



# STRATEGIC PLAN 2014-2024

(Updated-November 2018)



Mr. Richard Woods, State School Superintendent

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**Discipline:** *Training expected to produce a specific character or pattern of behavior, especially training that produces moral or mental improvement by instruction and practice.*  
(Derived from the Latin word *discipline* meaning pupil.)<sup>1</sup>

## I. INTRODUCTION

In 2007, the Georgia Department of Education (GaDOE), Division for Special Education Services, established the Positive Behavior Support Unit to provide professional learning and technical assistance in tiered behavioral supports to address the high rates of exclusionary disciplinary practices used in Georgia K-12 schools, including the disproportionate rates of suspension of students with disabilities. In the initial year, most of the professional learning and technical assistance, focused on supporting adult Student Support Teams (SST) to provide interventions for students experiencing behavioral problems.

The PBIS unit quickly discovered that in many cases, schools did not have a continuum of behavioral interventions nor did they have established processes of data review or analysis in place to prevent or address problems before they reached a level resulting in exclusionary practices like suspension. The team also observed that such processes must be couched in a much broader understanding in the growing body of research surrounding school climate.

School climate refers to the quality and character of the school community. Research indicates that the following are true in a school with a positive school climate:

- Achievement inequities are reduced;
- A safe and drug-free learning environment is provided;
- Social and emotional needs of the whole child are met;
- Student learning is promoted;
- Positive relationships among students, staff, and community are fostered.

School climate is based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching, learning, leadership practices, and organizational structures. The long-term effects of positive school climates are increased academic achievement and higher graduation rates. By contrast, a negative school climate fosters an increase in student and staff absenteeism, an increase in discipline referrals, and a decrease in academic achievement. Simply put, a child cannot learn in an environment of fear and intimidation.

The need to build a statewide awareness of the importance of school climate and the impact it has on the whole child became apparent and was a department priority. The Georgia Department of Education decided to implement the Positive Behavioral Interventions and Support (PBIS) framework to improve school climate in Georgia's K-12 schools.

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<sup>1</sup> Discipline [Def.1]. (n.d.). *American heritage dictionary of the English language online*. Retrieved from <http://www.thefreedictionary.com/discipline>, June 24, 2018.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. Implementation of PBIS has proven to save countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports).

The PBIS National Technical Assistance Center (TA Center) was established by the Office of Special Education Programs, United States Department of Education, to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. In early 2008, and in consultation with Dr. Sugai, a state-wide effort to implement PBIS was established in Georgia at the Georgia Department of Education. Dr. Heather Peshak George, Co-Principal Investigator, Co-Director, and Research Partner in the TA Center, was asked by Sugai to become Georgia's Resource Agent for implementation.

To meet the requirements of an implementing PBIS state, a State Leadership Team was formed, a state action plan was developed, and members of the GaDOE Positive Behavior Support Unit were trained by Dr. George. During the summer of 2008, forty-seven school teams were trained, including all schools from Lee County and Emmanuel County who agreed to serve as pilot districts. The voluntary participation from districts and their participating schools steadily increased over time until it became apparent that the coaching network in existence at the time was insufficient to expand support to those requesting that support while still maintaining fidelity among the implementing schools.

In 2011, Georgia was the first state in the nation to include school climate as an early indicator in its academic accountability system. Data from the Georgia Student Health Survey II, state discipline data, and other sources are used to develop a **School Climate Star Rating**, which is used as a diagnostic tool within the College and Career Ready Performance Index (CCRPI) to determine if a school is on the right path to school improvement. Schools implementing PBIS earn credit for achieving fidelity of PBIS implementation on the School Climate Star Rating system. This "bonus" consideration has contributed to the growing demand for PBIS training and support.

In the spring of 2013, the state PBIS team published a white paper detailing the limitations of the training and coaching network centered at GaDOE at the time to implement PBIS. This became the impetus to hold a statewide summit with an expanded group of stakeholders.

On August 6 and 7, 2013, with support from the Chick-fil-A Foundation, the GaDOE brought together key stakeholders to inform the development of a state plan that would detail how Georgia can both promote the implementation of PBIS in schools across the state and support districts choosing to participate. During the two-day summit, participants reviewed and shared

ongoing efforts and challenges in addressing the mental, social, emotional, and behavioral needs of children and youth in Georgia. The group also began to identify the critical elements needed to create a statewide plan that would support Georgia schools in addressing climate, safety, and discipline practices. Guided by the principles of implementation science, the group focused on engaging districts in systems change that would support schools in meeting the behavioral needs of the children and youth in those districts.

On January 8, 2014, again with support from the Chick-fil-A Foundation, the GaDOE reconvened the stakeholders to present the draft of the PBIS Strategic plan and to develop a plan to begin implementation on a much larger scale. Since that time there have been statewide summits every two years with the most recent being on May 11, 2017 to discuss mental health integration, early learning and classroom/Tier 2 scale-up into the PBIS framework. The PBIS Strategic Plan and the Implementation Plan are the results of this work.



The GaDOE-PBIS/RESA-School Climate Coalition, Dr. Heather Peshak George, and Susan Barrett at the 2017 PBIS Summit.

## II. MISSION AND BELIEFS

The goal at the GaDOE is to support high fidelity implementation of PBIS in schools across the state. The GaDOE PBIS team facilitates district-level planning and provides school team training, technical assistance, and ongoing coaching to district coordinators in order to build capacity and support the PBIS process.

## GaPBIS Mission

*To improve climates in Georgia schools and community settings through the Positive Behavioral Interventions and Supports (PBIS) framework.*

## Key Features of PBIS

Evidence-based framework developed to assist school teams in providing preventative, positive behavioral support for **ALL** students. This system of support includes:

- ✓ Clearly defined behavioral expectations
- ✓ Social & behavioral skills instruction
- ✓ Positive and proactive discipline
- ✓ Active supervision and monitoring
- ✓ Positive acknowledgement
- ✓ Data-based decision making
- ✓ Parent training and collaboration

### ***Guided by Our Beliefs***

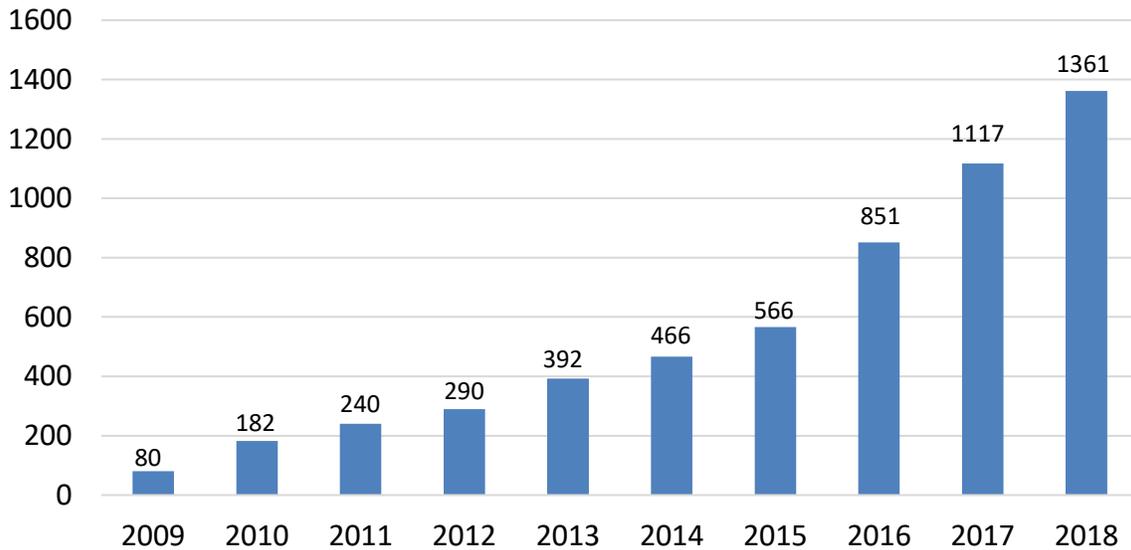
1. Behavior is learned; therefore, it can be taught.
2. Positive, preventative measures are more effective than punitive responses to discipline problems.
3. Effective systems use achievement, attendance, and discipline data to make decisions for improving student outcomes.
4. Families, students, and staff should be actively involved in the decisions affecting the school.
5. Teachers' expectations and beliefs impact students' beliefs and performance.
6. Social-emotional and behavioral competencies are required skills for success in school, college, and careers.

### **III. PBIS AT THE NATIONAL LEVEL**

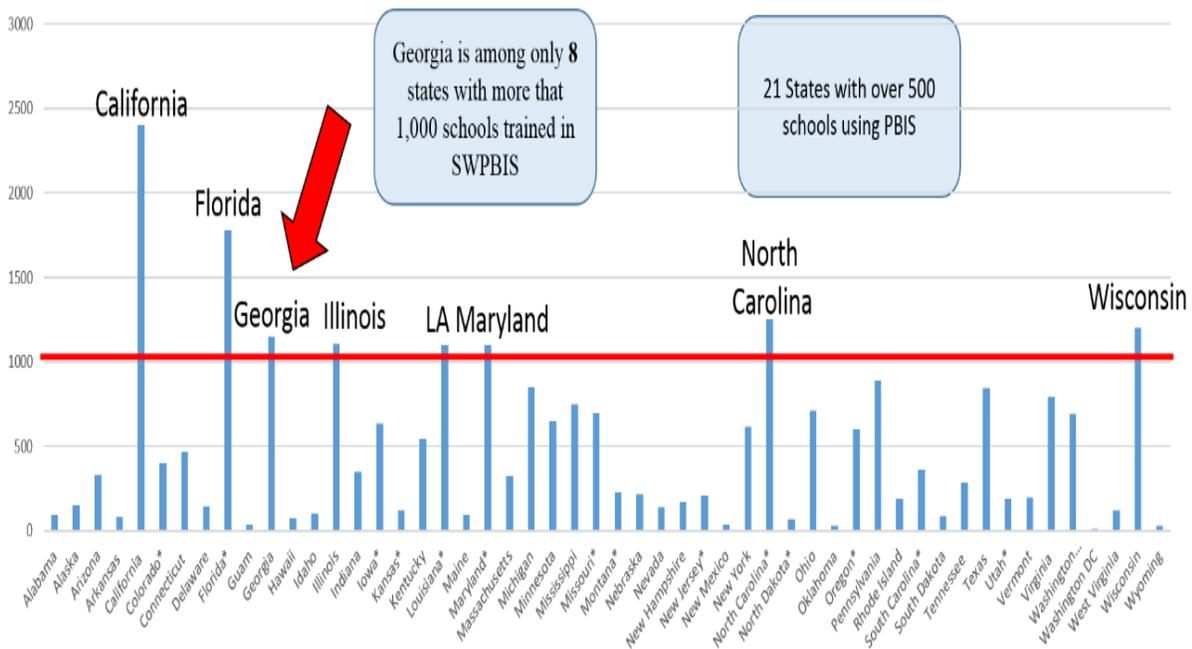
The National Technical Assistance Center on PBIS provides states and schools with capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. A network of experts, PBIS Resource Agents, support school-wide implementation of PBIS and collaboration among states and districts and oversee activities across the country. Resource Agents are available to states for assessment of implementation, leadership team facilitation, technical assistance, and development of training and evaluation modules and tools. The PBIS Center has assisted in shaping the PBIS framework in almost 30,000 schools.

Researchers from the National TA Center developed an Implementation Blueprint to provide implementers with definitions, descriptions, and guidelines that allow for accurate and durable implementation of Positive Behavioral Interventions and Support (PBIS) practices and systems. This blueprint guides PBIS organization at the national, state, and local levels. For additional information, refer to the [Implementation Blueprint](#).

