

FROM PBIS STATE TEAM

Operation Positive School Climate

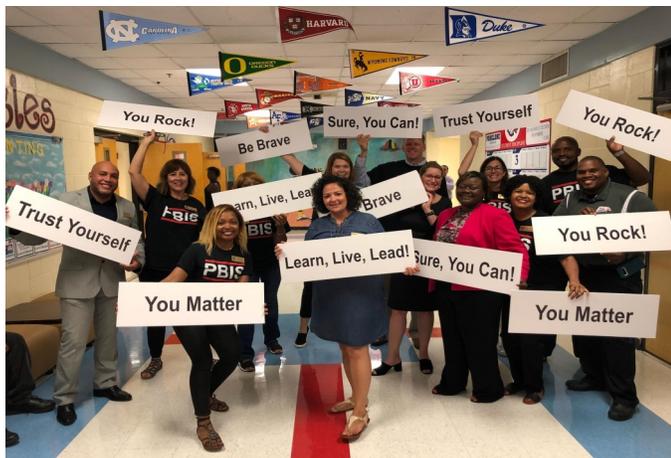
Ben Moore, GaDOE PBIS Program Specialist

The Georgia Department of Education's PBIS team had the honor of attending Parklane Elementary of Fulton County Schools (FCS) and Callaway



Showing students and families "You Matter"

High School of Troup County School System (TCSS) each on their respective first days of school to assist them in celebrating the return of students. Both experiences were amazing. PBIS District Coordinators Maribel Bell of FCS and Dr. Jacqueline



Operation Positive School Climate at Parklane Elementary School

Jones of TCSS assisted in the celebrations in addition to gathering community dignitaries for both schools. While the event was an unforgettable experience for the adults involved, the most important aspect was the smile placed on both students and their families' faces while jumpstarting PBIS as both schools continue to strengthen the framework.

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Operation Positive School Climate at Callaway High School

Parklane Elementary Principal Marissa Wilson and her entire school team welcomed their elementary students with exceptional enthusiasm and care. Many parents walked their young students personally to the door and were met by a host of people including East Point Mayor Deana Ingraham among others. Callaway High's PBIS team and Principal Jonathan Laney developed a great opening day plan including red carpet, DJ, faculty shirts, and people strategically placed throughout the building to welcome all students. Their teamwork and attention to detail was inspirational. These types of promotional and motivational activities with the support of community members support the visibility aspect of the [PBIS Implementation Blueprint](#) needed for both implementation and sustainability.

PBIS Updates

STATE SPOTLIGHT: SCTG GRANT

Georgia Awarded School Climate Transformation Grant

Debi Keane, GaDOE PBIS Program Specialist

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

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State PBIS Team

Georgia has established four overarching goals for utilizing these additional funds:

- 1 Expand number of schools and percentage of districts implementing PBIS
- 2 Increase positive outcomes as evidenced by increasing number of schools implementing PBIS with fidelity, reducing in-school and out-of-school suspensions (ISS and OSS), increased instructional hours, and increases in the number of four- or five-star schools on the Georgia School Climate Star Rating
- 3 Expand capacity of the SEA through an integrated systems framework (ISF) to coach and support sustained implementation of PBIS and multi-tiered system of supports in LEAs
- 4 Focus specific support to identified high-need LEAs

The grant will provide funding for additional GaDOE personnel to support the enhancement of PBIS Tier I, Tier II, and Classroom trainings. 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 track the effectiveness of these strategies and interventions through on-going data collection and analysis.

This year we look forward to hiring additional staff that will support the PBIS team's work and an integrated systems framework (ISF), especially focusing on mental health and the effects of substance misuse.

We want to thank our entire PBIS team and our consultants, Dr. Kym Harris (Georgia Southern University) and Dr. Joel Myers (Georgia State University) for their work in completing the grant application.

PBIS Updates

DISTRICT SPOTLIGHT: BURKE

Vertical Teaming for Behavior

Amber Phillips, School Climate Specialist, CSRA RESA

The framework of Positive Behavioral Interventions and Supports (PBIS) is designed to adapt



to the varied needs and goals of each individual school. Burke County has creatively incorporated vertical teaming within their practice of PBIS, resulting in a 50% reduction in discipline referrals and missed instructional days over the previous year. Vertical teaming is easily implemented with a district leadership team willing to create a space for open and honest dialogue.

The superintendent, Mr. Rudy Falana, is committed to and participates in the collaborative problem-solving meetings with assistant principals. “In order to see positive outcomes, we must be willing to make positive changes,” says Mr. Falana, “As a district, we can move forward only if we are willing to shift our mindset and work as a team who puts the needs of our students first.”

