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**Todd County School District  
Safe Schools/Healthy Students**

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**SAFE SCHOOLS/HEALTHY STUDENTS ABSTRACT  
TODD COUNTY SCHOOL DISTRICT**

The Todd County School District SS/HS application contains the following goals and objectives:

***Element 1/Goal 1: To provide a network of services, supports, and activities that promote safety, create a safe school environment, and that help us build relationships.***

**Objective 1.1.** As the result of a partnership with local law enforcement, by the end of this project the incidence of violence in all of the district schools will be reduced by 60%, as measured by the Safe Schools Report required by the state.

**Objective 1.2.** By the end of this project, as the result of placing security cameras in all of the buildings and on all of the school buses, the incidence of break-in and vandalism to school buildings will be reduced by 60%, as measured by Safe Schools Report required by the state.

**Objective 1.3.** By the end of this project, as the result of training all staff in the Nonviolent Crisis Intervention Model, incidences of student disruptive behavior will be reduced by 15% each year, as measured by the Safe Schools Report.

***Element 2/Goal 2: To provide a network of services, supports, and activities that promote the prevention of alcohol, tobacco, and drug abuse.***

**Objective 2.1.** By the end of the project, we will have maintained the positive effects of our developmental counseling program, as measured by local attendance, dropout, and achievement data.

**Objective 2.2.** By the end of this project, we will have reduced the incidences of violence and of drug and alcohol abuse, as measured by local incident data.

***Element 3/Goal 3: To provide a network of services, supports, and activities that will improve student attendance, graduation rates, academic achievement AND reduce the number children committing suicide.***

**Objective 3.1:** Each year of the project, student social skills will have been enhanced as the result of comprehensive staff development in student behavior, as measured by the (reduction in the) number of students who get into trouble of any kind by 20% each year.

**Objective 3.2.** By the end of this project, by introducing positive behavioral interventions and supports, we will have improved student behaviors.

***Element 4/Goal 4: To provide a network of services, supports, and activities that promote mental health and intervention treatment in the school and in the community.***

**Objective 4.1.** Each year of the project, as the result of increased counseling and increased case management, the number of students receiving in-school mental health support will increase.

**Objective 4.2.** Each year of the project, as the result of contracting mental health services and other additional services from Southern Plains Behavioral Health Services, the number of students and families needing direct mental health services will increase.

***Element 5/Goal 5: To provide a continuum of prenatal and early childhood services for high-risk families which will bolster resilience to adversity and help children enter school with the necessary skills for pro social behavior and academic success.***

**Objective 5.1.** As the result of outreach services connecting school, tribal, and state early childhood services, we will have increased the percentage of pre-school developmental screening (0 to 5) to 100%.

**Objective 5.2.** As a result of outreach services connecting school, tribal, and state early childhood services, we will have increased the number of preschool children receiving services.

Resources provided by the project include personnel and fringe, contracted services, supplies, equipment, professional development, and project evaluation resources. .

The budget for this proposal has been designed to be cost effective and, at the same time, provide for the necessary support needed to implement significant change. We believe that the estimates of the various categories are both realistic and necessary for the overall success of the project and are firmly based on the school's experience in providing services to students, staff, and parents. All expenditures will be monitored by the district's Director of Federal Programs and within the district's accounting system, which is independently audited annually, to ensure appropriate and responsible use of funds.

A detailed budget and budget narrative is attached. All in district personnel costs are based on negotiated and board of education approved salary schedules. Contracted personnel costs are based on those respective organizations' fee structures. All staff development and travel costs are set at board-approved rates.

Todd County School District will develop contracts with project partners that address billing and reimbursement processes, documentation needs, and compliance requirements. The project director will work closely with the district's business office and will approve all expenditures made by the project, assuring that expenses are relevant and prudent for achieving the project's goals and objectives in each.

District, assisted by an outside researcher, conducted a comprehensive survey of students, grades six through twelve, and their parents/guardians. Data was also collected from parent and student focus groups. In an attempt to identify student and family stressors, questions were developed around three major themes: What/Who motivates and influences students to attend school and graduate? What family factors contribute to student attendance and retention? How do students' relationships with adults in the school affect student attendance and retention? These data from the community were used to inform the framework of this Safe Schools/Healthy Students Initiative proposal.

***(e) The extent to which the applicant describes a plan to develop data systems that will be used to support decision making processes established for the grant, including the use of technology.***

Our data system that will be used to support decision-making processes established for the grant, including the use of technology, is already in place. The district utilizes a student information system, supported by the state department of education, called Infinite Campus. At this point, designated individuals can access the database to determine, for example, who is in school and who is not. Parents can even access the system through a "parent portal" to determine if their child/children are actually in class for any given period of the day. Designed originally to provide the state with data it needed (enrollment, attendance, test scores, etc.), the system also allows the district to set up its own databases. The project director, working with the district's student information services, will be able to add additional data bases relevant to what is needed for this project.

### ***Budget***

All project resources are directly related to the project's objectives.

Rosebud Sioux Tribal Police department on law enforcement issues. Our attendance intervention team regularly collaborates with the tribe's Wellness Court on issues of attendance and truancy. The district has partnered with the tribal police and the tribal court on a gang reduction taskforce, but mental health was not at the table, and the district has partnered with mental health in the Systems of Care, but tribal court was not at the table.

***(c) The extent to which the applicant describes, in the project narrative and in the preliminary MOA, a core management team that is appropriate and adequate to achieve the project's objectives and support the project director in day-to-day management of the project.***

The core management team will be made up of representatives of the four required partners: the LEA (Todd County School District, juvenile justice (the Rosebud Sioux Tribe's Family Wellness Court), law enforcement (Rosebud Sioux Tribe Police Department), and mental health (Southern Plains Behavioral Health). The roles and responsibilities of the core management team are outlined in the attached Preliminary Memorandum of Agreement.

***(d) The extent to which the applicant describes, in the project narrative and in the preliminary MOA, how multiple and diverse sectors of the community, including students and families, have been and will continue to be involved in the design, implementations, and continuous improvement of the project.***

As members of the Rosebud Reservation community, we have developed an integrated framework that reflects the needs and the overall vision of the community and provides a solid foundation for activities geared toward the prevention of youth violence and the healthy development of children and families. Data was collected from Todd County School District, the Rosebud Sioux Tribe Family Wellness Court, The Rosebud Police Department, and from Southern Plain Behavioral Health. Importantly, in the spring, 2007, Todd County School

accountable, like all district employees, to the board of education. However, the core management team will participate in the project director's annual performance evaluation.

The project director will work with the district's Director of Federal Programs and with the district's Business Manager to adequately monitor project subcontracts and maintain consistent records that clearly document the relevancy of project expenses and achievements.