## Number of Georgia Schools Trained in PBIS at Tier 1: 2008-2018



## Number of School Implementing PBIS by State: August 2017



## IV. PBIS SUPPORT STRUCTURE IN GEORGIA

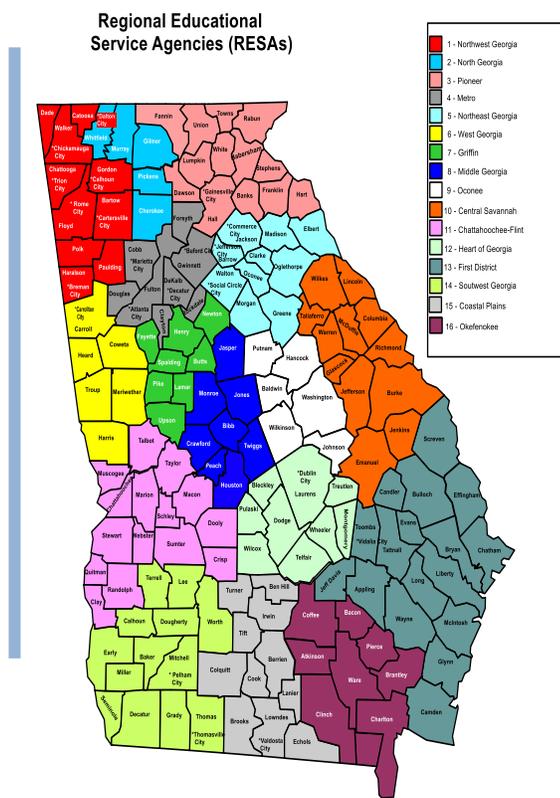
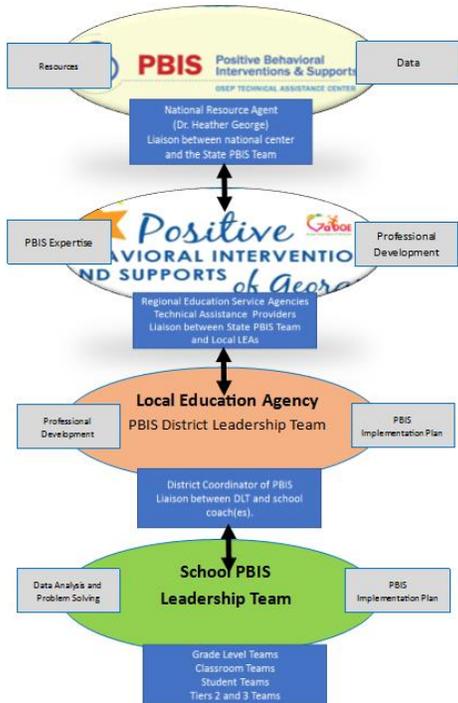
The GaDOE has worked to increase the capacity of Georgia’s school districts in the use of team-based planning and problem solving to implement PBIS. Georgia’s PBIS model is aligned with and follows the Implementation Blueprint developed by the national researchers. The GaDOE state

PBIS staff currently consists of a State Coordinator and nine PBIS program specialists who receive technical assistance from Dr. Heather Peshak George, our Resource Agent in the National Technical Assistance Center on PBIS.

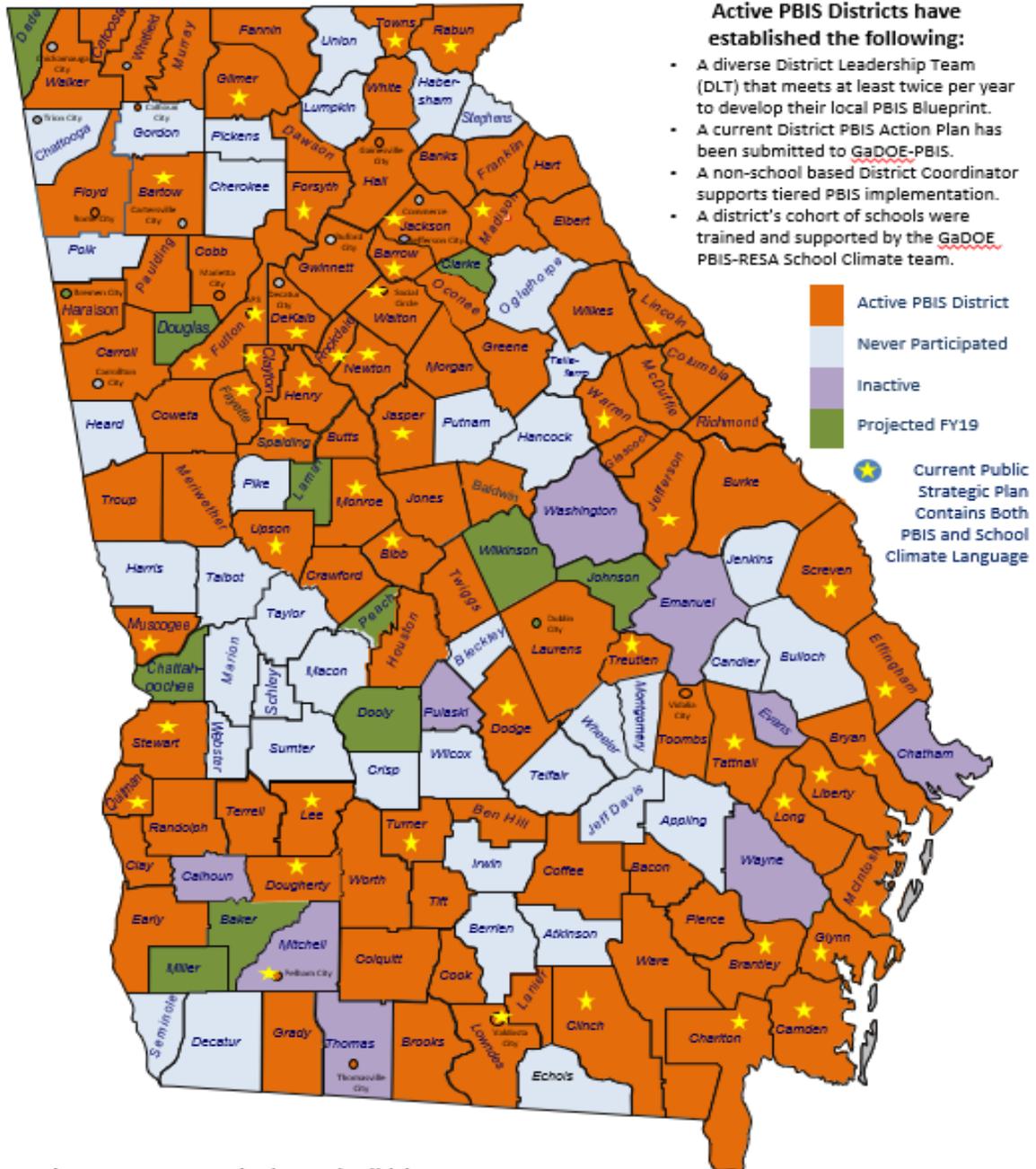
Each state level PBIS program specialist from GaDOE provides training, technical assistance, and coaching directly to more than thirty-five full and part-time School Climate Specialists assigned to sixteen Regional Education Service Agencies (RESA). The School Climate Specialist coaching position was first funded by Georgia lawmakers in 2014 after the publication of this strategic plan in 2013. After an initial funding of \$500,000 of state funds from the Georgia General Assembly to support 16 part-time School Climate Specialists the allocation has grown to a total allocation of 2.73 million of state funds and \$300,000 of those funds were given to GaDOE for their first ever state-funded PBIS specialists hired in 2017-18.

Together the state and regional PBIS coaching networks help build district and school capacity to implement PBIS. District leadership teams and an identified district coordinator from each of the Local Education Agencies (LEAs) are supported by this GaDOE-RESA team. In turn, the district coordinators and district leadership teams provide leadership and support to each of their implementing schools through school level coaches.

### National-State-Regional-Local Organization of PBIS Implementation and Support



All initial PBIS training is provided by GaDOE PBIS program specialists, RESA School Climate Specialists and skilled trainers identified in implementing districts. Technical assistance is provided through on-site district visits, webinars, annual district coordinator meetings, the PBIS web page on the GaDOE website, social media feeds and frequent email and phone contacts. GaDOE program specialists also facilitate regional meetings and training led by district coordinators for school PBIS coaches upon request. The GaDOE program specialists currently support approximately 100 Georgia LEA district-level PBIS teams, 1200 school-based PBIS teams including two State Schools and all 24 GNETS programs in either active preparation or full implementation.



❖ Inactive = GaDOE - RESA trained PBIS school(s), but the PBIS District Leadership Team is no longer active.

Current as of June 1, 2018

## KEEPING OUR PROMISES THEN AND NOW: OUR ACCOMPLISHMENTS

The GaPBIS team established the following long-term goals in 2008:

- Increase student achievement in reading and mathematics;
- Increase graduation rates/decrease drop-out rates across Georgia;
- Decrease the number of suspensions, expulsions, and out-of-school placements and
- Increase the positive behaviors exhibited by students in all settings.

### Goals and Outcomes Since 2018

2008 Goals	2013 Outcomes	2018 Outcomes
<ul style="list-style-type: none"> <li>• Create a statewide network that supports and sustains implementation of PBIS in all school settings.</li> </ul>	<ul style="list-style-type: none"> <li>• A network of over <b>200</b> schools/programs representing over <b>20%</b> of Georgia LEAs continue implementation of PBIS with fidelity</li> </ul>	<ul style="list-style-type: none"> <li>• A network of <b>1100+</b> schools/programs representing <b>50%</b> of Georgia LEAs continue implementation with fidelity.</li> </ul>
<ul style="list-style-type: none"> <li>• Create awareness and shared language for addressing the social and behavioral needs of children and youth in Georgia schools.</li> </ul>	<ul style="list-style-type: none"> <li>• The GaPBIS team has trained more than <b>400</b> schools since 2009.</li> <li>• Members of the GaPBIS team have presented PBIS at more than 25 state and national conferences.</li> <li>• The GaPBIS team manages webpages that receive on average over 1,000 unique visitors each month.</li> <li>• As of 2013, PBIS is acknowledged in the College Career Readiness Performance Index as an <i>Innovative Practice</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• The GaPBIS team has trained more than <b>1,300</b> schools since 2013, a <b>250% increase</b>.</li> <li>• Members of the PBIS team continue to present at state/national conferences including their first key note at a major PBIS national conference.</li> <li>• GaPBIS established a social media presence in 2016 that now includes <b>1,200+ followers</b>.</li> <li>• Implementation of PBIS added as a feature on the state's Star Climate School Rating System.</li> </ul>
<ul style="list-style-type: none"> <li>• Use a data collection and management system that provides reliable and easy access to support evaluation and decision making.</li> </ul>	<ul style="list-style-type: none"> <li>• The GaPBIS Team utilizes the PBIS Evaluation Tool to assess and analyze fidelity via Tiered Fidelity Inventory (TFI) [web-based].</li> <li>• The GaPBIS Team collects and analyzes ISS, OSS, and ODR data directly from schools via an End-of-the-Year Report [paper report].</li> </ul>	<ul style="list-style-type: none"> <li>• The GaPBIS Team shifted their use of PBIS Evaluation Tools from the Benchmarks of Quality (BoQ) to the Tiered Fidelity Inventory (TFI) [web-based].</li> <li>• The GaPBIS Team continues to collect and analyzes ISS, OSS, and ODR data for schools via the State Longitudinal Data System.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop a statewide system of professional learning, including trainers and coaches, to support the implementation of PBIS.</li> </ul>	<ul style="list-style-type: none"> <li>• Since 2009, the GaPBIS team has provided two bi-annual District Coordinator trainings each year for over 200 district/school personnel</li> </ul>	<ul style="list-style-type: none"> <li>• The GaPBIS team maintains a minimum of two (in person) bi-annual District Coordinator trainings each year.</li> <li>• The GaPBIS team provides two bi-annual RESA School Climate Specialist coaching trainings each year for 38 full/part-time climate specialists.</li> </ul>
<ul style="list-style-type: none"> <li>• Incorporate PBIS within coursework offered through institutions of higher education.</li> </ul>	<ul style="list-style-type: none"> <li>• Several Georgia universities offer PBIS content in their Special Education teacher preparation coursework.</li> </ul>	<ul style="list-style-type: none"> <li>• Georgia College and State University and Georgia Southern University each established graduate level courses that lead to a PBIS certificate.</li> <li>• Georgia Professional Standards Commission (GaPSC) established a PBIS Endorsement Task Force to write PBIS</li> </ul>

		standards. Once approved educators will be able to apply for a PBIS endorsement to be added to their teaching license.
<ul style="list-style-type: none"> <li>• See Georgia recognized as a leader in statewide implementation of PBIS.</li> </ul>	<ul style="list-style-type: none"> <li>• Georgia ranks 16<sup>th</sup> nationally in the number of schools trained in PBIS.</li> </ul>	<ul style="list-style-type: none"> <li>• Georgia ranks 8<sup>th</sup> nationally in the number of schools trained in PBIS.</li> </ul>

## V. LOOKING TOWARD THE FUTURE

### School Safety and Discipline

Parents continue to report their concern for the safety of their children at school (Jones, Aug. 29, 2013). Challenging behaviors in schools that range from disruptive classroom behaviors to physical violence are safety concerns, and they represent barriers to teaching and learning. Educators and parents both share this concern. Rather than relying on short-term solutions for individual students and situations, schools should focus on proactive ways to define, teach, and sustain appropriate student behaviors across all school settings, including the classroom, lunchroom, restrooms, and playground.

