686
Position #2
Term Expires: 2019
WIAA Representative



Jonee Dubos
360.277.8688
Position #3
Term Expires: 2019
Auditor



Alyson Rotter
360.277.8687
Position #4
Term Expires: 2017
2017 President



Carolynn Perkins
360.277-8689
Position #5
Term Expires: 2017
2017 Vice-President

2016/2017 School Year Student Representative to the Board
Mr. Stewart Montgomery
Bremerton High School Student
(see below for more information)

Each year, the Bremerton High School Associated Student Body (ASB) selects a volunteer to serve as the District's Student Representative to the Board. This person serves as the liaison between the secondary students (grades 7-12) and the Board. This responsibility includes sharing student opinions with the Board regarding items under consideration and reporting to the Associated Student Body on Board deliberations and actions.

2018 NARRATIVE TEMPLATE FOR NEW GRANT PROPOSALS

MENTAL HEALTH, CHEMICAL DEPENDENCY, AND THERAPEUTIC COURTS RFP
KITSAP COUNTY HUMAN SERVICES DEPARTMENT

All New Proposals will be screened and rated based on the following Narrative information using the template below. The Narrative is limited up to 15 pages.

1. Organizational Capacity

A. **Organizational Governance**

The classified system of accounts the Bremerton School District utilizes was developed by the Washington State School District Accounting Advisory Committee under the joint direction of the Superintendent of Public Instruction and the State Auditor.¹ In general, the manual follows established principles of governmental accounting as adopted by the Governmental Accounting Standards Board. Revisions have been made where necessary in order to conform to state law. Authority for the Accounting Manual is provided under WAC 392-123-010. The system of accounts provides for a basic double entry modified accrual system of accounting with general ledger controls over revenues, expenditures, receivables, inventories, liabilities, fund balance, and budgetary accounts. The system is intended for the school district to maintain detailed revenue and expenditure accounts as well as required periodic reports. The use of these systems will (1) promote uniformity in the presentation and comparison of financial data; (2) make available to the local school superintendents and school boards complete and up-to-date data for their guidance and information; (3) furnish the means for effective budgetary control; and (4) provide a method for school districts to present their fiscal operating results and financial needs. Our 15-16 audit was completed and there were no questioned costs, no disallowed costs and no findings.

Our organizational chart is in Attachment I.

B. **History of Project Management**

Bremerton has a long history of managing successful grants in partnership with the county, state and federal agencies to fund collaborative projects that address behavioral health issues at all levels along the Kitsap County Continuum of Care. All projects listed have been managed in a timely manner, well within budget and met all funding and reporting requirements.

¹ Washington School Board Standards, Benchmarks of Success and Indicators for Evaluation, which references a framework for effective governance adopted by the Washington State School Directors' Association Board of Directors, June 27, 2009

Project	Activity	Funding
DODEA 2016 BSD & OESD 114	5-year grant to address the STEM needs of students, especially military students	\$1,250,000
BSD & KMH Cooperative classroom-based program co-taught by KMH Mental Health Specialist and Special Education, K-8	Cooperative program serves students that are not able to function in a school setting, even with 1:1 support. This program provides school-based mental health prevention education for students and their families that includes intervention, assessment, referral and treatment support.	\$577,486/yr.
The Olympic Educational Services District (OESD) and Kitsap County Behavioral Health Counseling Enhancement Project (BHCEP)	This program provides school-based services at View Ridge and Armin Jahr for students and families and training on ACES and classroom application. This project continues to be an excellent Tier II program for our highest poverty elementary schools. This project is managed in partnership with OESD for Central Kitsap, South Kitsap, and North Kitsap school districts. This grant proposal builds on these services.	\$1,120,000
BSD, OSPI, KCR Head Start & Boeing Grant(s)	STEM lesson design and training for all early childhood providers and programs serving children birth to five. The lessons are produced by OSPI in partnership with the Bremerton School District. The project is funded through grants from the Boeing Company. Preschools across the state and nation are able to access.	\$109,000 total
BSD and Bill & Melinda Gates Foundation	The purpose of this grant was to expand the district's engagement with licensed in-home child care providers and align them with kindergarten through third grade; provide technical assistance to other districts implementing preschool through third grade programs; and strengthen connections with Bremerton preschool through third grade parents. Bremerton was chosen because of the District's commitment to school readiness and improving early	\$369,838/yr.

