

Name of Grant Program: School Partnerships with the Central Massachusetts
Communities of Care Project

Fund Code: 250-B

PART III – REQUIRED PROGRAM INFORMATION

School Partnerships with Communities of Care – Northern Worcester County

Contact Information

District Name:

Grant Administrator: *(mailing address, telephone number, email address)*

Special Education Director: *(mailing address, telephone number, email address)*

School:

Enrollment at Each Grade Level

Grades Served:

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

School:

Enrollment at Each Grade Level

Grades Served:

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

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PLEASE COMPLETE ALL SECTIONS FOR EACH PARTICIPATING SCHOOL

I. School Characteristics

Positive Behavioral Intervention and Support (PBIS) is a tiered approach to developing positive school and classroom environments. PBIS is not a curriculum, intervention, or practice, but is a framework that provides educators with evidence based practices that improve academic and behavioral outcomes for all students. PBIS plays a vital role in teacher retention efforts by providing new teachers with the tools to work with diverse populations.

- A. Provide an explanation of why the school is a good candidate for the PBIS grant; and
- B. Complete the following data table for the school.

FY2009 DATA TABLE

Number of Students with an IEP	Number of Students with an IEP Whose Primary Disability is Emotional Impairment	Number of General Educators New to the Field: (0-5 years)	Number Special Educators New to the Field: (0-5 years)

Indicate the total number of discipline infractions for IEP and non-IEP students that has resulted in each of the following:
(Note: Report number of incidences of in-school and out-of-school suspension, not the number of days.)

Discipline Infraction	IEP Students	Non-IEP Students
Office Discipline Referral		
In-School Suspension		
Out-of-School Suspension		
Expulsion		

II. Community Characteristics

Communities with significant factors that lead youth to social services and court involvement benefit greatly from PBIS. In an effort to identify factors that may lead youth to court and social service involvement, it is essential to understand the challenges students are faced with in their community. Central Massachusetts Communities of Care is a provider of family and youth centered behavioral support. (See Appendix A.)

Provide a description of the characteristics of the student and community population, including contributing factors that could lead to social services and/or court involvement.

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III. School Based Resources

One component of PBIS is the systems change strategies that have a long history of empirical support and development, and individually have been demonstrated to be effective and efficient. PBIS is an approach that organizes data, evidence-based practices, and implementation supports in order to achieve socially, academically, and culturally important outcomes for all students. Therefore, it is essential to understand the school's current resources, both internally and externally.

Provide the following information. Describe the:

- A. systems and supports available currently to address behavioral issues (e.g., designated school personnel, behavioral support teams, schoolwide behavior support plan, discipline programs);
- B. data the school collects and how they are used for planning and decision-making that addresses behavioral issues;
- C. school's efforts to collaborate with local agencies that serve youth and families (e.g., community-based mental health clinics, Department of Mental Health, Department of Children and Families, employers, and other local organizations); and
- D. school practices that encourage and guide parent and/or family involvement in the life of the school.

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IV. Building Administration and School Responsibilities

The School Leadership Team is an organized group of individuals who share a common vision to achieve schoolwide reform. The School Leadership Team is the catalyst for successful and sustainable PBIS development and implementation.

If awarded, the grant **Building Administrators** agree to:

1. participate actively on the School Leadership Team (SLT);
2. identify a school staff person to serve as the SLT Coach and receive coaching training to support PBIS efforts;
3. enable the SLT to attend the PBIS training three (3) times each academic year for two (2) years (See Appendix D.);
4. enable the SLT to meet regularly to develop and implement a schoolwide PBIS action plan; and
5. permit the review of existing discipline and academic data for school action planning.

If awarded, the grant **School Leadership Teams** agree to:

1. develop and implement PBIS guided behavior support systems to address educational and behavioral needs of students with emotional impairments and other significant behavior challenges;
2. work towards ensuring buy-in of the entire building staff to commit to PBIS training and practices;
3. collect, analyze, and share data with the Department of Elementary and Secondary Education; and
4. develop and submit an annual action plan for PBIS activities based on analysis of collected data.

In an effort to establish commitment, applicants are required to submit the names of the members of the School Leadership Team with this application.

School Leadership Teams should consist of 5-7 school-based personnel. Effort to include parent(s) on the team is encouraged strongly.

SCHOOL LEADERSHIP TEAM MEMBERS

Role	Printed Name	Signature	Date
Coach			
Administrator			
Special Education Teacher			
General Education Teacher			
Parent			
Other			
Other			

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V. District Responsibilities

Sustainable PBIS efforts in a school require district level support. This is necessary to create a common vision, consistent language, and shared experiences throughout the two-year grant period. District Leadership Teams will improve the efficiency of resources, assist with the organization and implementation of the PBIS efforts at the school level, and manage the subsequent follow up from Central Massachusetts Communities of Care.

If awarded the grant, the district must assemble a District Leadership Team prior to the start of the first District Leadership Team training.

The primary function of the District Leadership Team is to maintain the success of the PBIS initiative at the school site level and support all training and implementation efforts for the initial two-year grant period. Major responsibilities include:

1. attending all District Team PBIS training three (3) times throughout the year (See Appendix D.);
2. establishing regularly scheduled meetings;
3. identifying a district level individual to coordinate district PBIS efforts primarily by serving as a liaison between the School Leadership Teams and the District Leadership Team; and
4. solicit parent involvement in the PBIS initiative at the district level.

The District Leadership Team should consist of 5-6 people. Examples of representatives include: district administration; school administration; Title I or other initiatives; Safe and Drug Free Schools; parent; and curriculum and instruction.

The following signatures indicate your commitment to the project.

Title	Printed Name	Signature	Date
Superintendent			
Director of Special Education			
School Building Administrator			
School Building Administrator			

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VI. BUDGET NARRATIVE

Provide a brief budget explanation. The explanation should correspond with the line items in the budget detail pages.

LINE ITEM	AMOUNT	EXPLANATION
1. Administrators		
2. Instructional/Direct Service Staff		
3. Non-Instructional Staff		
4. Fringe Benefits		
5. Contractual Services		
6. Supplies		
7. Travel		
8. Other		