In the [Position Statement](#) of the Interdisciplinary Group on Preventing School and Community Violence, experts in the field identified four key elements for a broad approach to safer schools: 1. Balance, 2. Communication, 3. Connectedness, and 4. Support. All agreed that prevention is the most effective way to keep children safe in any setting, and the PBIS framework is a proactive and preventative approach that includes the four key elements described above.

***Georgia’s economic health depends on the state’s ability to educate its students and create a strong workforce.***

### Economic Development

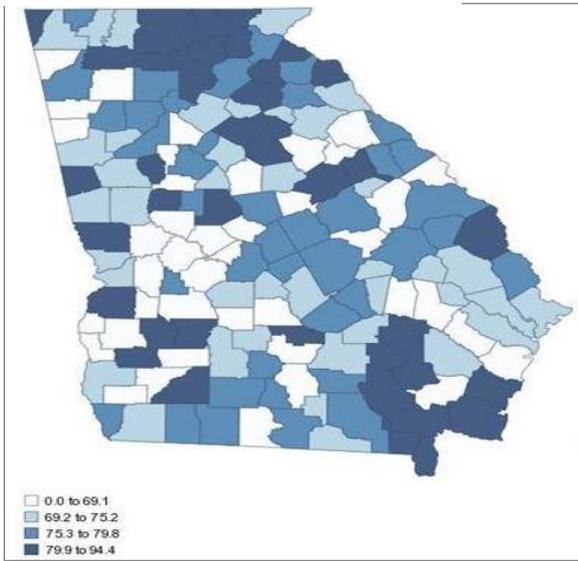
Ask any employer in any industry or region of our state to name the number one impediment to their growth and success today, and they will potentially all give the same answer — the availability of a qualified workforce. Nothing is more important to Georgia’s economic health and our state’s ability to attract and retain jobs than a qualified workforce.

Georgia’s education system is at a critical juncture. Standards are rising for students within the U.S. and globally. Obtaining a high-quality education will increasingly determine each citizen’s prospects for employment, income, and many other life outcomes. Creating safe and engaging schools is vital to our students to enhance the opportunities for graduation.

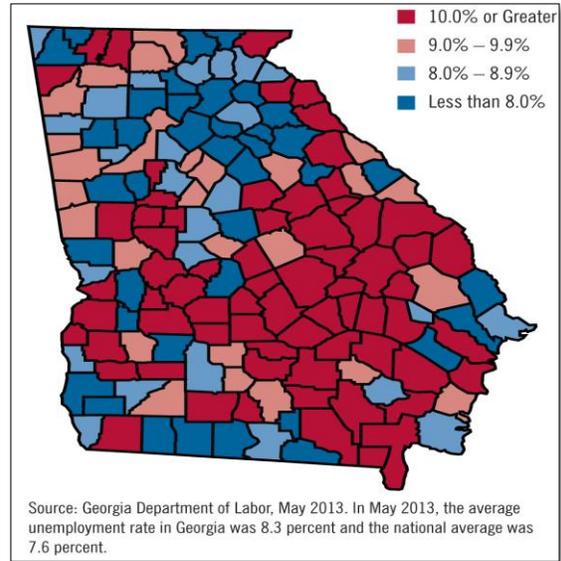
An additional 30,000 high school graduates in Georgia would mean \$242 million in increased earning potential and \$191 million in increased spending. This additional spending would support

a \$350 million increase in state gross product and an estimated \$18 million increase in state tax revenue.

High School Graduation Rates by County, 2013



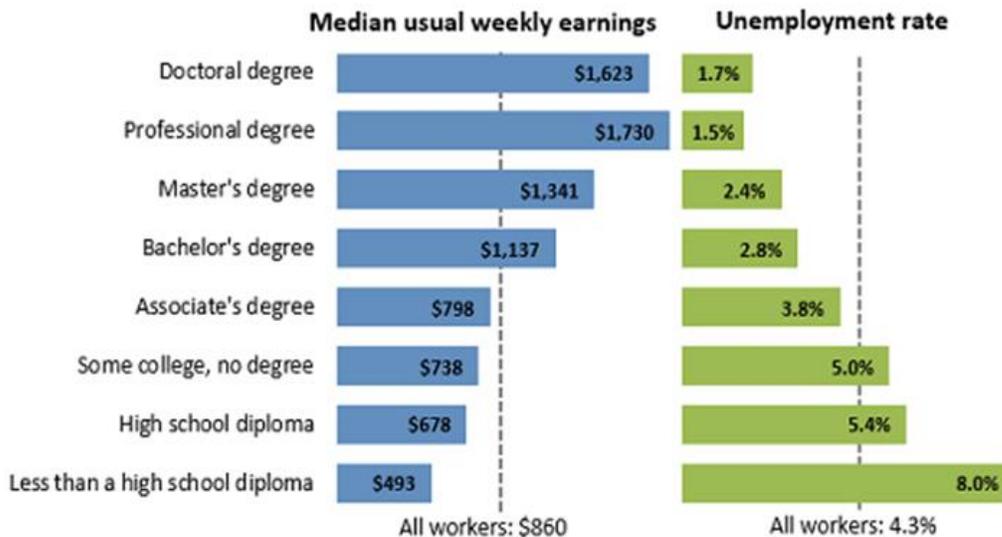
Unemployment Rate by County, May 2013



### Georgia Needs an Economic Pipeline of Skilled Labor

It is estimated that at least 60% of jobs in 2020 will require some degree of higher education. Currently 42% of Georgians have a post-secondary degree, and that percentage translates into 250,000 new post-secondary graduates by 2020. Georgia needs access to a larger skilled labor pool to fuel a 21<sup>st</sup> century economy.

### Earnings and unemployment rates by educational attainment, 2015



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.  
Source: U.S. Bureau of Labor Statistics, Current Population Survey

### Teaching Social-Emotional Competencies

Increasingly, researchers have recommended teaching social-emotional competencies within a prevention-focused, multi-tiered public health model, because simply adopting a curriculum does not lead to adequate implementation or improved outcomes (Greenberg, Domitrovich, Weissberg, & Durlak, 2017; Merrell & Gueldner, 2010). Positive behavioral interventions and supports (PBIS) provides an ideal framework for promoting social-emotional competencies to improve outcomes for the whole child. ([www.pbis.org](http://www.pbis.org))

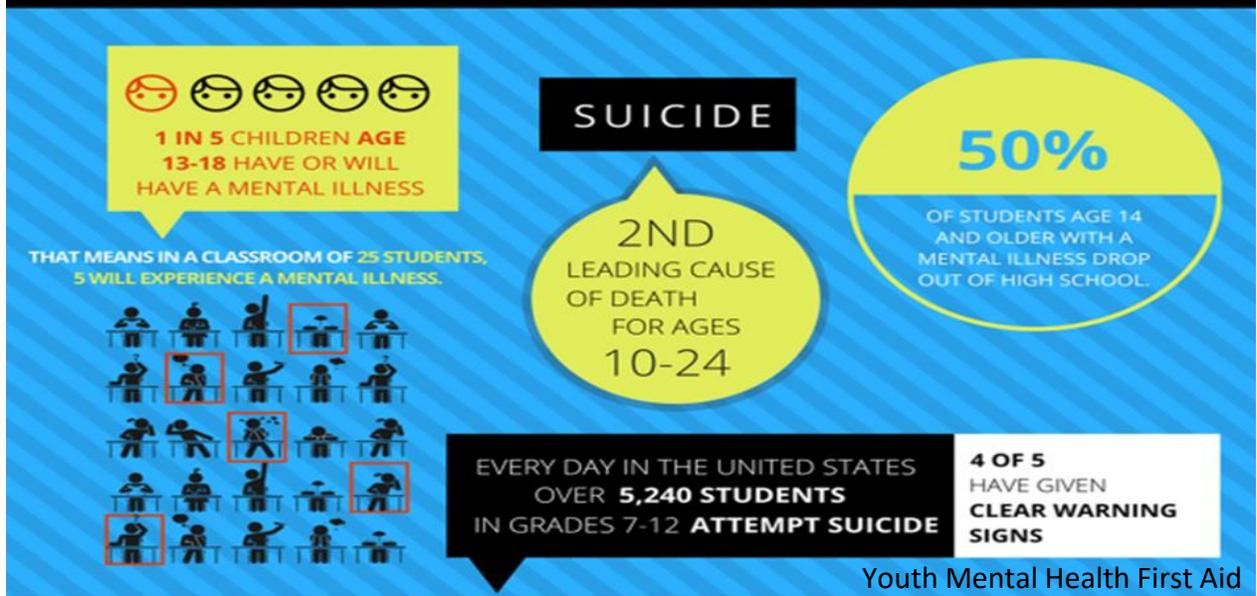
As school teams adopt social-emotional competency programs to target the needs of their students, a PBIS framework can provide the necessary structures to teach social-emotional competencies effectively, including the use of teams examining data to identify needs, monitor fidelity of implementation, and measure effects. District and school teams can benefit from considering a few modifications to their PBIS frameworks as they begin to expand their systems to support social-emotional competencies. ([www.pbis.org](http://www.pbis.org))

### Mental Health Integration of Project AWARE

The intent of Georgia Project **AWARE (GPA)**, a five-year grant awarded by the Substance Abuse and Mental Health Services Administration (SAMHSA) in September 2014, is a developed, comprehensive, coordinated plan for **Advancing Wellness And Resilience in Educational (AWARE)** settings for school-aged youth. Georgia Project AWARE's purpose is to:

- to increase awareness of mental health issues among school-aged youth
- provide training for school personnel and other adults who interact with school-aged youth to detect and respond to mental health issues in children and young adults
- connect children, youth, and families who may have behavioral health issues with appropriate services.

# YOUTH MENTAL HEALTH AT SCHOOL



The prevalence of mental disorders in children and youth is estimated to be approximately 20 percent during a given year (Journal of the American Academy of Child and Adolescent Psychiatry, 49 (10):980-989). Left untreated, childhood mental and emotional disorders can lead to poor outcomes in school, limited employment opportunities and negative impacts in adulthood. Fifty percent of all lifetime cases on mental illness begin by age 14 and 75% by age 24 (Kessler, R.C., et al., 2007)

Connecting school-wide behavior support practices and systems with mental health interventions and supports have the potential to contribute to the teaching and learning environments for all students, especially students who display significant risk for behavioral mental health difficulties. By integrating effective school-based mental health practices into the PBIS framework improvements student academic achievement and social and behavioral competencies will be realized.

## The 20/20 Problem



(Kataoka, Zhang & Wells 2002)

## Support to Early Learning Environments

### Early Learning Climate PBIS Aligned Model

The Georgia Department of Education (GaDOE) and the Department of Early Care and Learning (DECAL) have partnered together to roll-out Georgia's Early Learning Climate PBIS Aligned Model for PBIS elementary schools. The model is designed to promote reading proficiency by the end of 3<sup>rd</sup> grade and provide students with a safe and positive school climate. Through the partnership, DECAL trains school district early learning centers on Georgia's SEEDS for Success Pyramid Model which is implementation of program-wide PBIS and social emotional learning classroom practices for preschool and Pre-K teachers.