	learning outcomes. Bremerton trained 35 school districts.	
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	GEAR UP offers state and partnership grants. State grants are competitive six-year matching grants that must include both an early intervention component designed to increase college attendance and success and raise the expectations of low-income students and a scholarship component.	\$200,000

C. Staffing Capacity

The goal of this grant is to strengthen our prevention model for children and their parents by implementing a comprehensive, evidence-based, social and emotional teaching and learning system that would provide every child with the opportunity to learn and practice the social skills that are appropriate for their age and provide teachers and families with the training and materials needed to respond to the emotional needs of their students. By using our existing staff and resources from our OESD partnership, Behavioral Health Counseling Enhancement Project (BHCEP), early childhood partners including Kitsap Community Resources preschool teachers, we will need minimal staff. This allows us to use this grant to provide time, training using a trainer of trainers (TOT) model and research-based curricula, assessment and materials necessary for teaching and learning. As a result, schools and preschools will be able to identify behavioral problems early and teach and support the social and emotional development skills of all children, birth to 21. For Bremerton, this would be 5,200² students. Therefore, we have selected key personnel including administrators, parents, interventionists, counselors, and our entire teaching staff to address our teaching and learning needs.

Our project is aligned to the Bremerton School District Goals, individual schools and our WA State Social and Emotional Learning Standards. This will ensure that this work becomes part of a support system to address the needs of the whole child by the staff that are working with the students every day. The only additional staff paid out of the grant is for a Project Director, who will re-assign a portion of her duties to another person, clerical support for coordinating training and 0.5 FTE of a district behavioral specialist for one year only. We estimate that after intensive training, using a TOT model with engagement of all staff, this will be our only staff specific needs.

² Office of Superintendent of Public Instruction Washington State Report Card 2016 demographic data.

Staff Positions for Project	Role	Level of Effort & Expertise	Funded by this grant?
Project Director: Linda Sullivan-Dudzic, Director of Elementary and Special Programs.	To work with central office staff, superintendent and all administrators, community and district staff on this project and to ensure alignment with district and school goals Supervision of elementary principals and all special programs including our Tier I, II, III interventions and training. Part of current position is to take on our district SEL Initiative	Over 36 years of working in the field of early childhood, special education and special programs. Extensive experience and training on issues related to service needs of the mentally ill or substance abusing population. History of working with county and state mental health agencies and supports to address the needs of students. Kitsap Community Resources Board Member	.4 FTE funded by the grant for one year only
Office Coordinator: Wendy Halfhill	To coordinate training (materials, location, travel, trainer contracts)	Has experience coordinating district professional development for principals and staff and working on budgets	.4 FTE funded by the grant for one year only
New Position Behavioral Specialist	To work with all staff on Functional Behavioral analysis and Functional Behavioral Plans and align to prevention efforts (SEL)	Position not hired yet	.5 FTE funded by the grant for one year only

<p>Trainers / Training Funded by this grant: Second Steps TOT SEL training Safe and Civil Schools Dr. Greg Brenner Dr. Wayne Calendar ACES Part 1 and 2</p>	<p>For key staff to participate in a TOT model for SEL and use of curricula. , consultant for Social and emotional teaching and learning. Dr. Wayne Calendar, consultant to strengthen core instruction for all teaching and learning</p>	<p>Dr. Randy Sprick, Dr. Greg Brenner, Dr. Wayne Calendar, are all nationally known for their work in core instruction and SEL. The Olympic Educational Services District (OESD) and Kitsap County Behavioral Health Counseling Grant provides ACES training at no cost to the school district</p>	<p>Funded by this grant</p>
<p>Parent to Parent Trainers</p>	<p>Outreach and engagement of families. These people will receive training and facilitate training and discussions with families to support social and emotional learning in the home using Second Step curriculum</p>	<p>We will utilize Head Start Parents, community parents, parents that represent and celebrate the culture of our diverse community</p>	<p>Cost of training for these people and paid stipend to be trained out of this grant</p>
<p>Interventionists/Counselors and Teachers representing various grade levels SEL Teams at each school</p>	<p>Participate in TOT for Second Steps, ACES training, Focused Attention training, YTRY at grades 6-8, Knight's Skills (Randy Sprick), grades 9-12 and vertical and horizontal alignment across the continuum of care</p>	<p>Interventionists and counselors have had extensive training on working with students and families that are dealing with mental health and chemical dependency. However, they cannot do it alone. This requires a</p>	<p>Stipend for being a Trainer of Trainers (TOT) Paid out of the grant</p>

		systems approach. Students are at school 7 hours per day and all staff require training and all students require a systematic approach if we are going to address Gap #1	
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**Other essential personnel for sustainability
(will not be charged to the grant)**

