“Tips & Tools”

September 10, 2020
Facilitated by:

Charmaine Simmons
Title IV, Part A Education Program Specialist
Georgia Department of Education

Tammi Clarke
ISF/PBIS Technical Assistance Specialist
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If we build the capacity of leadership and professional learning communities to improve their organizational systems, then Georgia schools and districts will continuously improve.
The Title IV, Part A Team

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Coming together is a **beginning**,  
Staying together is **progress**,  
And working together is **success**.  
-Henry Ford
<table>
<thead>
<tr>
<th>The GaPBIS Team</th>
<th>Georgia’s Positive Behavioral Interventions and Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Richard Woods, Georgia’s School Superintendent</td>
<td>Georgia Department of Education</td>
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<tr>
<td><strong>Susan Barrow:</strong></td>
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</tr>
<tr>
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</tr>
<tr>
<td><strong>West Metro:</strong></td>
<td>APS, Clayton, Douglas, Cobb, and Marietta City</td>
</tr>
<tr>
<td><strong>Mimi Gudenrath:</strong></td>
<td><strong><a href="mailto:miriam.gudenrath@doe.k12.ga.us">miriam.gudenrath@doe.k12.ga.us</a></strong></td>
</tr>
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</tr>
</tbody>
</table>
Session Highlights

- Essential components for implementing Title IV, Part A & Why SWPBIS is important.
- Useful progress monitoring tools for reporting effectiveness.
- Useful resources to promote a positive school culture and climate for the digital world.
- Tips to discover innovative ways to fund the safe & healthy focus area.
Essential Components for Title IV, Part A Implementation

**District Grant Award**

$30,000

Less Than vs. More Than

**Supplement NOT Supplant**

LEAs receiving $30,000 or more, funds must be distributed to support each of the the three focus areas. Expending a minimum of 20% in WR & SH, and a portion in ET. LEAs receiving less than $30,000, must distribute funds to support at least one of the three focus areas.

**Prioritization**

- Are among the schools with the greatest needs;
- Have the highest percentages or numbers of low-income children/families;
- Are identified for comprehensive support and improvement;
- Are implementing targeted support and improvement plans, or
- Are identified as a persistently dangerous public elementary school or secondary school.
Essential Components for Title IV, Part A Implementation

Focus Areas

Well-Rounded Educational Opportunities

- Providing experiences that nurture aptitude in critical thinking, problem solving and teamwork through an enriched curriculum in Core and/or Beyond the Core Curriculums.

Safe & Healthy Students

- Promoting environments that foster a safe, supportive and positive atmosphere conducive to learning and supporting the physical and mental health of students.

Effective Use of Technology

- Utilizing technology to achieve academic success for students by promoting digital literacy and professional development for stakeholders.

Community-Based Partners & Stakeholders

Partnerships with an Institutions of Higher Education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing allowable activities under the SSAE program.
Prevention

Intervention

Enrichment

Community Partnerships that provide foundational support, educational outreach, and other outlets for the implementation of programs and initiatives that support the creation of safe and healthy environments for students and staff.

Provide Virtual Opportunities
- Assistive Technology
- Virtual Coaching for educators
- Virtual Mental Health & Counseling Supports
- Promote Social & Emotional Well-being
- Health & Physical Education
- Health & Safety Practices
- Healthy, Active Lifestyle & Nutritional Education

• Counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills.
• Provide school climate interventions.
• Devices and software for students to access digital learning materials and collaborate with peers and related training for educators (including accessible devices and software needed by students with disabilities).
• Two-generation approaches that consider the needs of both vulnerable children and parents together in the design and delivery of services and programs to support improved economic, educational, health, safety, and other outcomes that address the issues of intergenerational poverty.

Training & Professional Development on topics may include:
- Preventing Bullying & Harassment
- Relationship building skills
- Re-entry Programs & transition services for Justice Involved Youth
- School Readiness & Academic Success
- Child Sexual Abuse Awareness & Prevention
- Reducing Use of Exclusionary Discipline
- Practice & promoting supportive school discipline
- Suicide prevention
- Violence Prevention, Crisis Management
- Conflict Resolution
- Preventing Human Trafficking
- Building School & Community Relationships
- Culturally Responsive teaching & implicit bias

For more information, please visit: Title IV, Part A & GaPBIS

LEAs receiving $30,000 or more, funds must be distributed to support each of the three focus areas. LEAs receiving less than $30,000, must distribute funds to support at least one of the three focus areas.
Maslow’s Hierarchy of Needs

Funding PBIS Opportunities

CLIPS
Consolidated LEA Improvement Plan

Comprehensive Needs Assessment

Data Collection Analysis
Perception Data, Process Data, Achievement Data, Demographic Data

LEAs identify the needs for all student populations (Economically Disadvantaged, Migrant, Homeless, Foster Care, Migrant, English Learners, IDEA)

Strengths & Challenges based on trends and patterns
Professional Capacity, Effective Leadership, Coherent Instructional, Student Achievement, etc.