Implementation of this project will involve strict alignment to the project's plan. The project director will coordinate activities and services in a timely manner to achieve yearly outcomes. See attachment for timelines.

The project director will conduct monthly meetings of the MOA partnership; the project director will also facilitate the semi-annual community meetings. The purpose of the community meetings is to solicit input from the community in the design, implementation, and continuous improvement of the project. At these times he/she will distribute appropriate evaluation reports.

The project director will be assisted by an office assistant (secretary) who will provide routine office support.

***(b) The extent to which the applicant provides in the project narrative and in the preliminary MOA, information about any preexisting partnership involving the required SS/HS partners and about accomplishments of that partnership that are directly related to the five SS/HS elements.***

At this point there are no formal partnerships with any of the required SS/HS partners, and though there are certainly a number of collaborations among them, these four partners have never been at the same table at the same time. Our counseling department and our special education program collaborate regularly with Southern Plains Behavioral Health to procure mental health services for our students and families. Our schools regularly collaborate with the

The project director, with support from the district's assessment and evaluation coordinator and the external evaluator will be responsible for any national assessment expectations of the project and for responding to the GPRA measures..

## **Management**

*(a) The extent to which the applicant describes a management plan adequate to achieve the objectives of the proposed program on time and within budget, including clearly defined responsibilities, staff, and contracted service providers, and milestones for accomplishing project tasks*

A full-time project director will be employed to provide management and leadership for the project. He/she will collaborate closely with the project's MOA partners and with the external evaluator to implement the project' goals, objectives, and strategies. The Project Director must possess grant management skills along with a master's level education and current experience in education, counseling, mental health, or law enforcement.

Staff employed to provide direct services to students and families will be certified in the specialized areas of serve they are providing.

Contracted service providers must meet the eligibility expectations of their agency.

The core management group will assist the partnership in making decisions, operating, communicating, sharing information and resources, overcoming barriers, increasing levels and intensity of collaboration, and planning for mutual sustainability. In addition to a review of any available data, the agenda for each of the core management team's monthly meetings will include the above as agenda items. Minutes from these meetings will reflect the discussion of any outcomes or actions of each. The project director, as a district employee, will be

Attendance data are maintained on an hourly basis. Safe Schools data are summarized annually, but can be collected at any time, Other data (state testing and graduation rates) are typically collected annually and can be compared from year to year to determine successes.

These data will also be reviewed by the core management team and reported to the community during the semi-annual community meetings.

The Core Management Team, in turn, will take the following into consideration: To what extent is the project building capacity for continued high-quality services? Has sufficient attention been paid to the adoption of effective curricular materials, intervention and treatment strategies, development of school leaders, selection and implementation of appropriate assessments, preparation of highly qualified staff, etc.? These types of questions are central to ensuring the project's sustainability. The external evaluator will have the appropriate distance from the project to be effective at this level of review and will serve as a "critical friend" in providing formative as well as summative feedback. Owl Bonnet Educational Services has developed frameworks and associated instruments for assessing the status and growth of developmental infrastructure

One final aspect of evaluation is that of the teamwork and partnerships, themselves. As with the process and outcome data, this demands the perspective of an entity outside the partnerships. The partnerships, including district personnel, tribal court, law enforcement, and mental health service providers, and any other provider, is absolutely central to the effort. How these individuals and entities cooperate will govern the short-term success and ultimate sustainability of the project efforts. Evaluation at this level must not be overlooked, and, again, this type of evaluation is an area of strength of external evaluator.

*(b) The extent to which the applicant's project narrative and logic model identify outcomes that are clearly linked to the identified objectives and activities for the project, and specify how outcomes will be measured.*

**Outcome Measures:** This project, through the implementation of action strategies as they relate to the five required elements of this program, seeks to improve student social skills, reduce use of drugs and alcohol, reduce the number of criminal and violent behaviors, increase student attendance, increase student graduation rates, and to improve the quality of services provided by all staff. Also, the project seeks to close achievement gaps, particularly between our Native American students and state averages, and to raise overall achievement across the district. The project will also respond to the GPRA measures, as required. Relevant outcome data are readily available through the school district. These data will be examined internally by the project director, the external evaluator, and relevant staff, drawing upon expertise within the district's assessment office.

Because student success is the bottom line, close attention will be paid to achievement data. The Dakota-STEP is a criterion-referenced test that has been administered by the district at all grades 3-8 and 11, as required by the state. The D-STEP is used by the state, along with attendance and graduation rates, to make adequate yearly progress determinations. These data are published annually by the state as part of the district's NCLB Report card.

Data relevant to student behavior is also collected annually, as part of the state required Safe Schools Report. These data include incidences of violence by kind, discipline referrals, and alcohol, tobacco and drug use.

Project partners have also agreed to provide incidence data relevant to the project.

activities that occur both in and out of the classroom. This type of observation-based evaluation, in itself, is also extremely effective professional development for project staff.

From a larger perspective, are all of the strategies associated with this application been implemented? What is the level and timeliness of implementation? What is the impact of implementation? At this level of evaluation, the project will also solicit feedback from providers and participants--including students and participating families. With each implementation, the external evaluation will solicit participant feedback that includes questions about the strategy's relevance to the participants and overall quality of the service. While participant satisfaction is by no means a sufficient measure of success, participant dissatisfaction (or even ambivalence) almost certainly suggests ineffectiveness.

Process data are formative and will be collected on an ongoing basis. Specific timelines for when a specific piece of data will be collected will be determined by the project director and the external evaluator. For example, has a specific training occurred and what is its level of implementation and effectiveness?

The actual scope of work for each year's process evaluation will include random classroom observations, professional development observations (spanning the range of PD being offered), counselor interviews, service provider interviews, random student interviews, interview of the project director, a written survey of 10% of the teachers whose classrooms are served, a written survey of 10% of the students served, and a survey of all building principals, preparation of a summary written report, and face-to-face presentation of findings and recommendations to core management team.

Process (formative) data will be reviewed by the Core Management Team monthly, and summaries will be shared with the communities at semi-annual community meetings.

## **Evaluation Plan**

Evaluation is woven into this project at two levels—process measures and outcome measures. Some components of the evaluation will be conducted internally by the project director, some will be conducted externally by our external evaluator, Owl Bonnet Educational Services, and some will be conducted jointly as a collaboration among Owl Bonnet Educational Services, the project director, participating staff and administrators, project partners, and the district’s assessment and evaluation coordinator.