Iva Scott, Assistant Superintendent Linda Sullivan-Dudzic, Director of Elementary and Special Programs	Supervision of secondary principals Supervision of elementary principals
Kimberly Shipp, Assistant Special Education Director	Alignment of grant with special education and health services
John Welsh, Principal of Naval Ave Early Learning Center	Communicate with all elementary principals on grant activities and receive feed back
Kelli Leavell, District Professional Development	To align professional development with goals of grant and district goals
KCR Head Start, Early Head Start and community partners Jill Brenner	Align social and emotional outcomes and efforts with WA State SEL standards. Use of common language and strategies, connecting family efforts with parent to parent engagement and training
Boys and Girls Club and Y KIDS, Before/After/Summer program staff	Participate in training and share common language and strategies
Julie Lordon, District ELL Coordinator	Ensure that we are meeting the needs of our EL students and their families for this project

2. Community Needs and Benefit

A. Needs Assessment

Our project addresses Gap #1 Behavioral Health Prevention, Early Intervention and Training.³ The need at the county and state level was clearly defined in the updated version of the Kitsap County Behavioral Strategic Plan. The Bremerton School District serves 5,200 students, preK-12 and 300 additional preschoolers by working with our Head Starts and state and community preschool partner teachers. We have 413 homeless students. These students are living with under-resourced families struggling with basic needs. Our elementary schools average 61% FRL with some schools at 74% FRL. Special education has had a significant increase in the number of social-only referrals due to behavioral concerns.⁴ Our goal is to decrease the number of students with IEPs that qualify in social only at grades PreK-4 and increase the number of parents receiving training support. The Bremerton School District and community strategic planning process identified social and emotional learning as one of our key values, as well as a need.⁵ There is a significant gap between what is expected of students and what is taught, PreK-12. Our students have not had access to consistent and systematic teaching of social skills, so our base line data for teaching is zero and our discipline data indicates that referrals are up.⁶ We are spending over \$2 million on Tier II and Tier III interventions, but little on a systematic Tier I prevention model.

Mark Greenberg, Celene Domitrovich, Roger Weissberg, and Joseph Durlak *argue that promoting SEL in schools is essential because of its potential to support more general public health goals. They make the case that SEL can support a public health approach to education (that is, both prevent problems and promote positive outcomes) for three reasons. First, schools are good places to intervene to ensure a healthy population because most children spend a large part of their lives there. Second, school-based SEL programs can both improve students' SEL skills and academic achievement, and reduce the likelihood that they'll experience behavioral or emotional problems in the future. Third, SEL programs in all schools for all students (universal interventions) can have a substantial impact on public health because of the "prevention paradox," which states that overall public health is best achieved in the long run by providing intervention to all rather than targeted intervention only to those who are most in need of additional support.*⁷

³ Kitsap County Behavioral Strategic Plan, updated 12-12-2013

⁴ 22 PreK-4th grade students with IEPs that qualify in social only, Bremerton School District special services, 2016-2017.

⁵ Bremerton School District Strategic Plan, 2017

⁶ Discipline report for the state, Bremerton School District, 2017

⁷ Social and Emotional Learning as a Public Health Approach to Education, Social and Emotional Learning.

Up until this year, Washington State has not had social and emotional learning standards.⁸ As a result, each staff member is trying to teach these skills to the best of their ability without a guide or materials. Elementary interventionists are trying to reach all grade levels one to two times per week with a social skills lesson. Our project is to design and implement a systematic approach where all students are taught the necessary social skills for their developmental level that is required for life, career and college. This project will use the Washington State Social and Emotional Learning Standards, K-12 and the Head Start Social and Emotional Outcomes for PreK. The target population is all students, all teaching staff and families using a parent to parent model.

B. Outreach

The Washington State Social and Emotional Learning Standards are divided into six standards and include a scope and sequence of developmental skills for K-2, 3-5, 6-8, 9-10, 11-12. PreK will use Head Start Developmental Outcomes. Teachers will receive training on the WA State SEL Standards, Head Start Social and Emotional Learning Outcomes, and the materials they will use to teach the skills; Second STEPs, PreK-5, YTRY and AVID, 6-8 and Randy Sprick Foundations (Knights Skills), 9-12.