LEAs will delve more deeply into the root causes of the academic deficiencies of the school and populations

Is this something we can affect?
Impacted Programs to address root causes

LEAs to identify the methods through which the intent and purpose(s) of each Federal program will be integrated into the LEAs’ existing academic achievement targets and efforts towards continuous improvement

Create Goals & Action Steps for Implementation
Chat With Us!

If you knew the answer would be "yes", what’s one thing you'd want to see implemented to improve school climate in your district or school?

Join at
slido.com
#90240

Source: https://wall.sli.do/event/zqtvzglb?section=1c1dd345-3f3f-4af6-a9a8-752328e69e20
Advocate for PBIS Opportunities

- Classroom Educators/ Team Leads/Coaches
- School Level Administration/ School Climate Specialist/District Coordinator
- LEA Administrative Team (Federal Programs Director)

- Federal Programs
- CLIPS
  Consolidated LEA Improvement Plan
- Budgets
- District Cross-Functional Monitoring
- Technical Assistance
Why Schoolwide PBIS?

The fundamental purpose of PBIS is to make schools more effective learning environments.

- Predictable
- Consistent
- Positive
- Safe
Which delivery system is in your district?

- PBIS (1996)
- MTBF (2014)
- MTSS (2013)
- ISF (2008)
- RtI (1997)

Multi-tiered Framework to enhance academic &/or behavior outcomes for students.
PBIS Components

What is important to each learning community?

What information do we need to make effective decisions?

How will we reach our goals?

What can we do to sustain over the long haul?

Outcomes

Data

Systems

Practices
PBIS Support in Georgia

PBIS National Support
PBIS State Support
RESA School Climate Specialists
District Leadership Team

District Coordinator
School Coach
School Coach
School Coach
School Team
School Team
School Team
PBIS Support in Georgia

Is your RESA School Climate Specialist or District Coordinator on your district’s CLIP team?

Is your Federal Programs Director on your PBIS district leadership team?
Methods for Monitoring Implementation & Effectiveness
Federal Guidelines

Every Student Succeeds Act

ESSA Section 4106(e)(2)(F)

(F) Annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).

The Administrator’s Handbook on EDGAR

2 CFR §200.301

The Federal awarding agency must require the recipient to use OMB-approved governmentwide standard information collections when providing financial and performance information. As appropriate and in accordance with above mentioned information collections, the Federal awarding agency must require the recipient to relate financial data to performance accomplishments of the Federal award. Also, in accordance with above mentioned governmentwide standard information collections, and when applicable, recipients must also provide cost information to demonstrate cost effective practices (e.g., through unit cost data). The recipient’s performance should be measured in a way that will help the Federal awarding agency and other non-Federal entities to improve program outcomes, share lessons learned, and spread the adoption of promising practices. The Federal awarding agency should provide recipients with clear performance goals, indicators, and milestones as described in §200.210 Information contained in a Federal award. Performance reporting frequency and content should be established to not only allow the Federal awarding agency to understand the recipient progress but also to facilitate identification of promising practices among recipients and build the evidence upon which the Federal awarding agency’s program and performance decisions are made.
PBIS District Leadership Team Purpose/Function

Problem-Solvers

PBIS District Systems Fidelity Inventory (DSFI)

Barrier Removers
How do we know PBIS is being implemented with fidelity?

<table>
<thead>
<tr>
<th>District Systems Fidelity Inventory (DSFI)</th>
<th>Self-Assessment Survey (SAS)</th>
<th>Walkthrough (Sample 1) (Sample 2)</th>
<th>Tiered Fidelity Inventory (TFI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is our district doing it the way it was designed?</td>
<td>What do school staff think about PBIS?</td>
<td>Can we see it, hear it, &amp; feel it in the school?</td>
<td>Is our school doing it the way it was designed?</td>
</tr>
</tbody>
</table>

[www.PBISApps.org](http://www.PBISApps.org)
PBIS District Leadership Team Purpose/Function

Outcomes
- Systems
- Data
- Practices

District Team

Executive Function
- Stakeholder Engagement
- Funding & Alignment
- Policy
- Workforce Capacity
- Training
- Coaching
- Evaluation

Problem-Solvers

PBIS District Systems
Fidelity Inventory (DSFI)

Barrier Removers

PD/ Training & Associated Fees
- Training
- Salaries/Stipends
- Software
- Supplies
- Infrastructure
- Conference Travel & Fees
- Purchase of books, periodicals, subscriptions

Federal $ Support For Improvement
Meaningful Consultation

District Curriculum Directors/Coordinators

Progress Monitoring

Program Effectiveness

Methods of monitoring may include, but are not limited to, direct observations, formal surveys, interviews, records, focus group discussions, or district response mapping.

Persons Responsible

How often will you check in with persons responsible?