PBIS elementary school Pre-K through third grade teachers receive professional development training on Georgia's PBIS Early Learning Classroom Modules. The PBIS Early Learning Classroom Modules are a series of eleven professional development workshops designed to help teachers structure positive learning environments that help prevent challenging behaviors from occurring and set the stage for social-emotional learning through direct teaching of PBIS and social-emotional competencies. Based on the Pyramid Model framework designed for young children, these modules extend to kindergarten through 3<sup>rd</sup> Grade classes, equipping teachers in early learning as well as elementary environments with a toolkit of developmentally appropriate strategies to support the *whole child* and in turn, help teachers better manage behaviors inside the classroom. The PBIS Classroom Practice models focus on 1) nurturing and responsive relationships while creating high quality supportive environments, 2) learning healthy social, emotional, and behavioral development strategies for students in Pre-K – 3<sup>rd</sup> grade classes, and 3) identify possible reasons for students' behaviors in school. Metro RESA's Early Learning Climate Team developed 11 PBIS Classroom Practice Modules. Through training of the Classroom Practice SEL strategies teachers will have the knowledge and resources to provide children with a strong social and emotional learning foundation to support academic achievement and reduce negative interactions with adults and peers.

School Districts early learning centers preschool and Pre-K teachers will be trained on DECAL's SEEDS for Success Pyramid Practices Modules: Tier 1- Nurturing Positive Relationships, Supportive Environments that Promote Engagement, Expectations and Rules, Daily Schedule and Routines, Transitions, and Tier II: Promoting Emotional Literacy, Promoting Self-Regulation, and Strategies for Promoting Friendship Skills.

The Georgia's SEEDS for Success Modules (School Districts early learning centers) and PBIS Early Learning Classroom Modules (elementary schools) covers the following topics:

**Professional Development Training Modules for  
Early Childhood Teachers  
(Pre-K – 3<sup>rd</sup> Grade)**



*The order of which the PBIS Early Learning Classroom Practice Modules (elementary schools) and DECAL Georgia SEEDS for Success Pyramid Practices Modules (School District early learning centers) are delivered is not limited to the tiers. The modules can be taught according to the tiers or based upon the needs of the school. A Needs Assessment is a resource elementary schools and Pre-K centers can use to determine which modules should be taught first and so on.*

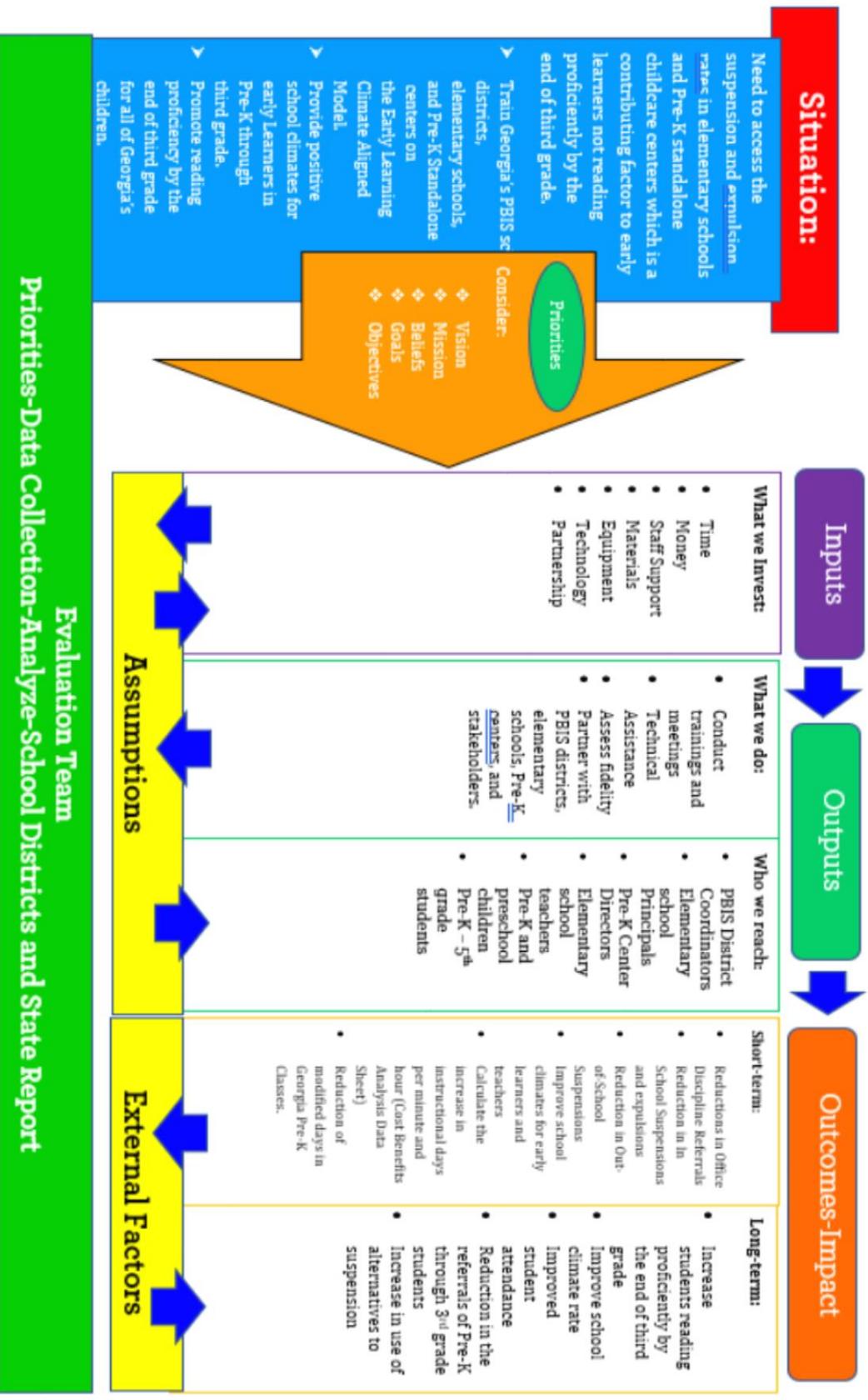
The GaDOE and DECAL created the Early Learning PBIS Program Specialist position that is funded by both education agencies to implement the Early Learning Climate PBIS Aligned Model in Georgia PBIS District elementary schools and school district early learning centers.

The Early Learning PBIS Program Specialist is responsible for developing a Strategic Action Plan along with the Georgia Department of Education and the Department of Early Care and Learning on how to implement the Early Learning Climate PBIS Aligned Model initiative throughout Georgia's PBIS District elementary schools and early learning centers. In addition to creating a strategic plan for building capacity, sustainability, and scaling-up the PBIS Aligned

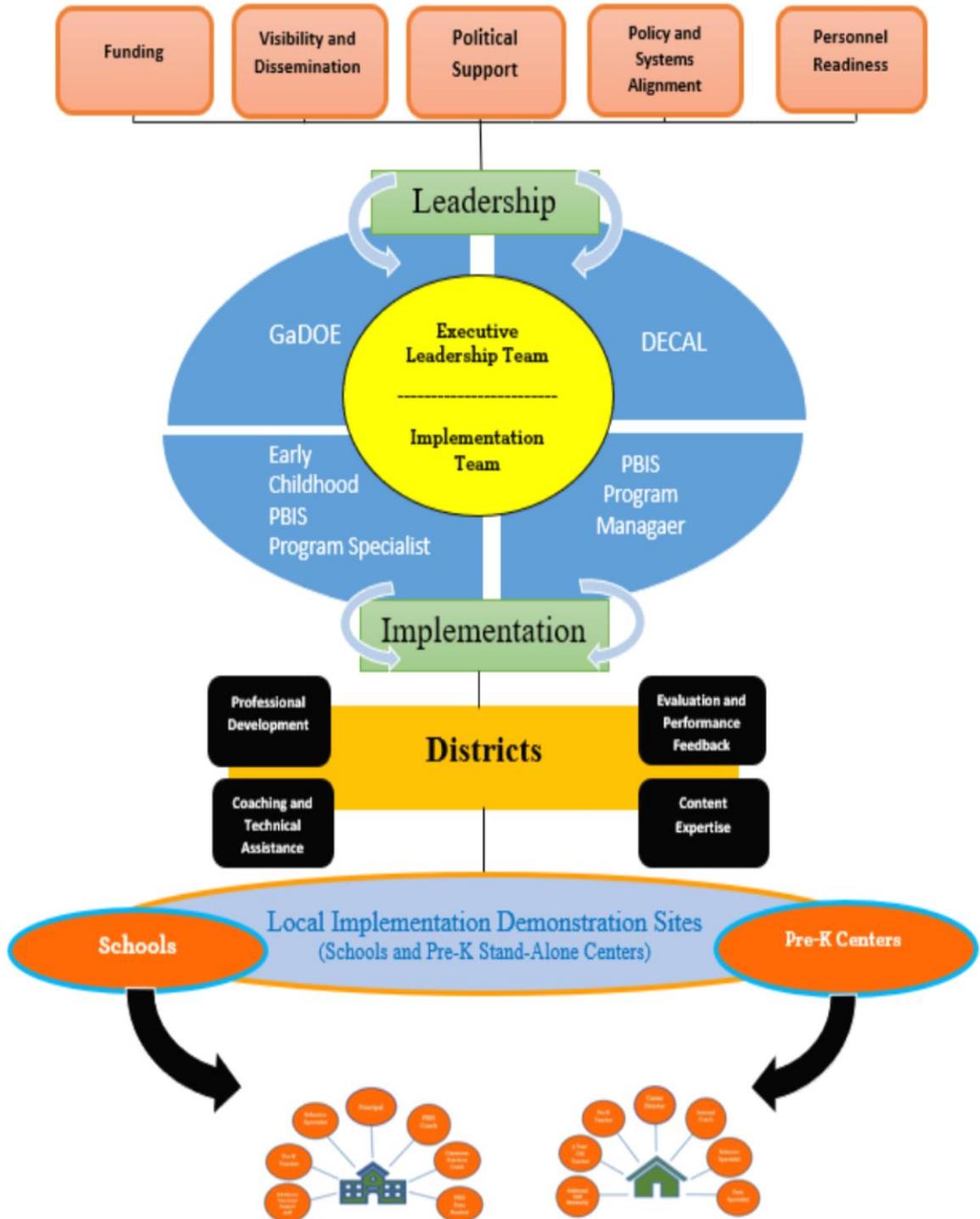
work; according to the Memorandum Agreement between the Georgia Department of Education and the Department of Early Care and Learning the Early Childhood Program Specialist has the following responsibilities:

- Provide technical assistance to local ongoing technical assistance to local educational agencies (LEAs), Regional Education Service Agencies (RESAs) and other governmental agencies in matters concerning the implementation of PBIS in early learning environments (pre-k to third grade). This guidance and technical assistance may include:
  - a. Delivering presentations to increase awareness and visibility of the PBIS Pyramid Model to LEAs, families, community stakeholders, and business partners.
  - b. Assisting PBIS District Coordinators and Early Learning Program Managers and Directors with readiness and planning activities for PBIS implementation;
  - c. Working with the Georgia Department of Education (GaDOE) and PBIS District Coordinators in planning and scheduling PBIS training; and
  - d. Coaching and facilitating PBIS District Coordinators and/or Early Learning Program Managers in their roles of supporting and coaching successful PBIS implementation.
  - e. Working with DECAL to build regional training capacity for scale-up of the Pyramid Model with DECAL practitioners.
- Assist with school-wide evaluation of PBIS and PBIS Classroom Practices SEL Strategies through analysis of the following tools:
  - a. Teaching Pyramid Observation Tool (“TPOT”)
  - b. Tiered Fidelity Inventory (“TFI”) and Early Childhood Benchmarks of Quality Addendum (“EC-BoQ”);
  - c. Aligned Early Childhood Classroom Assistance Tool (“Aligned EC-CAT”)
  - d. Pre-K through Grade 5-Tiered Fidelity Inventory Walkthrough and PreSET Addendum
- Assist with program evaluation for the Pyramid Model for Standalone Pre-K Centers through analysis of the following tools:
  - a. Teaching Pyramid Observation Tool (“TPOT”)
  - b. Preschool-wide Evaluation Tool (“PreSET”);
  - c. Early Childhood Benchmarks of Quality (“EC-BoQ”);
  - d. Director’s Walkthrough form
- Participate in ongoing, regular professional learning activities with the GaDOE State PBIS team, DECAL and national experts for the implementation of the Pyramid Model.