*(a) The extent to which the applicants project narrative describes a plan for regularly monitoring program implementation and identifies process measures that the applicant will use to assess the quality and completeness of the activities planned under the grant.*

**Process Measures:** This level of evaluation pertains to training and implementation specific to each of the elements and their associated goals and objectives. What is happening within professional development sessions and how well does the professional development translate to student services? What is the impact of the additional support provided by this project? Are providers providing students with a steady diet of high-quality opportunities and services? Do services reflect the professional development that staff is experiencing as they try to meet the overall goals of the project?

This level of evaluation will be implemented as a cooperative effort among the external evaluator, project partners, and project director. The external evaluator will provide observation training, calibrate local observers, and analyze all observation data. Owl Bonnet Educational Services has extensive experience with this type of evaluation in districts throughout the state. Important tools for this part of the evaluation include the observation protocols; they provide a starting point for quantifying the quality of professional development and its impact on the

the one theme that runs throughout the literature is the notion of “relationships.” Interestingly, Lakota culture also greatly values relationships. Indeed, essentially all of the research-based strategies that we have already put into place--smaller classes sizes, increased numbers of counselors, increased parent involvement, etc.--have the notion of “relationships” at their core AND are culturally congruent.

“Evaluation of the New York City Dropout Prevention Initiative 1985-86 Through 1987-88 Final Longitudinal Report (Grannis, J. and Others) identifies several “relationship” based effective strategies, two of which are “attendance outreach” and increased “guidance and counseling.” “Collaboration in Teaching and Learning: Findings from the Innovative Approaches Research Project,” (Rivera, C and Zehler, A), itself a research review, also reports the value of relationship-based strategies, including approaches that are culturally and personally relevant to students. The most recent study reviewed, “Promoting School Connectedness: Evidence from the National Longitudinal Study of Adolescent Health” (McNeely, C, and others, 2002) reports the following: “Students enter school with a range of predispositions toward education as well as with varying levels of family encouragement to do well in school. Yet, theory and empirical evidence also suggest that schools can influence students’ feelings of being cared for at school.” Many of the strategies we have already implemented and described above (smaller class sizes, developmentally-appropriate practices, etc.), including attendance outreach, are identified as effective practice.

We believe that the SS/HS goals, objectives, and strategies described above will provide us with the resources and tools we need to bridge the distance between staff and students and help them create those “relationships” that are central to the literature and important to Lakota culture.

increase their awareness of social influences that lead to misbehavior and expand their repertoires for recognizing and appropriately responding to risk or potentially harmful situations, increase their appreciation for diversity, and improve their moral character; 2) behavior modification and teaching thinking strategies (this strategy uses, among other things, feedback and relies on external reinforcers to shape student behavior); 3) peer programs that include peer mediation, peer counseling, and programs involving peer leaders; 4) and other counseling and mentoring, with individual counseling, case management, and similar group-based interventions.

It is in these aspects of individual change strategies that this proposal's goals, objectives, and strategies are grounded. We have already implemented a developmental counseling program, where counselors work with teachers in classrooms helping students develop cognitive-behavioral skills. Counselors and other building staff work with peer counseling and peer leadership. We believe that with the support of an additional school counselor, a school resource officer, a drug and alcohol specialist, additional early-childhood interventions, and additional Wrap-Around mental health support that we can develop the kind of case management or individual support that we need to create a safe and healthy school environment. We also believe that strategies (Wrap-Around, Student Assistance Program, embedded staff development, case management--, the specific models we will be implementing--Positive Behavioral Interventions and Support (PBI&S), Applied Suicide Interventions Skills Training (ASIST), and Crisis Prevention Intervention (CPI)—all meet the criteria of research-based programs, as do the specific curricula that we will be using: WISE GUY, WISE GIRL, Here's Looking at You, Applebee Pond Puppets. Life Skills, and All Stars.

The one program that in and of itself has not be researched is the Peacemaking Model.” We want to use it because it is culturally congruent and built around relationships. Ultimately,

drug use; to ensure that all students who attend our schools are able to learn in a safe, disciplined, and drug-free environment; and to help develop an infrastructure that will institutionalize and sustain integrated services after Federal funding has ended.

In preparing this proposal, the planning team, which included representatives from the school district, law enforcement, mental health, and a private school representative reviewed the text of Preventing Crime: What Works, What Doesn't, What's Promising: A Report to the United States Congress, prepared for the National Institute of Justice by Lawrence W. Sherman and others (1997). We paid particular attention to Chapter 5, "School-Based Crime Prevention, prepared by Denise C. Gottfredson. Gottfredson reviewed the research on school-based crime prevention programs and broke them into categories, including environmental-change strategies and individual-change strategies--the two strategies that we focus on in this proposal.

According to Gottfredson, environmental change strategies include 1) building school capacity (interventions to change the decision-making processes or authority structures to enhance the general capacity of the school); 2) setting norms for behavior: rule setting (school-wide efforts to redefine norms for behavior and signal appropriate behavior through the use of rules); 3) managing classes (using instructional methods designed to increase student engagement in the learning process and hence increase students' academic performance and bonding in the school); 4) and regrouping students (reorganizing classes or grades to create smaller units, continuing interaction, or different mixes of students, or to provide greater flexibility in instruction).

Gottfredson also reviewed individual-change strategies for school-based prevention. These strategies are based in student knowledge, skills, attitudes, beliefs, and behaviors. They include 1) instructing students in ways that teach them factual information and at the same time

Link these families with Rosebud Sioux Tribe Head Start, and with the Rosebud Sioux Tribe Even Start program.

**Outcome 5.2.1.** Increase in the number of 0 to 5 children and families receiving services.

**Strategy 5.2.2.** Add a transition facilitator to existing tribal and school developmental services to work with families to make sure that pre-school children are linked to appropriate services as efficiently and as easily as possible as well as “transitioned” from service to service efficiently and as easily as possible.

**Outcome 5.2.2.** Increase the number of 0 to 5 children and families who are receiving the right services.

### **Intensive Strategies**

**Strategy 5.2.3.** Provide mental health services for pre-school children, as identified. Connect 0 to 5 children and their families to Wrap Around services.

**Outcome 5.2.3.** Increase the number of 0 to 5 children and families who are receiving appropriate and needed mental health services.

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

The district’s foundation documents (vision, beliefs, mission, and student outcomes) alluded to above provided the planning team with the basis for formulating comprehensive, integrated strategies for this proposal. These documents provided us with the context for designing goals which will help students develop skills and emotional resilience necessary to promote positive mental health, engage in pro-social behavior, and prevent violent behavior and

**families which will bolster resilience to adversity and help children enter school with the necessary skills for pro social behavior and academic success.**

**Universal:**

**Strategy 5.1.1.** Early childhood services are currently provided in three different ways. With the support of the South Dakota Birth to 3 Connections, the Rosebud Sioux Tribe Infant and Toddler Program, and the Todd County School District, the Three Rivers Cooperative Interagency Coordinating Network has a Single Point of Contact who assists families of special needs children and children with developmental delays to obtain needed services and information regarding appropriate services. The problem is that these services, because of the focus on “special needs” and “developmental delay,” are available only to a small percentage of our families.