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The monthly vertical teaming meetings offer school leaders an opportunity to discuss the Burke County Discipline Code, and how specific discipline referrals could be addressed. These recent referrals are presented to the group without the context of grade-level; this reduces any bias and keeps the discussion applicable to all schools. Each assistant principal is invited to share their perspective with the group and engage in authentic discourse.



Back row L-R Rudy Falana, Superintendent, Garry Fulcher, BCHS, Marcus Moore, BCHS, James Epps, BCMS, Clarence Guidry, BCAS, Front row L-R Jessica Edenfield, DC, Cynthia Hill, SGA, John Frey, WPS Not pictured: Anthony Chiles, WPS, Chequita Cherry, BCLC, Bobby Moore, BES, Patricia Saxon, BCHS, June Powell, BCHS

Although it took time and patience, the PBIS District Coordinator, Dr. Jessica Edenfield has witnessed “a complete mindset shift” since beginning this process one year ago. The assistant principals have become an effective team working together to implement creative solutions to address behaviors from a K-12 perspective. This unified effort has made it possible to incorporate more restorative practices, increase instruction in social and emotional skills, and find innovative ways to involve the parents and counselors in the discipline process.

The Burke County district leadership team is dedicated to continuing these productive conversations among the assistant principals with an emphasis on monitoring the data and focusing on root causes of behavior to refine their response to discipline referrals. They also plan to include the assistant principals in the Mental Health Trainings being offered this year by the National Alliance on Mental Illness. It has become evident that by giving their schools leaders trust, support, and voice in the development of improving school culture, the assistant principals in Burke County have significantly impacted learning by increasing the amount of time their students remain in class.

PBIS Updates

AROUND THE STATE: GNETS

PBIS: More Than Recognition

Brooke Cole, Director-Elam Alexander Academy

Serving close to 350 students from Bibb, Crawford, Houston, Jasper, Jones, Monroe, Peach, and Twiggs counties, Elam Alexander Academy is currently the largest GNETS program in the state of Georgia. Elam Alexander Academy is proud to be recognized as a distinguished PBIS GNETS program at both of their Burke (K-12) and Southwest (9-12) campuses. At Elam Alexander Academy in Macon, Georgia, PBIS is data analysis. PBIS is direct skills instruction. PBIS is highly visible and directly taught expectations. PBIS is also acknowledging students that meet school-wide expectations with clever, dynamic, and engaging events. Ultimately, for Elam Alexander Academy, PBIS is about meeting the behavioral and academic needs of their student population through strategic problem solving and intervention.



Thiago Aleixo, Brooke Cole, Hanna Kiser

Since their first year of implementation, Elam Alexander Academy has worked diligently to refine systems of explicitly defining and teaching universal school-wide expectations. Teachers consistently explain and review school-wide expectations. Furthermore, social skills deficits that may hinder students' ability to meet school-wide expectations are remediated through direct instruction utilizing the Boys Town and Second Step curriculum.

Teachers collaborate to craft effective student-centered lessons that communicate expectations and build social skills in a relevant and engaging manner. In daily classroom practice, teachers work to structure lessons to meet the needs of various learning styles with active learning opportunities that facilitate frequent engagement.

Just this past May, Elam Alexander Academy had the opportunity to share the secrets to their success as they were a featured program on the Bibb County PBIS Bus Tour, which was attended by more than 200 people including superintendents, district coordinators, school climate specialists, administrators, coaches, teachers, and parents.

Highly committed PBIS coaches, PBIS teams, and administrators form the foundation of a school culture that promotes PBIS at both of Elam Alexander Academy's sites. Strong administrative support and active involvement provide the infrastructure needed to accomplish the necessary school change that is essential to support the needs of students. Elam Alexander's Director is an active member of the District Leadership Team and collaborates across the district to improve student outcomes. As a result of the embedded nature of PBIS throughout the program, the staff of Elam Alexander Academy view behavior as a language and understand that students communicate their needs, fears, and deficits through maladaptive behavior. In response to student behavior, data teams disaggregate SWIS data and strategically problem solve around multiple student indicators to match interventions with behavioral functions and systemic school needs. Elam Alexander's Tier 2 teams utilize check-in/check-out, behavior contracting, and small group social skills instruction to support students; SWIS is utilized as a progress monitoring tool for function-based Tier 2 interventions.