## Early Learning Climate PBIS Aligned Logic Model

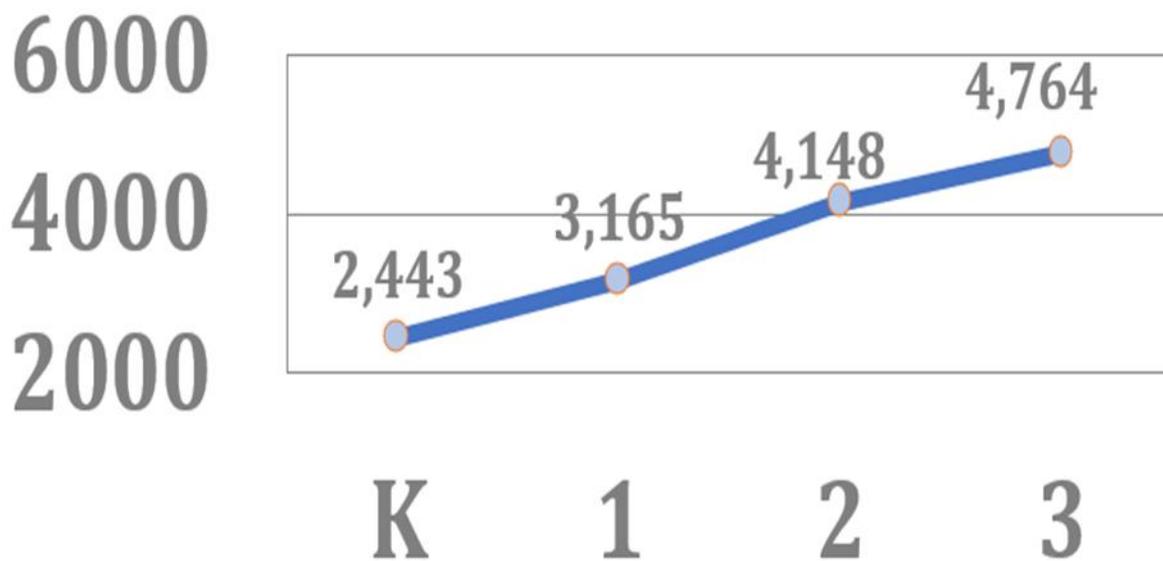


*Georgia's Early Learning Climate PBIS Aligned Model*  
**Structure of Implementation and Support**



# 14,520 CHILDREN

aged 5-8 years old, received out of school suspensions in Georgia in 2016-2017



## Multi-Tiered Systems of Supports (MTSS)

Georgia educators are aligning to create a preventive framework to improve performance outcomes of all learners. Georgia's Tiered Systems of Supports for students is continued implementation of [Georgia's Systems of Continuous Improvement](#), the statewide plan to provide a tiered system of supports for the districts, schools, and students. The tiered system includes evidence-based interventions and screenings that will provide different levels of support needed to maximize student achievement and reduce behavior problems.

MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction and applying child response data to important educational decisions" (Batsche et al., 2005). Based on a problem-solving model, the MTSS approach considers environmental factors as they might apply to an individual student's needs and provides services/interventions/enrichment as soon as the student demonstrates a need.

Positive Behavioral Interventions and Supports (PBIS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007). Positive Behavioral Interventions and Supports (PBIS) is a process that is consistent with the core

principles of MTSS. PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need and addresses the role of the environment as it applies to development and improvement of behavior.

Both MTSS and PBIS are grounded in differentiated instruction. Each approach defines critical factors and components to be in place at the universal (Tier 1), targeted group (Tier 2), and individual (Tier 3) levels. The goal of PBIS is to describe the shared characteristics of these approaches as a basis for highlighting how best to meet the needs of all children and improve school climate. ([www.pbis.org](http://www.pbis.org)).

In 2018, the Georgia Department of Education was awarded a grant to help districts build MTSS support structures at both the district level and at school level among participating school systems. Beginning 2018-2019 school year an initial cohort of districts was selected to participate in the grant's work to help districts and schools build an MTSS framework.

### **School Climate Transformation Grant**

The Georgia Department of Education, Division of Special Education Services and Support, Positive Behavioral Support Team (PBIS) has been awarded a School Climate Transformation Grant (SCTG). Georgia was one of 14 state recipients nationwide to receive the SCTG and will be awarded the maximum grant amount of \$750,000 annually over the next five years. The School Climate Transformation Grant is a competitive grant provided to State educational agencies (SEAs) to develop, enhance, or expand systems of support for, and technical assistance to, local educational agencies and schools implementing an evidence-based, multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students. Georgia has established four overarching goals for utilizing these additional funds:

The grant will provide funding for additional DOE personnel to support the enhancement of PBIS Tier I, Tier II, and Classroom. Additionally, the PBIS team will provide ongoing support and technical assistance to schools to address the needs of students who experience trauma or are affected by drug misuse in their families. Our team will use resources to identify students who are at risk for school failure, implement supports and strategies to address their needs, and monitor the effectiveness of these strategies and interventions through on-going data collection and analysis.

## **VI. 2014-2024 STRATEGIC GOALS**

As stated earlier, the GaPBIS state team and our partners hosted a state-wide summit in the spring of 2017 to discuss the importance of integrating mental health into the PBIS framework as well as increasing supports to early learning environments. In the fall of 2018, a work group convened at the Department of Behavior Health and Developmental Disabilities (DBHDD) to discuss revising the goals and objectives of the original PBIS State Strategic Plan first published in the fall of 2014. The goals and objectives listed below are the result of that Implementation Team's contributions.

## **GOAL 1. Leadership Capacity-expand state/local infrastructure to lead and support tiered PBIS implementation**

The PBIS framework needs to be openly marketed to and regularly shared with families, school-based staff, school administration, and communities to increase awareness of the multi-tiered support framework and to promote access to technical assistance services and resources through the GaDOE.

Due to the accessibility of many online PBIS resources, some schools have adopted elements of PBIS practices but have failed to implement the entire framework. These schools do not achieve the expected results; consequently, they may determine that PBIS “does not work.” Their efforts to implement are often incomplete and unsustainable, resulting in failed implementation. To avoid misperceptions as to what PBIS is, how it is implemented and evaluated, or how a school qualifies as a PBIS school, a clear and consistent message is needed.

### **Objective 1.1. Develop Organizational chart that reflects Leadership and Implementation functions of PBIS**

PBIS has been known by different names due to various projects funded by multiple grants since 1987. In the initial grant, the framework was identified as *Positive Behavior Support* or *PBS*. Earlier training in PBIS in Georgia was provided through a State Improvement Grant in a project called “*Effective Behavioral Interventions and Supports* or *EBIS*.” Because of the various projects and funding sources, many people don’t realize that the different names represent the same framework. The framework is a set of practices or a system that school leadership teams utilize to ensure they identify the interventions needed for each student.

#### ***Performance measures:***

- 1. Expand Membership;***
- 2. Identify Family and Community Leaders;***
- 3. Link to current Education and Secondary Education Act (ESSA) and State Strategic Plan;***
- 4. Shape new policy to support effort including revising code of conduct.***

### **Objective 1.2. Increase capacity across all levels of implementation (state, region, district, school communities, families and youth)**

A critical component for scaling up and sustaining PBIS efforts is the creation of a system of communication across school, family, and community partners. The communication system should allow for easy sharing of information across the state and ready access to data used for decision making. Increasing school, community, and family awareness of the opportunity for PBIS in all Georgia schools and highlighting the positive impact of the framework is particularly challenging due to Georgia’s size and the number of LEAs in the state. Opportunities to network and share resources are limited by geography, so a formalized communication plan is needed to reach all stakeholders in the state and to build capacity and sustainability. Georgia’s population is very diverse, requiring materials and information to be available in multiple languages and formats.

***Performance measures:***

- 1. Identify key stakeholders at each level of implementation (including mental health);**
- 2. Expand capacity through an integrated systems framework to coach and support sustained implementation of PBIS and multi-tiered system of supports in LEAs;**
- 3. Create videos to highlight PBIS with interviews, school examples, data, etc.**
- 4. Develop/disseminate master training/support calendar;**
- 5. Focus specific support to identified high-need LEAs;**
- 6. Create direct web links to GaPBIS homepage from all partnered agencies and organizations.**

**Objective 1.3. Increase capacity within GaDOE divisions**

A challenge to expanding the GaDOE PBIS team is the lack of dedicated financial resources available for PBIS efforts. To increase sustainability of current implementation and to foster statewide expansion, efforts should be made to realign state resources to support this work. Resource mapping within the GaDOE is recommended to identify current programs and services that have a common purpose designed to address discipline issues, school climate, safety, and meeting the behavioral/social/emotional needs of students. Collaborative planning to cultivate new partnerships within the GaDOE will reduce duplication of services and increase the chances of meeting our shared goals.

***Performance measures:***

- 1. Identify key partners within the GaDOE and strategize connections, contributions, and support to other GaDOE Initiatives;**
- 2. Identify and align the efforts of all GaDOE units currently working to improve school climate, discipline, student supports, mental health, and school counselors;**
  - a. Ongoing collaboration with Special Education Services and Supports, MTSS Unit, SAMHSA and Interconnected Systems Framework partners**
  - b. Working with School Safety and Health Resources and Accountability Department at the DOE regarding CCRPI climate ratings for schools and End of Year data submissions by PBIS Schools**
  - c. Ongoing collaboration with the Department of Early Care and Learning (DECAL) regarding PBIS implementation and classroom PBIS Supports for our early learners in the state;**
- 3. Establish meeting schedule and meeting procedures (norms) to facilitate collaboration for units and divisions working on shared goals of student supports and discipline;**
- 4. Cross train unit/division staff involved with interventions, student supports, discipline, school safety, etc.**

**Objective 1.4. Increase capacity across all child serving agencies**

As the awareness of successful implementation of PBIS and improved student outcomes grows, the requests for professional development and technical assistance continues to increase. To improve professional development and technical assistance capacity, the building of a parallel system of support from the state level, to Regional Educational Support Agencies (RESA), to

Georgia Child Serving Agencies (Department of Early Care and Learning, Georgia Department of Public Health, etc.), to districts and schools is necessary. Building a parallel system of support improves the quality and quantity of support given to Local Educational Agencies (LEAs) and ensures effective systems are in place to increase sustainability and fidelity over time.

The Regional Educational Service Agency (RESA) is comprised of 16 regional educational service agencies strategically located in service districts throughout the state of Georgia. These agencies were established for sharing services designed to improve the effectiveness of the educational programs of member school districts. Building on an existing resource is the most logical way to provide regional technical assistance in PBIS and school climate activities. Building regional expertise in the areas of behavior, discipline practices, discipline data analysis, and other school climate components compliments the technical assistance already provided by the RESAs and makes PBIS much more accessible throughout the state.

The Early Learning Climate PBIS Aligned Model was adapted from the Woodward Early Learning Climate Grant and managed by the Get Georgia Reading Campaign. The goal of this model is to improve early learning climates in Pre-K through third grade settings and promote reading proficiency for students by the end of third grade. The Georgia Department of Education (GaDOE) and the Georgia Department of Early Care and Learning (DECAL) have partnered to design a statewide implementation plan of the Early Learning Climate PBIS Aligned Model in active PBIS districts.