**Outcome 5.1.1.** Increased and earlier identification of and services for special needs pre school children.

**Strategy 5.1.2.** The school district provides an early childhood care center, which targets the children of students; increased identification means increased participation. During the 2006-07 year only 20% of the qualified students participated. An additional pre-school outreach worker will help us keep more of these children with children in school.

**Outcome 5.1.2.** Increase the number of students who have children who stay in school.

**Early Intervention:**

**Strategy 5.2.1.** Utilize the pre-school outreach worker to help identify all children and families (not just special needs) for services. Work with the tribe’s WIC program and with Indian Health Services to make sure that all families with infants and toddlers are identified.

**Outcome 4.2.2.** Increase in the number of students who need mental health services that will receive mental health services.

### **Intensive Strategies**

**Strategy 4.2.3.** In order to provide appropriate services in a rural community, we have chosen to take a Wrap-Around approach to meeting the needs of students and families most at risk. Wrap-Around is a team-driven service designed to incorporate a broad array of services and supports including both traditional and non-traditional, as well as both clinical services and natural supports. This is essentially a case management approach that allows for individualized, flexible services that focus on the cultural expectations and the strengths of each child and family. Partnerships are developed within the systems to assist children and families in developing a support system to increase independence through the natural support system of their communities and extended families. Wrap-Around is a strength-based, holistic, evidence-based practice; it addresses all life domain areas including psychological, emotional, spiritual, cultural, safety, medical, education, social, and family. The Wrap-Around services will be managed and, in large part, be provided through Southern Plains Behavioral Health Services. Currently Southern Plains Behavioral Health has 1.3 FTE in place providing services to the district. Through resources from this grant, we will contract to increase those services to 4 FTE. This will include clinical psychiatry, tele-psychiatry (we have the ability in the community and in the district to provide this, we just don't have the resources to pay for it), case managed psychological services, and nursing/health care services.

**Outcome 4.2.3.** Increase in the number of students receiving mental health services.

### **Element 5/Goal 5: Early Childhood Psychosocial and Emotional Development**

**Services: To support a continuum of prenatal and early childhood services for high-risk**

**Strategy 4.1.2.** When necessary, the counseling staff will link up with Southern Plains Behavioral Health Services, using a number of research-based programs, which include Here's Looking at You (K-12), All Stars (6-8), Life Skills (K-6), and On Applebee Pond Puppets (pre-K-2).

**Outcome 4.1.2.** Increased student emotional and psychological health.

**Strategy 4.1.3.** Over the four years of the project we will train the entire staff in Applied Suicide Intervention Skills Training (ASIST). This training will help staff reduce attitudinal barriers, which hinder the ability to be direct and comfortable with suicidal situations; dispel myths about youth suicide; identify the indicators and assess suicidal risk; intervene with a youth at risk of suicide; and engage in efforts to build collaborative resource networks for suicidal youth. In addition, we will utilize the coach, described in Strategy 3.3.2., to provide ongoing, embedded, support for implementation.

**Outcome 4.1.3.** Staff will developed additional tools to address issues surrounding suicide; elimination of student suicides.

#### **Early Intervention:**

**Strategy 4.2.1.** Psychological testing and evaluations are currently available on a limited basis. Additional psychological testing and evaluation for all students in need will be available through the year by both the school district and by Southern Plains Behavioral Services.

**Outcome 4.2.1.** Earlier identification of students in need of mental health services.

**Strategy 4.2.2.** We will link students at risk to the blended services of the area Systems of Care Network, a model developed for the SAMHSA, which is led by Southern Plains Behavioral Health Services.

project resources to contract with community mediators for services. The research on culture and poverty carries the same message that we hear from the community; oftentimes a student is in conflict because he/she is disconnected from his/her identity as an Indian person. This strategy will help at risk students connect—or reconnect—with core Lakota values.

**Outcome 3.2.2.** Reduction in the number of student suicides; reduction in the number of teenage pregnancies; increase in student attendance and graduation rates; increase in students' academic performance.

**Intensive Strategies:**

**Strategy 3.2.3.** With resources provided by this grant, we will add one case manager to the Attendance Intervention Team (AIT) staff. As noted earlier, our “universal” strategy for addressing attendance is the AIT staff itself. However, we need to provide additional support for those students whose attendance (or lack thereof) has put them most at risk of failure. This case manager will work with students and families who are chronically absent from school.

**Outcome 3.2.3.** The number of students who are chronically absent from school will be reduced.

**Element 4/Goal 4: Mental Health Services: To provide a network of services, supports, and activities that promote mental health and intervention treatment.**

Services from South Plains Behavioral Health are available to Title IXX eligible students, but these services are limited.

**Universal:**

**Strategy 4.1.1.** All students receive services through our developmental counseling program.

**Outcome 4.1.1.** Continued student emotional and psychological health.

**Outcome 3.1.2.** Staff with additional skills to support students’ behavioral, emotional, and social growth; decrease in the number of suicides; decrease in the number of student discipline infractions, increase in student attendance, increase in student graduation rates, and increase in students’ academic performance.

**Strategy 3.2.1.** Attendance Intervention Team: In most communities in South Dakota, if a student is truant, the school calls the sheriff and the sheriff takes care of it. What a luxury! One that we don’t have. As noted earlier, there are huge gaps in the local infrastructure, and this is one of them. To fill the gap, about five years ago, we put an Attendance Intervention Team in place. The team is made up of four professionals, with backgrounds in education, social work, and law enforcement. They are our first layer of action when it comes to attendance. They come into work in the morning, find out who is absent throughout the district, and spend their day working with students and their families to get the students back into school. The service will continue at no cost to the project.

**Outcome 3.2.1.** Increased student attendance; increased graduation rates; increased student academic performance, and increased parental involvement.

**Early Intervention:**

**Strategy 3.2.2.** We will use “mediators” trained in the “Peacemaking” Model. The Peacemaking project focuses on research-based conflict resolution strategies, but it is couched in the four sacred Lakota virtues: *Wacantoagnaka* (generosity), *Wowacintanka* (fortitude), *Yuonihan* (respect), and *Woksape* (wisdom). The program was developed by Nora Antoine, who is on the faculty of Sinte Gleska University—the Rosebud Reservation’s tribal college. There are currently four trained mediators in the community. We will use project resources to train additional mediators, especially school counselors and community elders; we will also use

**Outcome 2.2.3.** Students who need treatment will get into treatment quicker; all students who participate in treatment will receive adequate after-care.

