

Abstract:

The School Climate Transformation Grant (SCTG) being proposed by the Papillion-La Vista School District will establish a District-wide multi-tiered behavioral framework in order to address the growing need among students for interventions that promote their social, emotional, and academic development. This effort will both expand PBIS to serve all schools in the District and strength PBIS in sites currently implementing the model.

The project will be guided by one major goal and four supporting objectives which include:

- Goal: To establish a continuum of behavioral, emotional, and mental health supports for PLSD students.
- Objective 1: To experience a decrease in the number of office disciplinary referrals within 70% of the sites each year of the project.
- Objective 2: To experience an increase in attendance rate within 60% of the school sites each year of the project.
- Objective 3: To experience a decrease in the number of PLSD student expulsions and suspensions within 75% of the school sites each year of the project.
- Objective 4: To increase from 7 to 19 the number of PLSD school sites implementing the multi-tiered PBIS framework with fidelity by 9/30/2019.

A number of activities will be implemented to support the attainment of these objectives. Professional development will be provided for staff and teachers at each site in the areas of crisis prevention, behavior de-escalation, and PBIS; Universal screening and three tiers of interventions will be available to address identified behavior issues; review of disciplinary policies and Code of Conduct will ensure fair and consistent practices for all students; Expansion of PLSD's referral network of behavioral and mental health providers and agencies will help address service gaps and provide further support for District families; and Regular assessment of PBIS implementation to determine fidelity.

Current Measures of Progress: Government Performance and Results Act (GPRA)

1. Number and percentage of schools that report an annual decrease in office disciplinary referrals.
2. Number and percentage of schools that report an annual improvement in the attendance rate.
3. Number and percentage of schools that report an annual decrease in suspensions and expulsions, including those related to possession or use of drugs or alcohol.
4. Number and percentage of schools annually that are implementing the multi-tiered behavioral framework with fidelity.

Think About: How do we know what we're doing is working? Do we need additional measures?

Year 1 – 2 SCTG Activities

1. PBIS implementation – currently in 14 / 21 buildings (including CSEFEL grant at Early Childhood); 7 new buildings beginning in year two of SCTG
 - a. Collaboration with NPBS (state PBIS network) to support sustainability and provide additional opportunities for training
 2. Partnership with Project Harmony, Connections
 - a. Increased student and family access to evidenced-based mental health services
 - i. Access to service coordination for grades K-8 through Connections
 - ii. Opportunity to access mental health clinicians grades 9+ (funded by SCTG), including school-based clinicians at one high school
 - b. Cognitive Behavioral Intervention for Trauma in Schools (CBITS), currently implemented at PJH
 - c. Teacher-Child Interaction Training (TCIT), currently implemented at LVW
 - d. Trauma training for staff (currently completed for school counselors, school psychologists, and school social workers; goal to provide training for all staff)
 3. Addition of 1 full-time Behavior Coach
 4. Current support for 4 staff to obtain Licensed Mental Health Practitioner (LMHP) credentials
 5. Boys Town Metro Intervention Center (Alternative to Suspension) Intervention
 - a. Provides access for Boys Town social skills training as a form of proactive intervention and an alternative to suspension
 6. Realignment of District behavior infraction codes to correspond with PBIS School-Wide Information System (SWIS)
 7. Collaboration with coding specialist to further data integration between SWIS and SIMS.
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Goals for Year 2

1. Build capacity for the District Leadership Team to support district-wide PBIS implementation and an overall IIP framework, including alignment of activities and clearly defining outcomes and progress measures
2. Tier 2 Behavior Matrix – Matrix is developed; provide structure for utilization and training
3. IIP Implementation Guide as a district-level model with the intent that buildings individualize guide based on commonly-held expectations
4. Possible trauma training for all staff
5. Development of building-level PBIS coaches (potentially with the support of NPBS)
6. Continue to build capacity at secondary buildings and administrators by completing a needs assessment and providing additional training opportunities
7. Further support for staff in LMHP credentialing process (staff have been selected and making application for provisional licensure)
8. PBIS Implementation: Remaining 7 buildings to submit PBIS application in the spring of 2016.
9. Consideration of universal screener for behavior (implementation in 16/17 school year?)
10. Continued work on alignment of behavior codes and code of conduct – PD for administrators.

Think About: What are our priority goals?