***Performance measures:***

- 1. Develop a dedicated line item in the state budget to fund School Climate positions at RESA**
  - a. Present progress data annually to Education Finance Committee at Georgia Legislature on effectiveness of supports from School Climate Specialists.**
- 2. Define the roles and responsibilities of PBIS School Climate Specialists at RESAs**
  - a. Updated roles and responsibilities of the School Climate Specialists were updated and shared with each RESA director in May 2018.**
  - b. By May 2019, School Climate Specialists will revise the manual that defines the roles and responsibilities of a School Climate Specialist.**
- 3. Design and provide ongoing professional learning support for RESA PBIS School Climate Specialists**
  - a. The PBIS Team Handbook (Baker and Ryan, 2014) purchased by GaDOE used as a reference for new District Coordinators and School Climate Specialists. Professional Learning provided quarterly to SCS and DCs. GaDOE T training and coaching. The School Climate Specialists attend scheduled meetings with GADOE TA and follow a monthly schedule of activities including a school walk-throughs at PBIS schools in their districts, presentations about PBIS to superintendents in their districts, participating in DOE PBIS webinars, etc.**
  - b. School Climate Specialists and GADOE Technical Assistance developed online classroom management modules for school districts across the state May 2017.**
  - c. Ongoing: GADOE TA develop online webinars to address relevant topics.**
- 4. Develop MOUs and/or assurances with RESA for supporting PBIS School Climate Specialists and update as needed**

- a. Completed July 1, 2014
- b. Updated July 1, 2018

### **Objective 1.5. Monitor School Climate and PBIS Implementation Levels**

The Georgia Department of Education recognizes districts and schools for supporting positive school climate through the implementation of the Positive Behavioral Interventions and Supports (PBIS) framework. The purpose of the recognition system is to identify schools that exemplify best practices in the implementation of PBIS. To qualify for state recognition, system schools must be in a LEA with active support through a District Leadership Team, District Coordinator, and a district action plan. The LEA must be actively supported by the GaDOE Team and local RESA. LEAs participate in ongoing progress monitoring by utilizing the Self-Assessment Survey, Tiered Fidelity Inventory (TFI), the TFI walkthrough tool, and analysis of the school discipline data. The GADOE Team/SCSS/District Coordinators provide ongoing coaching

#### ***Performance Measures:***

1. **Develop a state evaluation plan to measure context, support, fidelity, and student impact**
2. **Maintain the data-reporting platform for End-of-the-Year (EOY) school data.**
3. **Contract a program evaluator for PBIS work**
  - a. **September 1, 2014 – Georgia State University will analyze state outcome data and develop an annual report**
  - b. **May 2015- University professors from Georgia Southern University and Georgia College and State University will develop training evaluation measures for Tier 1, analysis data, and develop a report for the DOE**
  - c. **Maintain and update the PBIS recognition system that supports sustainability of PBIS practice.**

### **GOAL 2: Increase PBIS implementation fidelity and sustainability through ongoing professional learning and personnel readiness.**

The Georgia PBIS Team, which has been based in the Division for Special Education Services and Supports from its inception, leads the state work for scaling up PBIS. Directing the statewide effort requires a fully dedicated staff with specific skills to plan, manage, and support the work through ongoing training, facilitation, technology and communications support, data collection and reporting, and the addressing of all logistical and administrative details needed to support Local Education Agencies (LEAs).

Both immediate and long-term needs for additional support staff exist at the state and regional levels to increase and sustain long term implementation and sustainability of PBIS in Georgia. The current staff of nine program specialists and a Program Manager at GaDOE carries out training and support activities related to PBIS implementation in Georgia and prepares an average of more than fifty school teams per year. In order to increase the Georgia PBIS team's ability to expand implementation, a concerted effort among the state department of education, non-profit organizations, college and universities, and policy makers is necessary to ensure the commitment

of dollars and resources for a successful expansion. Likewise, the GaDOE must make a concerted effort to increase teaming with other departments and state agencies.

**Objective 2.1. (What) Develop Scope and Sequence content based on need to identify focus areas (classroom and advanced tiers).**

*Performance measures:*

- 1. Establish professional learning content anchored to the Tiered Fidelity Inventory (TFI);*
- 2. Develop and disseminate annual master training/support calendar;*
- 3. Support LEAs in building capacity to allocate funds and develop in-district trainers to build and sustain PBIS practices.*

**Objective 2.2 (How) Develop approach to deliver content across levels of implementation (state, district, school).**

*Performance measures:*

- 1. Establish readiness criteria;*
- 2. Develop detailed training plan and pace for school-based teams;*
- 3. Tier support for schools based on level of implementation;*
- 4. Develop and include equity and mental wellness training tracks.*

**Objective 2.3: Diversify early learning training cadre.**

*Performance measures:*

- 1. Recruit and train trainers from Department of Early Care and Learning (DECAL) and Regional Education Service Agencies (RESA) to build depth of content and promote standardized approach to Professional Development.*

**Objective 2.4. Increase collaboration with Georgia colleges and universities to enhance and sustain PBIS implementation through collaborative agreements.**

A number of PBIS experts are based in Georgia colleges and universities, but currently many of these experts and universities are working in silos to support individual schools, districts, or research projects. Working through a State PBIS Strategic Plan and State Leadership Team, these resources could be coordinated to support more robust training and implementation across Georgia.

*Performance measures:*

1. Hiring criteria, recruitment, and selection for all LEA administrators, coaches, and school personnel includes knowledge, skill, and experience implementing PBIS.
2. Personnel roles and FTE are continuously allocated to support implementation of PBIS.
3. Annual performance evaluations of administrators, teachers, and related instructional support personnel assess knowledge and skills related to creating and maintaining positive school and classroom environments.
4. Identify all teacher/leader education programs in Georgia and determine the extent to which PBIS is already taught.
5. Increase PBIS training within teacher/leader curricula programs in Georgia.
6. Establish MOUs and/or assurances with colleges and universities to provide regional technical assistance to LEAs in PBIS implementation.
7. Establish agreements with colleges or universities to complete research projects on PBIS implementation.
8. Collaborate with Georgia Professional Standards Commission (PSC) and university personnel to complete course criteria for PBIS Certificate Endorsement.

### **GOAL 3: Expand the capacity of district personnel and School Climate Specialists to provide coaching and supports to PBIS districts/schools.**

Practices within PBIS are organized across a continuum of tiered supports for students. A tiered approach provides layers of intervention for students. This support ranges in scope and varies in intensity from low intensity supports (Tier 1 supports for all students) to high intensity supports (Tier 3 or 4 supports for students with chronic or significant academic, behavioral, and/or mental health needs).

Beginning fall 2018, Georgia will be implementing a multi-tiered system of supports to support students' learning and behavioral needs. When united with support for student safety and school climate, this tiered approach becomes the preferred prevention model for Georgia schools.

By the fall of 2018, approximately 50% of Georgia districts had schools trained in the Tier 1 PBIS behavior support system, while a fewer number of schools had received training in the process of identifying students who need additional tiered supports. Standardized curricula for all tiers of support need to be developed or standardized, implemented, and evaluated to address the needs of the districts for supporting their students more effectively.

At Tier 1, a PBIS curriculum has been successfully utilized for years to assist districts and schools in building their Tier 1 systems of support. However, research indicates that more should be considered when taking on high schools. Researchers involved in the high school reform effort recognize that high schools have unique needs. A more specialized readiness process that includes a training curriculum is needed for high schools so that better outcomes are achieved. Georgia PBIS needs to consider such factors when supporting high school implementation.

At Tier 2, the Georgia PBIS team has provided training, on a limited basis, on the *Check-in, Check-out system* to address the behavior needs of students. The *Check-in, Check-out system* is favored by elementary school level implementers of PBIS, but less so at the secondary levels. More is needed in this area to address behavior support at secondary levels.

Many of the RESA SCS have developed capacity to provide Tier I and Classroom training to our new PBIS schools. We will continue to develop and refine curricula as well as developing standardized PL modules for multi-tiered supports. The GaDOE needs to develop a framework for schools to provide coaching and support to teachers to improve classroom practice.

**Objective 3.1. Develop coaching and TA model with partners from child serve agencies to resource map current ways schools receive coaching supports, use data to determine effectiveness, ensure regions, districts and schools receive equitable supports**

The development of local coordination skills is the most efficient way to increase local adoption of this evidenced-based framework. By enhancing the skills of district personnel, Georgia PBIS can better prepare and sustain districts and school coaches for the hard work of building tiered support structures in their schools. The growth and sustainability of PBIS requires ongoing coaching and technical assistance. By enhancing the skills of district and school personnel, coaching and technical assistance will be more readily available and adaptable to individual school needs. To avoid becoming dependent on “outside” expertise to guide this work, GaPBIS must enhance local capacity.

***Performance Measures:***

- 1. Develop and update a Standardized Readiness Process for Tier 1 and Tier II;**
- 2. Develop and update Standardized Tier I training module for Tier I specifically for the high school setting;**
- 3. Develop and update a Standardized Readiness Process for Tier III;**
- 4. Develop a Standardized Coaching Curriculum;**
- 5. Develop a training curriculum for the family setting;**
- 6. Establish a standardized inter-agency PBIS awareness training.**

**Objective 3.2. Develop executive coaching capacity by training and supporting LEA District Coordinators and school administrators**

The most effective and efficient means of providing tiered support to districts is to establish a comprehensive statewide network where coordination and synchronization of coaching and leadership practices and procedures can occur. The development of local coaching skills is the most efficient way to increase local adoption of this evidenced-based framework. By enhancing the skills of school coaches, Georgia PBIS can better prepare and sustain schools for the hard work of building their tiered support structures.

***Performance Measure:***

- 1. Develop procedures for preparing, training, and supporting PBIS district Coordinators***
- 2. Develop procedures for prepping, training, and supporting school PBIS implementation***
- 3. Develop a Standardized District Coordinator/Leadership Team Curriculum***
- 4. Develop a standardized curriculum for District Leadership training and coaching.***

**Objective 3.3. Develop a coaching and technical assistance model for PBIS District Coordinators**

Currently, all districts implementing PBIS in Georgia are provided technical assistance and support from one of four GaDOE PBIS specialists. In order to improve the geographic ease of support and expand regional capacity for improving this layered approach to student support, a network of regional experts needs to be developed. Georgia's RESA network is the most logical and best developed agency to enhance GaPBIS efforts to expand local implementation of PBIS.

#### ***Performance Measures***

- 1. Model emphasizes coaching functions (responsibilities and activities, not people or positions) for internal (school level) and external (district/regional level) implementation supports.***
- 2. Develop a tiered technical assistance system which allows differentiated coaching support based on district/school/classroom fidelity of implementation and outcomes.***

**Objective: 3.4. Collaborate with LEA principals to analyze GaDOE staff and parent satisfaction survey and staff attendance data to inform coaching support**

#### ***Performance Measures***

- 1. Participate in school leadership meetings to provide coaching in analyzing staff survey results to guide action planning.***

**Objective: 3.5. Monitor data to inform coaching capacity.**

Documenting what PBIS looks like, how well it is being implemented, and how it affects social and academic behavior is essential for replicating, sustaining, and improving implementation at the local and state levels. Currently, the fidelity of implementation at all tiers is evaluated through *PBIS Assessment*, which is available to all schools working with the state PBIS team.

[PBIS Assessment](#) is a web-based application that provides tools for assessing schools' current disciplinary practices, effectiveness in initial implementation, continued fidelity to the PBIS framework, and effective implementation of all four tiers. *PBIS Assessment* provides surveys for teams to use to examine their level of PBIS adoption and guides them through the process for improving implementation to benefit students, their families, and the overall school culture. Surveys are completed online, with reports immediately available as soon as a survey is submitted.

Analysis of state longitudinal data showing the successes in discipline, achievement, and attendance from successful PBIS implementation does not currently exist. Its availability would encourage increased buy in on multiple levels: from families, teachers, and administrators to local superintendents, state agency leaders, and legislators, by showing how PBIS is impacting school climate.

Ready access to meaningful behavior data will likewise enable local schools and programs to see where continued behavior problems occur and how that impacts learning in Georgia schools and classrooms. Since most Georgia schools do not currently have access to the data necessary for this type of analysis, they are required to utilize an accompanying data system or SWIS ([www.swis.org](http://www.swis.org)) during the first year of their implementation.

The PBIS team publishes an annual list of schools identified as *Installing, Emergent, Operational, or Distinguished* based on data submitted by each school. This documentation includes reduction in office discipline referrals, completion of a school-wide visibility walk-through, staff completion of the Self-Assessment Survey (SAS) and fidelity assessments to include the Tiered Fidelity Inventory (TFI -a progress monitoring tool).