**Element 3/Goal 3: Student Behavioral, Social and Emotional Supports: To provide a network of services, supports, and activities that will improve student attendance, graduation rates, academic achievement AND reduce the number children committing suicide.**

Does the juxtaposition of learning to read, attending school, and suicide seem odd to you? Well, it does to us too, but that's our reality. As we noted earlier, this year we had six students who committed suicide. One of them happened on graduation night; one of them was an "involved" student who played basketball; and, one of them was a middle school girl who never missed school; who was on the honor roll; and who came from a stable, traditional, Lakota family. She hung herself from a tree in her backyard. None of them were on anyone's radar.

**Universal:**

**Strategy 3.1.1.** We will train the entire staff (185 teachers and about 300 support staff [teacher aides, janitors, bus drivers, cooks, etc.]) in Positive Behavioral Interventions and Support (PBI&S). PBI&S is actually part of a state initiative; they will be training teams of staff from each building, using a "train the trainer" model. In turn these staff will train the rest of our staff. In turn, to sustain, the process, we will employ a PBI&S coach, who will provide ongoing, embedded support for staff as they implement the PBI&S strategies. The coach will also be trained (as a trainer of) the Crisis Prevention Model (CPI) discussed in Element 1 strategies and in Applied Suicide Intervention Skills Training (ASIST), which will be discussed as a strategy for Element 4, in order to provide embedded support for these interventions.

staying with them until they finish ninth grade). Our data tells us that eighth and ninth graders are at the highest risk of alcohol, tobacco, and drug abuse; they also have the highest absentee rates and highest drop out rate.

**Outcome 2.2.1.** Reduction in the number of students reporting drug, alcohol, or tobacco use; reduction in the number drug, alcohol, and tobacco infractions; increase in student attendance and graduation rates, increase in student achievement.

### **Early Intervention:**

**Strategy 2.2.2.** We will contract with Southern Plains Behavioral Health Services for a certified drug and alcohol counselor who will implement a Student Assistance Program specifically for students identified as at risk for drug and alcohol use. This individual will assist counselors in involving families and communities in the design and delivery of early intervention for substance abuse programs pre-K-12; he/she will also collaborate with existing community programs and agencies to coordinate services and prevent overlap.

**Outcome 2.2.2.** Reduction in the number of students reporting drug, alcohol, or tobacco use; reduction in the number drug, alcohol, and tobacco infractions; increase in student attendance and graduations rates, increase in student achievement.

### **Intensive Strategies**

**Strategy 2.2.3.** As stated earlier, the tribe is able to get kids into treatment, and now that there is a local treatment facility able to serve youth, access to treatment should be easier. One weakness in the system, at this point, is linking students who need treatment with the services that are available and, also, facilitating after-care services. We will contract with the tribe's Family Wellness Court for a case manager who will work with students, families, and the school to close this gap.

**Element 2/Goal 2: Alcohol, Tobacco, and Other Drugs Prevention: To provide a network of services, supports, and activities that promote the prevention of alcohol, tobacco, and drug abuse.**

**Universal:**

**Strategy 2.2.1.** Provide developmental counseling services PreK-12. Prior to 1995, Todd County School District had only four counselors. Three served nearly 800 middle and high school students and one served over 1200 elementary students in our ten elementary schools spread out over 1500 square miles. In 1995, we rewrote our counseling plan, moving the emphasis from crisis counseling to a developmental counseling program and increased the number of counselors from four to eleven. The developmental counseling plan moved all of the counselors K-12 into the classrooms. Working in classrooms on a weekly basis, counselors are charged with the responsibility of providing academic counseling, career counseling, violence prevention education, and drug, alcohol and tobacco prevention education. They are also responsible for peer mediation training and implementation. The up side of this process is that we were able to provide more children with more services; the down-side of the process is that counselors were left with little or no time to deal with regular one-on-one counseling that is important to meeting the needs of at-risk children. By the end of the project, by increasing the number of counselors in the district by one, we will have maintained the positive effects of our developmental counseling program as well have reduced by 60% (20% per year) the number of students who fall through the cracks (dropout or fail academically) because they will have received the one-on-one attention necessary for success. This counselor will be called a “transition counselor;” he/she, working with a transition counselor already in place, will loop exclusively with eighth and ninth graders (“loop”= starting with a cohort of eighth graders and

teasing and bullying that escalates. We already know that the presence of some cameras has made a difference. Completing the task, we believe, will make an even greater difference.

**Outcome 1.3.1.** Reduced violence, increase in the number of students who report that they feel safe on the way to and from school, increased attendance, increased graduation rate, increased student academic performance.

**Early Intervention:**

**Strategy 1.4.1.** Train staff, over a four-year period, in the Nonviolent Crisis Intervention Model. This model, a product of the Crisis Prevention Institute, is evidence-based, and, we believe, it to be one of more culturally congruent (for Native American students) models available.

**Outcome 1.4.1.** Staff with additional skills to prevent or deescalate violence. Reduced violence, increase in the number of students who report that they feel safe in school, increased attendance, increased graduation rate, increased student academic performance.

**Intensive Strategies:**

**Strategy 1.5.1.** Truancy Court. As noted in the needs assessment, the tribe's Family (juvenile) wellness court has an overwhelming caseload. They are prepared, however, with the addition of one FTE, to set up an additional Truancy Court, which will actually convene in the district's high school on a weekly basis. This will be an informal court, managed by a tribal judge.

**Outcome 1.5.1.** Reduced violence, increase in the number of students who report that they feel safe in school, increased attendance, increased graduation rate, increased student academic performance.

## **Element 1/Goal 1: Safe School Environments and Violence Prevention.**

### **Universal:**

**Strategy 1.1.1:** Place one school resource officer in the high school. We have no resource officers in the district. Ideally, we would like to place more than one officer in the high school. In fact, we would like to have several officers throughout the district, but because security is limited to 75% of the total budget, one position will consume most of what is allowed.

**Outcomes 1.1.1.** Reduce violence, increase the number of students who report that they feel safe in school, increased attendance, increased graduation rate, increased student academic performance.

**Strategy 1.2.1.** We have developed school safety plans for each of our buildings. No remodeling needs have been identified. Should any minor remodeling needs emerge, the costs will be absorbed by the school district. We are in the process of installing safety equipment (security cameras) in each of our buildings. The district has covered the costs of this equipment in our two largest buildings (the middle school and the high school). The amount remaining for security, after we have contracted for the school resource officer, will be committed to camera security in our remaining school buildings.