For Elam Alexander Academy, PBIS is more than recognition; the PBIS framework has enabled Elam Alexander Academy to decrease unnecessary discipline and promote a culture of behavioral and academic learning. In turn, the school culture emphasizing both behavioral and academic learning creates an environment in which Elam Alexander Academy is able to effectively prepare students to return to lesser restrictive environments. Georgia Network for Educational and Therapeutic Support (GNETS)

PBIS Updates

AROUND THE STATE: MTSS

Georgia's Plan to Ensure Children Reach their Fullest Potential

Carole Carr, GaDOE GTSS Communications & Visibility Specialist

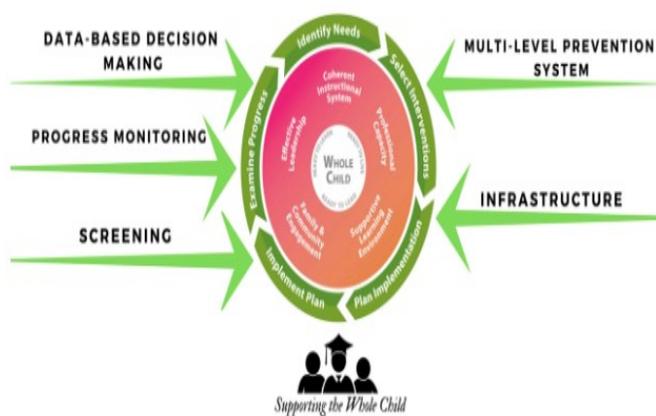
Whether you are a general or special educator, you are likely teaching students who need enrichment and/or acceleration or have poor learning or behavioral outcomes. For teachers, the task of meeting each student's needs can be a challenge. Georgia's educators are addressing that challenge one student at a time.

"Our hope is that educators will seamlessly pay close attention to students' well-being and behavioral characteristics as well as their academic needs," said Georgia's Tiered System of Supports for Students program manager, Karen Suddeth.

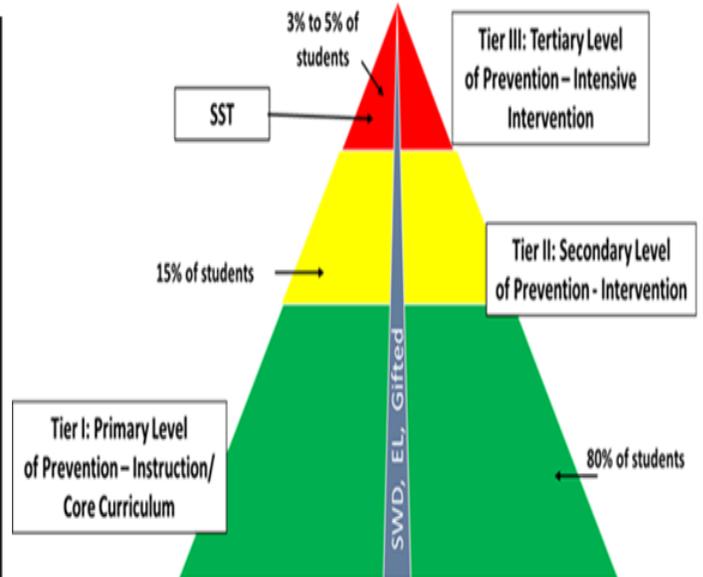
As a former high school principal and teacher, Suddeth has witnessed teachers and administrators who must address social and environmental factors that widely impact students' ability to learn. Georgia's Tiered System of Supports for Students focuses on using high-leverage practices (HLPs) coupled with evidence-based practices (EBPs) to differentiate and strengthen Tier I instruction.

Aligning Georgia's Tiered System of Supports for Students

Essential Components



Like Positive Behavioral Interventions and Supports (PBIS), the framework is aligned with Georgia's Systems of Continuous Improvement. and behavior outcomes.



Students will receive services at all levels, depending on their needs.

The plan supports existing district, state, and federal initiatives and connects systems to improve student academic

Georgia was the only state to have a four-tiered pyramid. Now, the state operates within a three-tiered, multi-level prevention system that matches instruction and interventions to support students as they learn.

The essential components of the problem-solving model include: Screening, Progress, monitoring, Multi-Level Prevention System, Data-Based Decision Making, and Infrastructure. The Infrastructure component will focus on leadership, effective teaming, professional learning, and family and community engagement. When all components are implemented with fidelity, research shows 80% of students should respond to core curriculum.

Ten districts are currently participating in Cohort One. Regional Coaches have been assigned to provide professional learning as a partner to schools and districts that are implementing the framework.

Georgia's Tiered System of Supports for Students is being funded through a five-year grant from the Office of Special Education Programs (OSEP). To learn more, visit <http://www.gadoe.org/TieredSystemofSupports>.