In order to provide a school climate that responds to the emotional needs of students and allows the brain to be at a relaxed state of alertness, teaching staff will engage in training and problem solving discussions. Trainings include; ACES part one and two, Safe and Civil Schools Training, Strengthening Core Instruction, and SEL Training. Parents will participate in trainings and discussions using a parent to parent training model. This is a systematic approach that utilizes existing meeting structures, school events, family nights, community boards and organizations to ensure that our families and all children have access. Because social skills will be taught to all students and all staff will receive training on emotional development, factors that impact the neurological system and how to create a more conducive teaching and learning environment, exclusion will not be an issue.

C. Link between Community Need and Strategic Plan

This project directly addresses the need for a strong intervention and prevention system (Gap #1 Behavioral Health Prevention, Early Intervention and Training identified within the 2014 Kitsap County Behavioral Health Strategic Plan). Our continuum of care requires equal attention at the preventative end. How can we hold children accountable for their behavior if we have not taught the necessary skills including multiple opportunities to practice? How are teachers and staff able to teach, problem solve, and adjust the environment and instruction if they do not share a common understanding, have a common scope and sequence (standards) and the materials to teach with? How will we support and engage families in the work if the only time we interact is after a discipline referral? This project will address these issues by building on the Kitsap County Behavioral

⁸ WA State Social and Emotional Standards, 2017 www.k12.wa.gov

Health Strategic Plan recommendations; *to provide school-based prevention education for students to include intervention, assessment, referral and treatment support, to conduct professional development for educators and community agencies on youth mental health and substance abuse issues, concerns and supportive intervention strategies.*

3. **Project Description**

A. Project Design

Our project will reach 5,200 students, PreK-12 over the next three years. This grant will support phase II of the plan. This is a district-wide social and emotional learning initiative. This is a systematic approach that utilizes existing organizational teaching and learning structures to provide all students the opportunities to learn and practice social skills, the staff and families with the training, information and materials they require to learn, to teach and support student learning. This is our Tier I foundation with emphasis on prevention and early intervention with equitable access to all students. Our Tier I is aligned with our effective Tier II and Tier III school, district, community and county mental health and substance abuse resources and supportive intervention strategies.

Phase I – 2014-2017 Awareness, Foundation & Training

Bremerton has had numerous trainings on social and emotional development. We have worked in partnership with our community agencies to develop and implement Tier II and Tier III supports. This includes a partnership with OESD 114 on the Behavioral Health Counseling Enhancement Project (BHCEP) to provide in-school support at View Ridge and Armin Jahr Elementary and ACES training, Kitsap Community Resources and Kitsap Mental Health partnerships and programs, Boys and Girls Club, YKIDS, Military partnership and alternative programs and services. We have worked with Randy Sprick on Safe and Civil Schools, Positive Behavioral Supports, Mindfulness Training and all schools, K-12 have behavioral teams.

Phase II - 2017-2018 Training, Agreements & Implementation Roll-Out

We will be using the funding from this project as “seed money” to build a sustainable system of prevention.

Services	When/Where	Timeline
PreK-12 teaching staff, families and administrator training on ACES part 1 and part 2 Utilize OESD trainer (The Olympic	All trainings will be provided using multiple options; principal Wednesday, after school, summer institute, preschool	2017-2018 school year and continued for the 2018-2019 school year

<p>Educational Services District (OESD) and Kitsap County Behavioral Health Counseling Grant)</p>	<p>monthly trainings, family nights, etc. Part I is an awareness level and understanding of why students struggle. Part 2 is all the training on responding to student's needs. For example, classroom climate, relationships, relaxed alertness, mindfulness and focus</p>	
<p>PreK-12 teaching staff , families and administrator training on WA State SEL standards and PreK Head Start Outcomes</p>	<p>As stated above, all trainings will be provided using multiple options There is also on-line training in this area. Preschool partner teachers all meet once per month for training</p>	<p>2017-2018 school year and continued for the 2018-2019 school year</p>
<p>SEL Teams and building administrators reach/confirm agreements on alignment of standards, curricula, assessments for SEL and roll out</p>	<p>K-12 administration meetings, Elementary Principal PLCs, After school and during the day meetings</p>	<p>September 2017 start the work on agreements January 2018 meet with groups</p>
<p>Purchase and training of SEL curricula for PreK-12 teaching staff, families and administrator</p>	<p>Each building will have five representatives (SEL Team) to receive training and to train others. Randy Sprick YTRY Second STEPS</p>	<p>January 2018 purchase materials Jan-December 2018 TOT training and work with all staff to pilot the project at every school with roll out plan</p>
<p>PreK-12 teaching staff, families and administrator work with SEL consultants and attend trainings</p>	<p>Wayne Calendar Greg Benner Safe and Civil Schools Other SEL Training TOT model using principal PLC, Teaming Time, after school, during school</p>	<p>August 2017 summer institute January 2018-December 2018 Continue training using TOT</p>