**Outcome 1.2.1.** Reduced violence, increase in the number of students who report that they feel safe in school, increased attendance, increased graduation rate, increased student academic performance.

**Strategy 1.3.1.** Almost all of our students ride a bus to school. We have placed security cameras in some of our buses (and dummy cameras in others); we will place security cameras in all of our buses. Violence on our school buses is a common occurrence. Typically, it involves

**Objective 5.1.** As the result of outreach services connecting school, tribal, and state early childhood services, we will have increased the percentage of developmental screening (0 to 3) to 100%.

Performance Indicator 5.1.1. Increase the number of children who receive developmental screening 0 to 5 by 20% each year.

**Objective 5.2.** As a result of outreach services connecting school, tribal, and state early childhood services, we will have increased the number of preschool children receiving services.

Performance Indicator 5.2.1. Increase the number of children 0 to 5 who receive services by 15% each year of the project.

### **Project Design**

Thus far, we have tried to develop goals and objectives that are responsive to the many needs in the community and to each of the five elements identified in this RFP. In this section, we intend to delineate project activities that respond directly to the goals and objectives. The expectation that our project activities be broken out into “universal,” “early intervention,” and “intensive strategies” is terrific because these three tiers parallel to the “Response to Intervention” (RTI) tiers that are described in IDEA, the recently reauthorized special education legislation. As a district, we recently committed to implementing RTI strategies, so the tiered approach expected here fits well with our intentions. Throughout this section we will try to continue to make clear what we are currently doing and what we are not doing—our weaknesses—those gaps that need to be filled.

***(a) The extent to which the applicant’s project narrative and logic model propose activities, curricula, and services that will address each of the goals and objectives of the proposed project.***

Performance Indicator 3.2.3. Annually, increase student attendance and high school graduation rates to meet adequate yearly performance as determined by the state.

Performance Indicator 3.2.4. Increase student academic performance in reading and math each year to the extent that all schools are making adequate yearly progress.

***Element 4/Goal 4: Mental Health Preventative and Treatment Intervention Services:***  
**To provide a network of services, supports, and activities that promote mental health and intervention treatment in the school and in the community.**

**Objective 4.1.** Each year of the project, as the result of increased counseling and increased case management, the number of students receiving in-school mental health support will increase.

Performance Indicator 4.1.1. The number of students receiving school-based mental health services will increase by 10%. (GPRA)

**Objective 4.2.** Each year of the project, as the result of contracting mental health services and other additional services from Southern Plains Behavioral Health Services, the number of students and families receiving direct mental health services will increase.

Performance Indicator 4.2.1. The number of students and families receiving mental health services in the community will increase by 10%. (GPRA)

***Element 5/Goal 5: Early Childhood Psychosocial and Emotional Development Services:***  
**To provide a continuum of prenatal and early childhood services for high-risk families which will bolster resilience to adversity and help children enter school with the necessary skills for pro social behavior and academic success.**

Performance Measure 2.1.3. Increase academic performance in all schools to meet adequate yearly performance as determined by the state.

**Objective 2.2.** By the end of this project, we will have reduced the incidences of violence and of drug and alcohol abuse, as measured by local incident data.

Performance Indicator 2.2.1. Reduce the number of incidences reported on the state-required “Safe Schools Report” to meet adequate yearly performance as determined by the state.

Performance Indicator 2.2.2. Reduce the number of violence, drug, and/or alcohol related hearings before the tribal Family Wellness Court by 10% each year of the grant.

***Element 3/Goal 3: Student Behavioral, Social, and Emotional Supports: To provide a network of services, supports, and activities that will improve student attendance, graduation rates, academic achievement AND reduce the number children committing suicide.***

**Objective 3.1:** Each year of the project, student social skills will have been enhanced as the result of comprehensive staff development in student behavior, as measured by the (reduction in the) number of students who get into trouble of any kind by 20% each year.

Performance Measure 3.1.1. Each year of the project, 25% of the staff will have been trained in implementing the “Positive Behavioral Interventions and Supports” program.

**Objective 3.2.** By the end of this project, by introducing positive behavioral interventions and supports, we will have improved student behaviors.

Performance Indicator 3.2.1. Reduce the number of student suicides to zero.

Performance Indicator 3.2.2. Reduce the number of disruptive-behavior referrals by 10% each year of the project.

**Objective 1.3.** By the end of this project, as the result of training all staff in the Nonviolent Crisis Intervention Model, incidences of student disruptive behavior will be reduced by 15% each year, as measured by the Safe Schools Report.

Performance Indicator 1.3.1. Decrease in students who did not go to school on one or more days during the past thirty days because they felt unsafe at school or on their way to and from school by 10% each year. (GPRA)

Performance Indicator 1.3.2. Decrease in students who have been in a physical fight on school property by 10% each year. (GPRA)

Performance Indicator 1.3.3. Increase attendance at all schools to meet adequate yearly progress as determined by the state.

Performance Indicator 1.3.4. Increase graduation rate at Todd County High School to meet adequate yearly progress as determined by the state.

***Element 2/Goal 2: Alcohol, Tobacco, and other Drug Prevention Activities: To provide a network of services, supports, and activities that promote the prevention of alcohol, tobacco, and drug abuse.***

**Objective 2.1.** By the end of the project, we will have improved the positive effects of our developmental counseling program as well have reduced the number of students who fall through the cracks (dropout or fail academically) because they will have received the one-on-one attention necessary, as measured by local attendance, dropout, and achievement data.

Performance Measure 2.1.1. Meet all the performance measures indicated under Objective 1.1. and 1.2.

Performance Measure 2.1.2. Reduce the number of students who report current (30 day) alcohol and marijuana use by 10% each year of the grant. (GPRA)

Performance Indicator 1.1.1. Decrease in students who did not go to school on one or more days during the past thirty days because they felt unsafe at school or on their way to and from school by 10% each year (GPRA).

Performance Indicator 1.1.2. Decrease in students who have been in a physical fight on school property by 10% each year (GPRA).

Performance Indicator 1.1.3. Increase attendance at all schools to meet adequate yearly progress as determined by the state.

Performance Indicator 1.1.4. Increase graduation rate at Todd County High School to meet adequate yearly progress as determined by the state.

**Objective 1.2.** By the end of this project, as the result of placing or adding security cameras in all of the school buildings and on all of the school buses, the incidence of break-in and vandalism to school buildings will be reduced by 60%, as measured by Safe Schools Report required by the state.

Performance Indicator 1.2.1. Decrease in students who did not go to school on one or more days during the past thirty days because they felt unsafe at school or on their way to and from school by 10% each year. (GPRA)

Performance Indicator 1.2.2. Decrease in students who have been in a physical fight on school property by 10% each year. (GPRA)

Performance Indicator 1.2.3. Increase attendance at all schools to meet adequate yearly progress as determined by the state.