PBIS Updates



AROUND THE STATE: DISTINGUISHED

2017-2018

Distinguished PBIS Schools

GaDOE trained, fidelity activities complete, declining discipline data, Tier I ODRs \geq 95%, Tiered Fidelity Inventory (TFI) Tier I score \geq 90% and Tier II score \geq 70%

Bibb County

Howard Middle School

Rutland High School

GNETS Programs

Elam Alexander Academy - Adolescent Program

Elam Alexander Academy - Burke

Cobb County

Big Shanty Elementary School

Sanders Elementary School

Fulton County

Renaissance Middle School

Murray County

Bagley Middle School

Chatsworth Elementary School

Eton Elementary School

Spring Place Elementary School

Woodlawn Elementary School

Newton County

Fairview Elementary

Spalding County

Futral Road Elementary School

Troup County

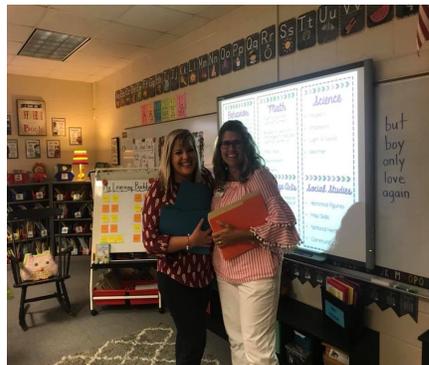
Franklin Forest Elementary

AROUND THE STATE: HOUSTON

Family Engagement and Partnership

Tara Britts Mulhern, M.S. CCC-SLP

Kings Chapel Elementary School in Houston County held an open house in August. The purpose was to provide information about important school-wide programs and to have teachers share specifics about academics with parents. Teachers



Tara Britt Mulhern at Kings Chapel Elementary

share information such as major units of study, types of assessments, homework, and other topics about the learning that will be taking place throughout the year. In the large group introductory session with all

parents, we take the opportunity to talk about the purpose of our PBIS implementation and the many aspects of the framework that are in place throughout the school. We want our parents to understand the ways we are proactively addressing student behavior and setting high expectations at our school.

GAPBIS ANNOUNCEMENTS

The Jean Ramirez PBIS Scholarship

GaDOE PBIS in conjunction with the Georgia Foundation for Public Education is proud to announce the **Jean Ramirez PBIS Scholarship Program for 2019–2020**. Under the program, scholarships will be awarded to two Georgia College and State University (GCSU) students and two Georgia Southern University (GSU) students pursuing a PBIS graduate certificate beginning in 2019–2020. Currently, these are the only universities in Georgia that offer graduate certificates in PBIS. Application deadline is **November 30, 2018 by 4:00 p.m.** **More information can be found within the application.**

[PBIS Scholarship Application](#)

PBIS Updates

GAPBIS ANNOUNCEMENTS

Justin Hill named Director for Curriculum and Instruction at GaDOE

We are pleased to announce that Mr. Justin Hill, Ed.S., formerly the PBIS state coordinator for Georgia, was promoted to the position of Director for Curriculum and Instruction at the Georgia Department of Education. He was a founding member of the PBIS team established in 2008 along with Ginny O'Connell, MiMi Gudenrath and Jean Ramirez. He saw PBIS grow from just a handful of schools and districts to an expansion that now includes more than 1,300 schools trained in half of the state's districts with almost a 1,000 schools having met fidelity criteria.

Georgia's growth results from an extensive network of state, regional and local coaches whose passion has fueled support that has improved school climate in Georgia schools. Georgia is now a national leader when it comes to implementation of the PBIS blueprint.



Justin D. Hill, Director of Curriculum and Instruction

"We few, we happy few, we band of brothers and sisters...we know that school climate is foundational and PBIS is the framework to improve that foundation, Hill said. "It was an honor and privilege to lead this work for the past two years and even more to get it started, so keep chargin' forward and remember, as John F. Kennedy said: 'As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them."



ASSOCIATION for POSITIVE BEHAVIOR SUPPORT

The 11th annual [Georgia Association for Positive Behavior Support](#) conference will take place **December 5-6, 2018** at the [Georgia World Conference Center](#) in downtown Atlanta. This year's conference will focus on mental health and building resiliency within our schools and communities.

The conference will feature keynote welcomes by [Dr. Heather George](#), OSEP Technical Assistant Center on PBIS Director and Georgia's national TA, and [Dr. Garry McGiboney](#), Deputy State Superintendent for Policy, Georgia Department of Education to lead us into the conference being kicked-off by [Kevin Hines](#), a nationally recognized author and mental health activist. Kevin, who survived a suicide attempt in 2000, will be sharing his personal journey towards mental wellness and examining the power of the human spirit. [Dr. Laura Riffle](#), the creator of BehaviorDoctor.org, a website dedicated to providing educators, professionals and family members with behavior support resources, will address attendees on the second day of the conference.

We will also be offering a one-day Early Childhood track on December 6th. [Dr. Neal Horen](#), from Georgetown University, will be the keynote for this track and his presentation will focus on early childhood mental health. To register please visit our website: <https://disability.publichealth.gsu.edu/initiatives/georgia-apbs-conference/>.

For more information please visit: www.gapbs.org.

CONTACT US

For more information about how to join our PBIS statewide network please contact:

Phone: (404) 657-9953 FAX: (404) 657-7489
Email: gapbis@doe.k12.ga.us



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