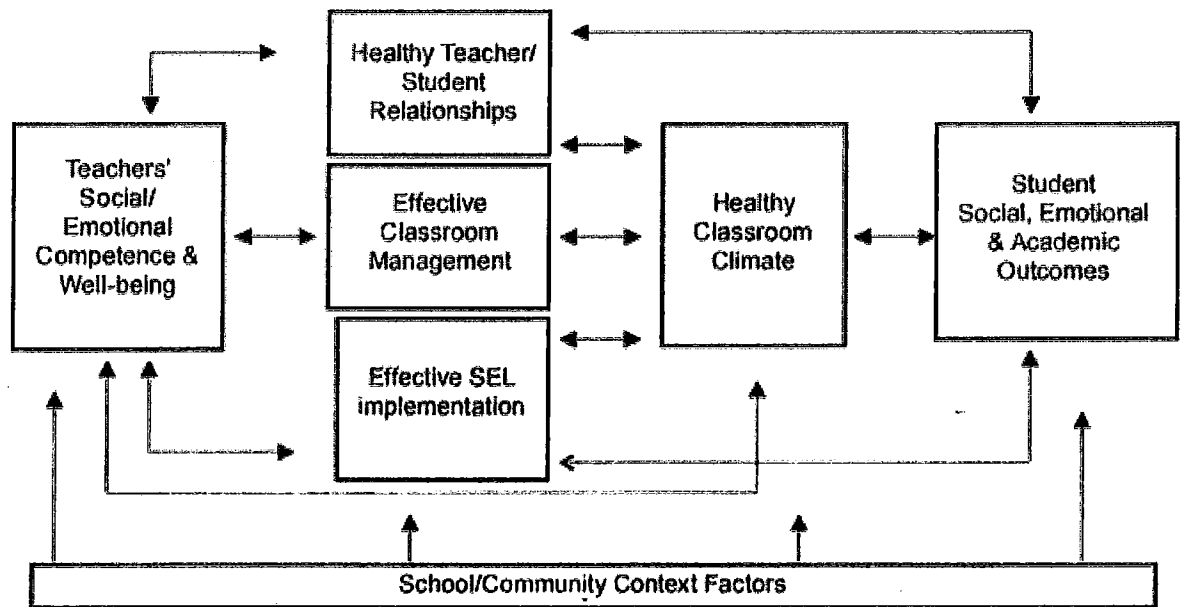
Hire District Behavioral Specialist	This person will be split funded by this grant to work with teachers, interventionists and teams to do Functional Behavioral Analysis and Behavior Intervention Plans that assist students in staying in their home school	September 2017 .5 FTE paid out of District funds January 2018 .5 FTE paid out of grant. January 2019, District supports this position full time
Evaluation and baseline data	Using existing data systems and adding questions to annual CEE data for K-12. Grades PreK-5 agreements on use of data and the possibility of using Panoramic or another measure. Training and use of SWIS and ISWIS to measure growth K-5 Exchange of information PreK-K	September 2017 for decisions January 2018 training on SWIS. Consult with CEE and add additional SEL questions for staff, student and family surveys
Recommendation for Phase III and roll out plan	End of year executive summary report to the school board and budget planning process. Evaluation of the project December 2018	June 2018 summary and recommendations January 2019 Budget and staffing process starts

Phase III-2018-2019 Training, Implementation, Reporting

Phase IV - 2019-2020 Training, Evaluate, Revise

Our ultimate goal is to create a prosocial school and classroom model, similar to the one outlined by Jennings and Greenberg in *The Future of Children, Social and Emotional Learning as a Public Health Approach to Education, Social and Emotional Learning*. VOL.27/NO.1SPING 2017.

Figure 2. The Prosocial Classroom Model



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B. Evaluation

Our evaluation plan is listed on Attachment D and includes our goals, activities and objectives. We will be using multiple measures that are consistent and aligned PreK-12 to gather data and measure effectiveness. Starting with required evaluations and data such as state discipline and special education reports, we have added measures that involve parent, teacher, student and administrative surveys using Center of Educational Effectiveness (CEE) with SEL questions, School Wide Information System (SWIS), number of training participants, number of students served and post training surveys.