Performance Indicator 1.2.4. Increase graduation rate at Todd County High School to meet adequate yearly progress as determined by the state.

Over the past few years we have put a number of initiatives into place, including more than doubling the number of counselors in the district—from 3.5 to 11; creating an attendance intervention team to assist us with attendance and truancy issues; reducing class size (we have 1:11 student:teacher ratio); creating a “balanced literacy” plan that intensifies literacy development. These are just a few examples.

The one thing we learned from this community process—which is the same thing we know from the literature and research on schools in poverty—is that **IT’S** all about **RELATIONSHIPS**. If there is one comprehensive theme implicit through this proposal, it’s that we have tried to design goals, objectives, and strategies that help us build relationships, be it through intensified or additional services or through staff development.

### **Goals and Objectives**

With the needs described above, the following goals and objectives will address the project’s required **Absolute Priority: an “. . . implementation of an integrated, comprehensive, community-wide plan designed to create safe, respectful, and drug-free schools environments and to promote prosocial skills and healthy childhood development in youth.”**

***Element 1/Goal 1: Safe School Environment and Violence Prevention Activities: To provide a network of services, supports, and activities that promote safety, create a safe school environment, and that help us build relationships.***

**Objective 1.1.** As the result of a partnership with local law enforcement, by the end of this project the incidence of violence in all of the district schools will be reduced by 60%, as measured by the Safe Schools Report required by the state.

community activity. Schools are not only for teaching and learning, but also for wakes, funerals, community meetings, and community celebrations.

There are actually several ways to look at “need.” There are “needs” everywhere we look. First, there are community and student needs that emerge from the demographics: employment rates, poverty levels, violent incidences, students afraid to go to school, etc. **(Element 1)**. There are needs related to drug, tobacco, and alcohol use **(Element 2)**, but services are limited. There are needs embedded in achievement and attendance information, and from the number of students committing suicide **(Element 3)**. To this point we have not been to adequately respond to the mental health needs of students **(Element 4)**. And, clearly, the huge numbers of students who start school not ready to learn suggest yet another need **(Element 5)**.

These kinds of “needs” revolve around the notion of deficits. But there is another way to think about needs--what we NEED to do as the result of a plan or a vision that is responsive to community members and their expectations for their children. The challenge, in preparing this proposal, is to find a way to articulate goals, objectives, and strategies in a way that reflects a response to the deficits as well as to the district’s vision.

Recognizing the need to change, several years ago, Todd County School District went through a comprehensive strategic planning process. We asked the basic question: “What do we want our children to know, be able to do, and, most important, be like as adults?” We spent over a year-and-a-half just listening to parents, students, and community members. At that point we drafted student-centered, culture-based foundation documents--a vision, mission, beliefs, and student outcomes--and spent another year-and-a-half building a community-wide consensus of all the stakeholders--students, parents, community members, teachers, administrators, and school board. “Is this what you told us?” “Did we listen well?” “Do we have your support?”

this number is deflated because at some point, because of the waiting list, students were no longer referred for services.

**Community Gap—Element 5: Early Childhood Social and Emotional Learning:**

Our infant mortality rate is 21.19 (per 1000 live births), compared to a rate of 5.73 statewide (*Kids Count*, 2006). We have just begun to collect data on our preschoolers; so much of what we know is intuitive. Pre-school screening tells us that very few of our children start school ready to learn; there are some who cannot even tell us their last name. We screen all of our students entering kindergarten, using the Geselle, a research-based tool which measures cognitive, emotional, physical, and social development; fifty one percent (51%) of our five year olds are developmentally-delayed—not ready for school. We also screen entering kindergarten students for language proficiency (we use the Pre-Language Assessment Scales—pre-LAS). Many of our students come from homes with mixed language use—Lakota and English. Seventy percent (70%) of them are identified as Limited English Proficient (LEP). Nor are they proficient in Lakota. This means, in essence, that seventy percent of our incoming students are proficient in no language. We have begun to remedy this by implementing an intensive literacy plan.

***(c) The extent to which the applicant identifies, in the project narrative and the logic model, needs and gaps related to the five SS/HS elements that are not addressed by current services and programs.***

Most of the communities served by Todd County School District have a school--that's it. There are huge gaps in services because there is no infrastructure. Most communities have no local government, no businesses, and no active, local faith-based programs or facilities. Consequently, the school, often the only public building in the community, is the center of all

The following data come from *Kids Count* (2006). Our teen violent death rate (deaths caused by accidents, homicides, and suicides per 100,000, age 15-19) is 123.30, compared with 88.98 statewide. While Native Americans comprise less than 10% of the total state population, in 2006, 27% (61 of 223) of all teenagers who died violently were Native American.

The Rosebud Sioux Tribe Law Enforcement reports that from Jan 1, 2006 to December 31, 2006, there were three suicides and ninety-three attempted suicides; from January 1 to March 13 of 2007 there were three suicides and fifty-one attempted suicides (*Rapid City Journal*, March 2007).

According to the Juvenile Court Service Office of the Rosebud Sioux Tribe, in 2005 the tribe's Family Wellness Court heard 538 cases (249 of them were alcohol related). In 2006, the court heard 929 cases (417 of them were alcohol related).

District-wide our student attendance runs about 7-10% lower than state averages. Spring, 2007, attendance data from the high school show that 238 of 420 students (57%) had five or more absences for the semester, and 125 students (30%) missed twenty days or more of school.

Our high school dropout rates are at about 12% per year--that's 48% over a four-year period. Four years ago we graduated over 125 8th graders; only 52 of them graduated as seniors this year.

Our student achievement data show that there is a 48% gap between our students' performance in reading and math compared to the state (NCLB State Report Card). Eight of our twelve attendance centers are in school improvement; seven of them are in Level 4—Restructuring—the highest level of improvement.

**Community Gap-Element 4: Mental Health.** In 2006-07, we had fifty students receiving intensive mental health care. There was a waiting list of thirty students. We believe

class, and 75 instances of “other” board violations. All in all, these violations netted 56 expulsions and 1191 suspensions.

This year, working with a research consultant, we surveyed students, grades 6 through 12. Our goal was to identify the stressors that kept students away from school. Over seventy percent (70%) of the students reported that they stayed away from school at least once because they felt afraid or unsafe.