***Performance Measure:***

- 1. Conduct annual needs assessment with School Climate Specialists and DCs to determine PL Needs.***
- 2. Prioritize support to schools based on level of implementation.***

## **VII. STRATEGIC PLAN DEVELOPMENT AND CONSULTATION**

This strategic plan was collaboratively written and updated by the Georgia Department of Education Positive Behavioral Interventions and Supports (PBIS) Team: Ginny O'Connell, Mimi Gudenrath, Tara Davis, Sandy DeMuth, Debi Keane, Tony Feldmann, and Justin Hill. This plan reflects input from stakeholders across the GaDOE, external partners, and our PBIS Resource Agent, Dr. Heather Peshak George.

## Appendix A 2017 Statewide PBIS Summit Participants

### Advocacy Organizations

Sharon Hill, Georgia Appleseed  
Robert Rhodes, Georgia Appleseed  
Terrance Wilson, Georgia Appleseed

REACH GA Brad Bryant, Executive Director

### The Carter Center

Lei Ellingson, Assistant Director of Mental Health Policy

### Foundations

#### LEA Representatives

Jody Barrow, Superintendent, Fayette County Schools  
David Lewis, Superintendent, Muscogee County Schools  
Vicki Reed, Superintendent, Brooks County Schools  
Craig Lockhart, Assistant Superintendent

#### Legislators

Randy Nix, Georgia House of Representatives, 69th District  
Katie Dempsey, Georgia House of Representatives, 13th District  
Mike Glanton, Georgia House of Representatives, 75<sup>th</sup> District  
Henry "Wayne" Howard, Georgia House of Representatives, District 124  
Robert Dickey, Georgia House of Representatives, District 140  
Matt Brass, Georgia State Senate, District 28  
Emanuel Jones, Georgia State Senate, District 10  
Elena Parent, Georgia State Senate, District 42

#### Georgia Department of Education

Richard Woods, State Superintendent of Schools  
Matt Jones, Chief of Staff  
Gary McGiboney, Deputy Superintendent External Affairs and Policy  
Deborah Gay, Deputy Superintendent Federal Programs  
Zelphine Dixon-Smith, Director of Special Education Services and Supports  
Nakiba Rahmig, Program Manager GNETS  
Justin Hill, PBIS Program Manager PBIS  
Deborah Keane, PBIS Program Specialist  
MiMi Gudenrath, PBIS Program Specialist  
Sandy DeMuth, PBIS Program Specialist  
Tara Davis, PBIS Program Specialist  
Mark Fynewever, PBIS Program Specialist  
Anthony Feldmann, PBIS Program Specialist  
Brandy Woolridge, PBIS Program Specialist, Early Learning  
Jeff Hodges, Safe and Drug Free Schools

## Appendix B: 2014 Statewide PBIS Summit Participants

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Robert Rhodes, Georgia Appleseed  
Melody Chapman, Georgia Appleseed  
Leslie Lipson, Georgia Advocacy Office  
Holli Levinson, Anti-Defamation League, Southeast Region

### Foundations

Gail Hayes, Annie E. Casey Foundation  
Arianne Weldon, Annie E. Casey Foundation  
Kent McGuire, Southern Education Foundation  
Vanessa Elkan, Southern Education Foundation  
Jean Walker, United Way of Greater Atlanta  
Louis Negron, United Way of Greater Atlanta

### REACH GA

Brad Bryant, Executive Director

### Georgia Families

Gaye Smith, Georgia Family Connection Partnership  
Lisa Brewer, Georgia Family Connection Partnership

### The Governor's Office for Children and Families

Katie Jo Ballard, Executive Director

### The Carter Center

Lei Ellingson, Assistant Director of Mental Health Policy

### Leadership Georgia

Matt Bishop, Board of Trustees

### LEA Representatives

Anthony Pack, Superintendent, Monroe County Schools  
Craig Lockhart, Newton County Schools  
Bob Burgess, Gwinnett County Schools

### Georgia State Board of Education

Helen Rice  
Mary Sue Murray  
Lisa Kinnemore

### Georgia Department of Behavioral Health and Developmental Disabilities

Monica Parker, Director of Community Health  
Linda Henderson, Director of Child & Adolescent Mental Health

### Georgia Department of Early Care and Learning

Jenny Couture, Bright from the Start  
Cassa Andrews, Department of Early Care & Learning

### Regional Education Service Agencies

Carolyn Williams, Middle Georgia RESA  
Leigh Ann Putnam, Metro RESA

### Georgia Council on Substance Abuse

Dietra Hawkins

### Georgia Department of Education

John Barge, State Superintendent of Schools  
Mike Buck, Chief Academic Officer  
Joel Thornton, Chief of Staff  
Deborah Gay, Director of Special Education  
Ginny O'Connell, State PBIS Coordinator  
Tara Davis, PBIS Program Specialist  
MiMi Gudenrath, PBIS Program Specialist  
Sandy DeMuth, PBIS Program Specialist  
Justin Hill, PBIS Program Specialist  
Michelle Sandrock, Program Manager, Parent Engagement  
Marilyn Watson, Safe and Drug Free Schools  
Jeff Hodges, Safe and Drug Free Schools

### Department of Human Services, Division of Family and Children Services

Sharon Hill, Deputy Director

### Georgia Department of Juvenile Justice:

Avery Niles, Commissioner  
Miguel Fernandez, Assistant Commissioner  
Dr. Audrey Armistad, Assistant Superintendent

### Georgia Juvenile Court Judge

Velma Tilley, Bartow Co.

### Legislators:

Randy Nix, Georgia House of Representatives, 69th District, Education Committee  
Katie Dempsey, Georgia House of Representatives, 13th District, First Lady's Georgia Children's Cabinet

### Institutes of Higher Education:

Dan Crimmins, Center for Excellence in Developmental Disabilities, Georgia State University  
Rob Sumowski, Georgia College and State University  
Kimberly Drawdy, Georgia Southern University  
Carolina Darbisi, J. W. Fanning Institute for Leadership Development, University of Georgia

### National Association of State Boards of Education

Kimberly Charis, Project Director, Center for Safe and Healthy Schools

### National PBIS Technical Assistance Center

Heather Peshak George

### Professional Educator Associations

Jimmy Stokes, Georgia Association of Educational Leaders (GAEL)  
Bruce Rogers, President, Georgia Association of School Psychologists (GASP)  
Barbara Strickland, Past President, Georgia School Counselors Association (GSCA)  
Patrick Kennedy, President, Student Support Team Association of Georgia Educators (SSTAGE)  
Leonora Clarkson Georgia Association of Positive Behavior Supports (Ga-APBS)

### Georgia Department of Juvenile Justice

Miguel Fernandez, Assistant Commissioner

### **Advocacy Organizations**

Sharon Hill, Georgia Appleseed  
Robert Rhodes, Georgia Appleseed

### **Foundations**

Christine Brodnan, Annie E. Casey Foundation  
Arianne Weldon, Annie E. Casey Foundation  
Vanessa Elkan, Southern Education Foundation  
Louis Negron, United Way of Greater Atlanta

### **REACH GA**

Brad Bryant, Executive Director

### **Georgia Families:**

Lisa Brewer, Georgia Family Connection Partnership  
Celeste Orr, Georgia Family Connection Partnership

### **The Governor's Office for Children and Families**

Katie Jo Ballard, Executive Director

### **Regional Education Service Agencies**

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### **PBIS School Districts/Programs**

Brian Campbell, Lincoln County Schools  
Anthony Pack, Superintendent, Monroe County Schools  
Jim Finch, Monroe County Schools  
Bob Burgess, Gwinnett County Schools  
Lara Sims, Elam Alexander Academy GNETS

### **Georgia State Board of Education**

Helen Rice  
Lisa Kinnemore

### **Georgia Department of Behavioral Health and Developmental Disabilities**

Linda Henderson, Director of Child & Adolescent Mental Health

### **Georgia Department of Early Care and Learning**

Jenny Couture, Bright from the Start  
Cassa Andrews, Department of Early Care & Learning

### **Department of Human Services, Division of Family and Children Services**

Sharon Hill, Deputy Director

Denise McClain, PBIS Coordinator

### **Legislators**

Randy Nix, Georgia House of Representatives, 69th District, Education Committee  
Katie Dempsey, Georgia House of Representatives, 13th District, First Lady's Georgia Children's Cabinet

### **Institutes of Higher Education**

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Kimberly Drawdy, Georgia Southern University  
Joel Myers, Georgia State University  
Emmet Shaffer, J.W. Fanning Institute, University of Georgia  
Rob Sumowski, Georgia College and State University

### **National PBIS Technical Assistance Center**

Heather Peshak George

### **Georgia Council on Substance Abuse**

Dietra Hawkins

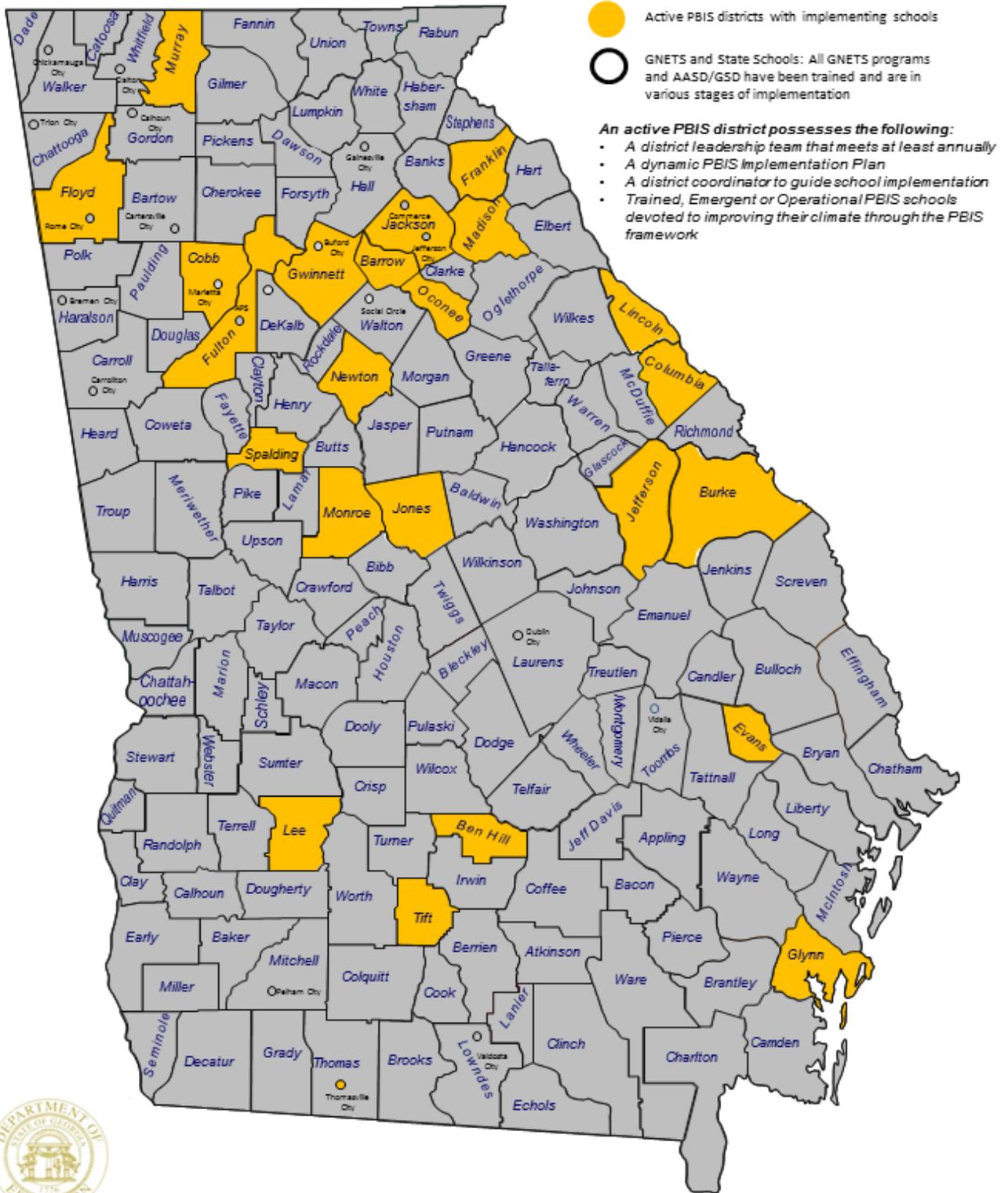
### **Professional Educator Associations**