C. Evidence-based or Promising Practices

This project will use evidence-based curricula, aligned to Washington State Standards and practices to provide Tier I school-based mental health and substance use prevention education for students, preK-12.

- Second Steps Curriculum (Committee for Children)
www.cfchildren.org/second-step
 Supported by music and videos, take-home activities, and stories kids relate to, the developmentally appropriate *Second Step* lessons have helped teachers instill social-emotional skills in their students for over 20 years.
- Preventive Mental Health at School Gayle Macklem - 2013 - Psychology

www.springer.com *Preventive Mental Health at School* gives school-based practitioners and researchers an accessible, nuanced guide to implementing and improving real-world proactive programs and replacing outmoded service models. Based firmly in systems thinking and an ecological-public health approach, the book outlines the skills needed for choosing evidence-based interventions that are appropriate for all students, and for coordinating prevention efforts among staff, educators, and administration.

- Safe & Civil Schools

www.safeandcivilschools.com

For over 30 years, *Safe & Civil Schools* has remained committed to improving school climate and culture using a proactive, positive, and instructional approach developed and refined by Dr. Randy Sprick.

- Avid Proven Achievement Lifelong Advantage

www.avid.org

Teaches skills and behaviors for academic success. Provides intensive support with tutorials and strong student/teacher relationships. Creates a positive peer group for students. Develops a sense of hope for personal achievement gained through hard work and determination.

- Teacher Development Research Review: Keys to Educator Success

www.edutopia.org/teacher-development-research-keys-success

A vision of academic success for all students based on high expectations. A safe and cooperative climate for learning. Support and training to promote continual professional learning. Data to track and promote collaborative inquiry and practices that improve student learning. Cultivating leadership in staff, parents, and community partners. Great leaders focus on developing people's capacities rather than their limitations

Our professional development will utilize best practices for adult learner participation that results in a positive impact on students. Starting with why students struggle using ACES information and neuroscience on executive function to what interferes with learning to how we teach social skills using evidence-based curricula and a scope and developmental sequence (WA State Learning Standards, 2017) and how to provide an environment that responds to the needs of students (ACES and SEL Part II). This is a four-year phase in project with the grant starting the second year of implementation.

D. Community Collaboration, Integration and Collective Impact

This project is far-reaching as it involves all agencies working with children and youth ages birth to 21. We have a long-standing collaborative relationship with all the partners involved with this SEL Grant. We share resources including space at

our schools, professional development, and services to children and families. The partners for this SEL Grant that will share training, materials and common SEL grant goals are; PreK-12 administrators, Boys and Girls Club Elementary and Teen Center, YKIDS before and after school program, Kitsap Community Resources, including their Parent Advisory Board, Early Childhood Care and Education Group (ECCE Preschools), The Olympic Educational Services District (OESD), Kitsap County Behavioral Health Counseling Enhancement Project (BHCEP), Kitsap Mental Health and Bremerton School District Elementary and Middle School Programs.

Starting with just our school district, we will serve 5,200 students. Bremerton has a multipronged approach to early learning called the Early Childhood Care and Education Group (ECCE). The ECCE meets monthly for training and information exchange and involves Kitsap Community Head Starts, state and private preschools, Holly Ridge, birth to two services and our Military Liaison. This group has adopted SEL as a goal and will participate in all trainings and receive Second Steps materials. KCR Head Start /ECEAP and Holly Ridge, birth to two center serves children across Kitsap County and these teachers will participate in trainings. We have a partnership with the Boys and Girls Club and YKIDS before and after school programs. We will include staff from these groups in our trainings so that we share a common language and strategies. Our Summer Institute reaches five school districts and will include training. We will build on our existing partnerships and grants with OESD 114 and Kitsap Mental Health to align this Tier I project with all the state, county, city and district Tier II and Tier III programs and services. Every cabinet member serves on a board and/or attends our community groups such as Kiwanis, Lions, Rotary, Puget Sound Special Education Directors, Developmental Disability Advisory Board and will share the results.