**Community Gap-Element 2: Alcohol, Tobacco, and other Drug Prevention:** Each school year, Todd County School District students, grades 5 through 12, participate in a drug and alcohol use survey prepared by the Tri-Ethnic Center for Prevention Research, Department of Psychology, Colorado State University, Ft. Collins, CO. This survey provides us with a comprehensive set of data. What follows is only a brief portion of some of the survey results: 75% our 12th graders have used alcohol in the last 12 months; 53% of them have been drunk; 39% of them have used marijuana; 6% of them have used cocaine; 10% have used stimulants; 7% of them have used inhalants; 10% have used hallucinogens. Forty-five percent of the 11th graders have used drugs on the way to school; 35% have used drugs during school hours at school; 45% have used drugs during school hours away from school; 48% have used right after school; 66% have used at parties; 74% have used drugs at night with friends; 63% have used drugs while driving around; 46% have used drugs at home.

**Community Gap-Element 3: Student Behavioral, Social, and Emotional Supports:** From the same survey, we know that that nine percent (9%) of the boys at Todd County High School reported that they have been raped or sexually assaulted; 27% of the girls reported that they have been raped or sexually assaulted.

Head Start services. The Three Rivers project services disabled and at risk children from birth to five and their families, addressing primarily children with developmental delay. At the same time, the district operates an early childhood program which targets identified special education pre-school children and the children of students. In addition, the tribe operates an Even Start Project. Nonetheless, the tribe estimates that only 30% of eligible children ages 0 to five participate in any kind of service. To meet the goals and objectives of this project we need to broaden services to include many more children than are participating currently because too many children fall through the cracks.

***(b) The extent to which the applicant describes student problem behaviors as they relate to the five SS/HS elements and how they will be addressed by the project***

**Community Gap-Element 1: Safe School Environments and Violence Prevention:**

In August, 2006, we became one of thirteen school districts in the country to have a school (Todd County High School) identified as “Persistently Dangerous” under No Child Left Behind. According to our 2005-06 Safe and Drug Free Schools Report there were 434 incidences of criminal or violent offenses in the district. These offenses included arson (3), battery (45), breaking and entering (4), disorderly conduct (10), fighting (214), sexual battery (2), sexual harassment (25), larceny (8), robbery (1), threat and intimidation (46), trespassing (3), vandalism (34), and 39 others. Thirteen (13) of these criminal or violent incidences involved weapons.

Additionally, there were 1841 “reported” violations of school board policy within the school day. These included 62 incidences of bullying, 180 incidences of disrespectful or obscene language, 310 incidences of disruptive classroom behavior, 9 incidences of gang activity, five incidences of inappropriate dress, 58 instances of instigating, 583 instances of insubordination, 126 instances of name calling, 217 incidences of pushing or shoving, 165 instances of skipping

### **Individual, family, school, and community risk factors—Element 3-Student**

#### **Behavioral, Social, and Emotional Supports:**

Todd County has the second highest rate of single parents of any county in the country (U. S. Census). An astounding 49.9% percent of our population is under 20, compared with 31% statewide. Forty-six percent (46%) is under 18, compared with 29% statewide. We have almost double (13.5%) the state average (7.5%) of children under five.

Statewide, last year, 9.6% of all births were to single teens; in Todd County 22.9% of all births were to single teens. This is the highest teenage birthrate in the state.

### **Individual, family, school, and community risk factors—Element 4-Mental Health:**

Mental health services are available to us through two sources: Indian Health Services and Southern Plains Behavioral Health (which is a state agency). We rarely are able to work with Indian Health Services because they are under staffed and under budgeted; their current waiting list has a two-month backlog for service. Not an ideal situation for mental health services. We are able to work on a limited basis with Southern Plains Behavioral Health, but, again, they have too few resources to provide the quantity of service that we need. They are able to provide service for Title IXX eligible students as well as a few other students, but their reimbursement from the state always runs out long before the school year is over.

### **Individual, family, school, and community risk factors—Element 5-Early**

#### **Childhood:**

There are early childhood services available in our service area, but, again, the demands for service far outweigh the resources available. Specific to our project needs and goals are the services of the Three Rivers Cooperative Interagency Coordinating Network and the Rosebud Sioux Tribe Department of Education, which provide a birth to 3 developmental program, and

## **Individual, family, school, and community risk factors—Element 1-Safe School**

### **Environments and Violence Prevention:**

Todd County School District serves students, who, according to U. S. census data live in the fourth poorest county in the country.

According to census data released just this year, residents of Todd County/Rosebud Sioux Reservation, have the shortest life expectancy in the country.

Chronic unemployment on the Rosebud Reservation is estimated at between 80-90%.

Services from law enforcement are limited. There are no School Resource Officers working in any of our schools. The Rosebud Sioux Tribe police department, which is our law enforcement provider and a partner with us in the planning for this proposal is understaffed and under funded.

## **Individual, family, school, and community risk factors—Element 2-Alcohol,**

### **Tobacco, and other Drug Prevention:**

A recent study done by Sinte Gleska University shows that nearly 100% of all Lakota families on the Rosebud are impacted by alcohol abuse (2005). Even as recent as ten years ago it was very difficult to even talk about drug and alcohol issues in almost any setting on the reservation. The topic always hit too close to home. However, things have begun to change. There is a lot less tolerance for drug and alcohol use. The Rosebud Sioux Tribe runs a drug/alcohol program for adults, and they just this month began to provide in-client services to adolescents. Prior to this, the tribe was usually able to get students into treatment, but our students had travel great distances to find a treatment facility. Access to after care services continue to be limited.

## Community Assessment

**Background:** In order to describe our needs, it is important to establish a context. Who are we? Todd County School District is located in south-central South Dakota; by definition, we are designated as a rural area. The boundaries of the district are the boundaries of the county, and the boundaries of the county are the same as the boundaries of the Rosebud Sioux Reservation. Todd County School District covers an area of over 1500 square miles, and we serve about 2200 students in twelve attendance centers spread throughout the reservation communities.

Ninety-seven percent (97%) of our students are American Indian, mostly Sicangu Lakota, enrolled members of the Rosebud Sioux (Sicangu Lakota) Tribe. The remaining three percent (3%) of our students are non-Indian, typically children of area ranchers, business people, and teachers.

***(a) The extent to which the applicant describes individual, family, school, and community risk and protective factors that relate to the five SS/HS elements and that will be addressed by the project.***

Some needs are so huge that they don't fit neatly into any one element; they really cut across all five of the elements. This year Todd County School District became one of thirteen districts in the country to have one of its schools identified as a "Persistently Dangerous School" under No Child Left Behind rules. This year, six of our students committed suicide; two of them were middle school girls. Of our twelve attendance centers, eight are in school improvement under NCLB; seven of these are in Level 4—Restructuring. Four are not in school improvement because their numbers are too small to reach the "N" requirements of the state.