Jimmy Stokes, Georgia Association of Educational Leaders (GAEL)  
Cathy McKenzie, Georgia Association of School Psychologists (GASP)  
Tinisha Parker, Georgia School Counselors Association (GSCA)  
Patrick Kennedy, Student Support Team Association of Georgia Educators (SSTAGE)  
Leonora Clarkson, Georgia Association of Positive Behavior Supports (Ga-APBS)

### **Georgia Department of Education**

John Barge, State Superintendent of Schools  
Ron Culver, Assistant to the Superintendent  
Matt Cardoza, Director of Communications  
Martha Reichrath, Deputy Superintendent of Schools  
Garry McGiboney, Deputy Superintendent of Schools  
Deborah Gay, Director of Special Education  
Zelphine Smith-Dixon, Assistant Director of Special Education  
Ginny O'Connell, State PBIS Coordinator  
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Anne Ladd, Family Engagement Specialist  
Marilyn Watson, Safe and Drug Free Schools  
Jeff Hodges, Safe and Drug Free Schools

## Appendix C: FY14 Active Georgia Districts Implementing PBIS



Dublin O. Barge, State School Superintendent

Current as of 12/20/2013

# Appendix D: Georgia PBIS Mission, Goals, and Objectives Graphic

## Georgia's PBIS Strategic Plan

FY2018

**PBIS Mission:** To improve school climate in Georgia schools and communities through the Positive Behavioral Interventions and Supports (PBIS) framework.

*Establishing Positive Learning Environments for ALL students.*

11/14/2018

### Goal 1: Leadership Capacity - expand the infrastructure to lead and support tiered PBIS implementation

**Obj. 1.1:** Develop organizational chart that reflects Leadership and implementation functions.

**Activities:** Expand membership, identify family and community leaders, define role and function, use implementation science to establish common way of work, link to current ESSA and State Strategic Plan and shape new policy to support effort including revising codes of conduct.

**Obj. 1.2:** Increase capacity across all levels of implementation (state, region, district, school communities, families and youth).

**Activities:** Identify key stakeholders at each level of implementation (including mental health), determine needs of staff, match training and coaching effort to needs.

**Obj. 1.3:** Increase capacity within GaDOE divisions.

**Activities:** Identify key partners within DOE and strategize connections, contributions and support to other GaDOE initiatives.

**Obj. 1.4:** Increase capacity across all child serving agencies.

**Activities:** Identify leaders, engage in common efforts, use the Multi-Tiered Systems of Support (MTSS) core components to guide all work (e.g. mental wellness).

**Obj. 1.5:** Monitor School Climate and PBIS Implementation Levels.

**Activities:** Engage DLTs through the DIP process.

### Goal 2: Tiered Training Capacity

**Obj. 2.1:** (WHAT): Develop Scope and Sequence and content based on need to identify focus areas (classroom and advance tiers).

**Activities:** Establish content modules anchored to the Tiered Fidelity Inventory (TFI). Develop and disseminate master training/support calendar.

**Obj. 2.2:** (HOW): Develop approach to deliver content across levels of implementers (state, district, school).

**Activities:** Establish Readiness criteria, develop detailed training plan for school based teams, agree on pacing, establish PD Standards, sort districts and schools by need (Equity and Mental Wellness tracks).

**Obj. 2.3:** Diversify early learning training cadre.

**Activities:** Recruit trainers from Department of Early Care of Learning (DECAL) and Regional Education Service Agencies (RESA) to build depth of content and promote common approach to Professional Development.

**Obj. 2.4:** Increase collaboration with colleges and university related to teacher/leader prep and continuing education.

**Activities:** Review and update teacher and admin certification requirements -note: this will impact iHE to update coursework.

**Obj. 2.5:** Monitor data to inform workforce wellness.

**Activities:** Monitor teacher and staff retention, HR complaints, id and teach self care techniques, develop awareness campaigns to connect to employee assistance.

### Goal 3: Coaching Capacity

**Obj. 3.1:** Develop Coaching and TA model with partners from child serving agencies resource map current ways schools get coaching support, use data to determine effectiveness, ensure regions, districts and schools (including teachers) receive equitable supports.

**Obj. 3.2:** Develop coaching scope and sequence and content

**Activities:** Explore other state coaching models to build scope and sequence and data collection procedures

**Obj. 3.3:** Develop executive coaching capacity by training and supporting District Coordinators and Administrators

**Activities:** TBD

**Obj. 3.5:** Monitor GaDOE Staff Survey and staff attendance data to inform coaching support.

**Activities:** Implement coaching support towards full PBIS implementation in the classroom setting.

**Obj. 3.6:** Monitor data to inform coaching capacity.

**Activities:** Conduct annual needs assessment. Develop self-assessment tools to determine support for SCs and DCs



Measure

Message

Engage



## Appendix E: Glossary of Terms

**Benchmarks of Quality (BoQ):** An instrument completed yearly by PBIS Teams to identify areas of success and areas of improvement.

**Bright From the Start:** Georgia Department of Early Care and Learning, responsible for meeting the child care and early education needs of Georgia's children and their families.

**College and Career Ready Performance Index (CCRPI):** A comprehensive school improvement, accountability, and community platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students.

**Department of Juvenile Justice (DJJ):** Multi-faceted agency that provides a wide range of services for youthful offenders across the state.

**Georgia Department of Education (GaDOE):** Agency that oversees public education throughout the state, ensuring that laws and regulations pertaining to education are followed.

**Georgia Learning Resource Systems (GLRS):** A network of 17 regional programs that provide training and resources to school district personnel, parents of students with disabilities, and other interested individuals to support the achievement, graduation rate, and post-secondary success of students with disabilities.

**Georgia Network for Therapeutic Supports (GNETS):** Twenty-four programs in Georgia that support local school districts' continuum of services for students with disabilities, ages 3-21.

**In-school suspension (ISS):** A form of punishment for students who have violated school rules; students assigned ISS report to school as usual but sit in a special room for one day or multiple days with a certified teacher and access to instructional materials.

**Local Education Agency (LEA):** A commonly used synonym for a school district, an entity that operates local public primary and secondary schools in the United States.

**Office Discipline Referral (ODR):** A teacher referral of a student to the office due to behavior that requires administrative intervention.

**Out-of-school suspension (OSS):** Mandatory leave assigned to a student as a form of punishment that can extend from one day to several weeks, during which time the student is not allowed to attend regular lessons on school grounds.

**PBIS Assessment:** Web-based application designed to assist in high fidelity, sustained implementation of schoolwide positive behavioral interventions and supports.

**PBIS Evaluation:** Web-based application combing data from SWIS and PBIS Assessments across all schools within a state, region, or district.

**Positive Behavioral Interventions and Supports (PBIS):** A framework designed to enhance academic and social-behavior outcomes by implementing a continuum of evidence-based interventions.

**Public Service Announcement (PSA):** Messages in the public interest disseminated by the media without charge.

**Regional Education Service Agency (RESA):** Sixteen agencies, strategically located in service districts throughout the state of Georgia, established for the purpose of sharing services designed to improve the effectiveness of the educational programs of member school systems.

**Regional Youth Detention Center (RYDC):** Facility that provides temporary, secure care and supervision to youth who have been charged with offenses or who have been adjudicated delinquent and are awaiting placement.

**Response to Intervention (RtI):** A general educational framework that involves evidence-based instruction and interventions and regular monitoring of student progress.

**School Climate Rating:** Diagnostic tool within the College and Career Ready Performance Index (CCRPI) to determine whether a school is on the right path to school improvement.

**School Wide Information System (SWIS):** Web-based software used for gathering, entering, summarizing, reporting, and using office discipline referral information.

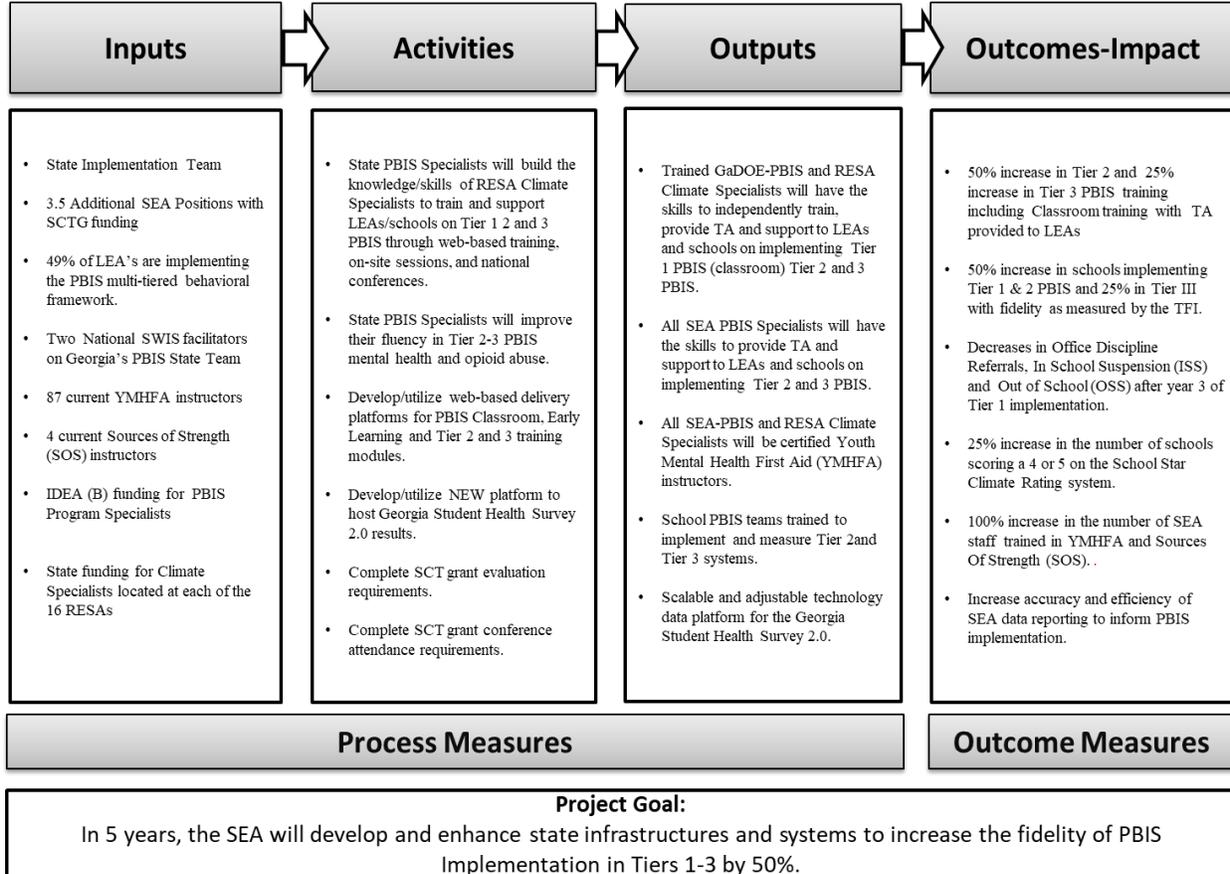
**Student Support Team (SST):** A joint effort of regular and special education to identify and plan alternative instructional strategies for children prior to or in lieu of a special education referral.

**Team Implementation Checklist (TIC):** Checklist designed to be completed by the PBIS Team to monitor activities for implementation of PBIS in a school.

**Youth Development Campus (YDC):** Facility that provides secure care, supervision, and treatment to youth who have been committed to the custody of DFF for long-term programs.

## Appendix F: Georgia SCT Grant Logic Model

# SCT Grant Logic Model (FY19)



## VIII. REFERENCES

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