4. Project Financial Feasibility

A. Budget Narrative

Personnel Costs

- .4FTE for project manager for one year to ensure coordination and alignment of the project = \$66,150
- .4FTE for office support for one year to coordinate professional development, contracts, materials and evaluation = \$31,050
- .5 FTE for one year to fund the other half of a district-wide behavioral specialist to work with staff as they provide Tier II and Tier III behavioral

interventions. This position will be funded fully by the district the following year = \$72,900

- Social and Emotional Learning (SEL) Trainer of Trainers (TOT) Teams at each school site to be trained, to plan and to train all staff in their buildings. Up to five staff at each site will receive a stipend that translates into two hours per month (one hour for training and one hour to train others). There are eight schools with five people teams =\$40,500
- Sub cost for teaching staff is \$150/day for 40 people =\$16,200 for two days of training.
- The parent to parent model will require a stipend for a parent trainer for \$8,000 (20 hours per month for 8 months) plus funding for interpreters when needed (\$2,000) = \$13,500

Other Costs

- Materials for SEL curriculum for PreK-5 is \$44,400 including training
- SEL Materials and curriculum for grades 6-12 to be used with YTRY, AVID and Knights Skills using Randy Sprick foundations = \$10,000
- SEL Training for administration and staff using a TOT Model
 - Safe and Civil Schools TOT two-day training 9 people=\$9,000
 - National SEL for off-site training = \$13,500
 - Consultants training on site =\$16,000
- Indirect rate will equal 10% grant funding

B. Additional Resources and Sustainability

This project is a three-year phase in model to teach all students social skills and all teaching staff how to provide a learning environment that responds to the emotional needs of students with support for their families. We are seeking funding for the phase II plan for short-term coordination, training, materials, and assessment. Phase I has used multiple funding sources including special education, Title I, Title II, LAP and general education to build a strong Tier II and Tier III continuum of services. In addition, we have partnered OESD 114 and contracted with Kitsap Mental Health for Tier II and III interventions. We are one of the few districts that have a full time interventionist paid out of general education dollars. Any staff that is paid out of this grant is either split funded, or temporary with grant funding phased out. All training uses a Trainer of Trainers model and will be an expectation for new teacher mentoring to build capacity and sustainability at all levels. The project is part of our district-wide strategic plan to increase achievement and each school has reporting requirements aligned to this work.

PROJECT NAME: Bremerton School and Community Social and Emotional Learning (SEL) Grant

A. GOAL	B. ACTIVITY	C. SMART OBJECTIVE	D. TYPE OF MEASURE	E. TIMELINE	F. BASELINE Data and time	G. SOURCE
<p>To implement a comprehensive and systematic approach to Social and Emotional Learning, PreK-12, where all students are taught the necessary social skills integrated throughout the day and all staff create a healthy emotional learning environment.</p>	<p>Train all teaching staff, PreK-12 on</p> <ul style="list-style-type: none"> SEL standards and early childhood outcomes, ACES part 1 (why students struggle) and ACES part 2 (how to teach social skills using the social skills curriculum, how to measure and utilize SEL assessments, how to prepare a learning environment that responds to student's emotional needs). <p><i>Note: SEL training will be included in new teacher training after this first year for sustainability.</i></p> <p>Building SEL TOT Teams established at each school.</p> <p>SEL TOT Teams will receive training and train others in the building (i.e., Second Steps at elementary, YTRY & AVID at the middle school and Knights Creed</p>	<p>50% of all teachers and administrators, PreK-12 will receive training on SEL, standards, ACES part 1 this first year.</p> <p>100% of SEL teams at each building, will participate in a TOT training on how to teach social skills using the social skills curriculum (Second Steps, Y Try & AVID, Knights Creed (Randy Sprick)</p> <p>50% of the SEL teams will participate in implementation trainings (ACES part 2).</p> <p>100% of elementary SEL teams will utilize SWIS data to analyze the effectiveness and create successful proactive strategies and interventions.</p> <p>100% of SEL Teams will work with our SEL consultants to learn how to prepare a learning environment that accounts for student's emotional needs.</p> <p>100% of preschool teachers will teach Second Steps this first year.</p> <p>Increase the percentage of classrooms utilizing the SEL curriculum, from 0 to 50.</p>	<p><input checked="" type="checkbox"/> Output</p> <p><input type="checkbox"/> Outcome: Participant satisfaction</p> <p><input checked="" type="checkbox"/> Outcome: Knowledge, attitude, skill</p> <p><input type="checkbox"/> Outcome: Practice or behavior</p> <p><input checked="" type="checkbox"/> Outcome: Impact on overall problem</p> <p><input type="checkbox"/> Return-on-investment or cost-benefit</p> <p>If applicable:</p> <p><input type="checkbox"/> Fidelity measure</p>	<p><input type="checkbox"/> Short</p> <p><input type="checkbox"/> Medium</p> <p><input checked="" type="checkbox"/> Long</p> <p>Start date: <u>August 2017</u></p> <p>Frequency:</p> <p><input type="checkbox"/> Quarterly</p> <p><input type="checkbox"/> Semi-annual</p> <p><input type="checkbox"/> Annual</p> <p><input checked="" type="checkbox"/> Other: We will use multiple methods to accomplish this goal including after school, summer PD, monthly school and district meetings, in and out of district trainings.</p>	<p>August 2017</p> <p>Current data</p> <p>Less than 5% of staff have had training on the new WA State Standards</p> <p>Less than 10% of all staff have had AVCES (part 1)</p> <p>SEL Teams have not yet been established.</p> <p>Only Head Start preschool teachers teach Second Steps.</p> <p>No classroom teachers at this time are using SEL curriculum to teach</p>	<p>Training data base for participation rates.</p> <p>Post training surveys</p> <p>School Board reports (Number of teachers teaching social skills using the curriculum and number of students served).</p> <p>SWIS comparison data.</p> <p>Pre and post SEL classroom survey data</p> <p>Center for Education Effectiveness (CEE) student, teacher and parent data.</p>

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	(Randy Sprick) at the secondary. PreK-12 will report to the school board on identified social and emotional goals and growth				social skills consistently Teach social skills.	
To decrease the number of students with IEPs that qualify in social only at grades PreK-4	Develop guidance document for school teams to use when considering a referral. Train all teaching staff, PreK-12 on special education referral and evaluation process that takes into account the opportunity to learn social skills, environmental factors and negative consequences. Emphasis on core instruction and creating healthy emotional learning environments. Early Identification and appropriate referrals to community agencies. Preschool and kindergarten will expand social and emotional pre-referral support (training and materials) for staff	Reduce the number of students that qualify for social only by 40% this first year. All psychologist and principals will be trained in use of guidance document and implications for students.	<input checked="" type="checkbox"/> Output <input type="checkbox"/> Outcome: Participant satisfaction <input checked="" type="checkbox"/> Outcome: Knowledge, attitude, skill <input type="checkbox"/> Outcome: Practice or behavior <input checked="" type="checkbox"/> Outcome: Impact on overall problem <input type="checkbox"/> Return-on-investment or cost-benefit If applicable: <input type="checkbox"/> Fidelity measure	<input type="checkbox"/> Short <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Long Start date: <u>January 2018</u> Frequency: <input type="checkbox"/> Quarterly <input type="checkbox"/> Semi-annual <input type="checkbox"/> Annual <input checked="" type="checkbox"/> Other: _____ We will use multiple methods to accomplish this goal including teaming time, after school, monthly staff trainings. -Principal PLCs -	Currently, we have 22 students with IEPs, that qualify in the area of social only, k-4	special education monthly count participation in training.
Increase the number of parents that receive information,	Using a parent to parent culturally responsive model, provide families with the training, information and materials	Using a parent to parent model, 100 families will participate in training/discussions and receive materials when needed to support their child's social and	<input checked="" type="checkbox"/> Output <input type="checkbox"/> Outcome: Participant satisfaction <input type="checkbox"/> Outcome: Knowledge, attitude, skill <input type="checkbox"/> Outcome: Practice or behavior	<input type="checkbox"/> Short <input type="checkbox"/> Medium <input type="checkbox"/> Long Start date: <u>January 2018</u>	We have supported preschool families by referral only	For outcome, we will use parent participation

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<p>training and/or materials needed to support their child's SEL skills.</p>	<p>unnecessary to support their children with social and emotional development.</p> <p>We will utilize existing methods of parent engagement including family nights, PTAs, and add multiple methods to link families with resources and gain information. Special outreach for families that speak other languages.</p>	<p>emotional development this first year.</p>	<p><input type="checkbox"/> Outcome: Impact on overall problem</p> <p><input type="checkbox"/> Return-on-investment or cost-benefit if applicable:</p> <p><input type="checkbox"/> Fidelity measure</p>	<p>Frequency:</p> <p><input type="checkbox"/> Quarterly</p> <p><input type="checkbox"/> Semi-annual</p> <p><input type="checkbox"/> Annual</p> <p><input checked="" type="checkbox"/> Other: — multiple methods to accomplish this goal including family nights, PTAs, Head Start parent meetings, after school and during the day.</p>	<p>for social and emotional and only three times per year, current participation is 9 families.</p>	