Program Effectiveness Summary
# Program Effectiveness

## Title IV, Part A - Student Support and Academic Enrichment

### Program Monitoring/Effectiveness Summary

<table>
<thead>
<tr>
<th>SAMPLE PRESENTATION  School District LEA CLIP Information</th>
<th>Fiscal Year: 2021</th>
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</thead>
<tbody>
<tr>
<td>Fiscal Year: 2021</td>
<td></td>
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<tr>
<td>Goal: DIP Goal 3 Other:</td>
<td></td>
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<tr>
<td>Action Step: Action Step 5 Other:</td>
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</table>

**Name of Community-Based Partnership with demonstrated/relevant expertise specific in support of the action step.**

<table>
<thead>
<tr>
<th></th>
<th>Weekly</th>
<th>Monthly</th>
<th>Quarterly</th>
<th>Other</th>
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<tbody>
<tr>
<td>Local YMCA</td>
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<tr>
<td>Local Health Department</td>
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</tbody>
</table>

**List IV-A Funded resources purchased to supplement action step**

- Identify expended activities, resources and/or programs annotated on the LEA’s approved fiscal year Title IV, Part A budget, including equitable services’ items, that specifically supplemented the stated action step.

<table>
<thead>
<tr>
<th>Resource Description</th>
<th>Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual subscription fee associated with SWIS license.</td>
<td>Effective-Maintain</td>
</tr>
<tr>
<td>Registration &amp; travel fees associated with Southeast Conference on PBIS.</td>
<td>Effective-Adjust</td>
</tr>
<tr>
<td>Substitutes to be used by paraprofessionals/teachers attending PBIS related professional learning opportunities.</td>
<td>Effective-Adjust</td>
</tr>
<tr>
<td>Funds to pay the salary for a Positive Behavioral Interventions and Support (PBIS) Coordinator</td>
<td>Effective-Maintain</td>
</tr>
<tr>
<td>PBIS Coaches extra pay for before- and after-school work to ensure that PBIS is implemented with fidelity in their building.</td>
<td>Effective-Maintain</td>
</tr>
<tr>
<td>Professional development</td>
<td>Effective-Adjust</td>
</tr>
<tr>
<td>School Resource Officer</td>
<td>Effective-Maintain</td>
</tr>
</tbody>
</table>

**Effectiveness**

Briefly explain the results observed from the LEA’s measurement tool to assess the fidelity and impact of the implemented action step on student outcomes.

Results of the previously administered Student Health Survey illustrated that 80% of students reported they know an adult at school they can talk to if they need help. The district’s discipline referral report has decreased by 6% over the last reporting period....
Selecting Allowable Evidence Based Programs & Initiatives
How can Title IV, Part A Support Prevention & Intervention?

Provide Training & Professional Development for students and staff on the following topics:

- Preventing Bullying & Harassment
- Relationship building skills
- Re-entry Programs & transition services for Justice Involved Youth
- School Readiness & Academic Success
- Child Sexual Abuse Awareness & Prevention
- Reducing Use of Exclusionary Discipline
- Practice & promoting supportive school discipline
- Suicide prevention
- Violence Prevention, Crisis Management
- Conflict Resolution
- Preventing Human Trafficking
- Building School & Community Relationships
- Culturally Responsive teaching & implicit bias
- Drug, alcohol, smokeless tobacco, marijuana and electronic cigarette prevention
- Trauma informed classrooms
- Chronic Disease Management

- Hire SEL Specialist
- Behavior Specialist
- Contracted services with behavioral health clinician.
- School based mental health services & counseling
- Supplies for mentorship (for small groups of students paired with mentor with the purpose of developing a positive relationship with students and providing an adult advocate.
- Equipment, materials, and training needed to compile and analyze student achievement & behavior data to monitor progress, alert the school to struggling students, and drive decision-making.
- Heighten STEM/STEAM programming to promote interest of students.
- Parent trainings on student connectivity & behavior
- Programs to promote healthy, active lifestyles

P. 27 Non-Regulatory Guidance SSAE [here]
For Your Review...

Supplies & training for effective mentorship (for small groups of students paired with mentor with the purpose of developing a positive relationship with students and providing an adult advocate.

Equipment, materials, and training needed to compile and analyze student achievement & behavior data to monitor progress, alert the school to struggling students, and drive decision-making.

Build work capacity regarding PBIS and positive school culture and climate among substitutes working in your district.

Afterschool programs/clubs/organizations for students/Sponsor stipends/supplies/associated fees

Parent engagement (Interpreters for EL parents attending meetings)

Allowable Under Title IV, Part A

Virtual Field Trip Fees

Web-based Software

Social-emotional learning (Develop competencies)

Endorsements (PBIS)

Supplies (Student, Parent & Teacher Engagement)

Professional Learning

Stipends/Salaries

Establish/ Maintain Community Partnerships
Words of wisdom...

Always look for the smallest change that will produce the largest effect

- Avoid defining a large number of goals.
- Do a small number of things well.

Dr. George Sugai
Community- Partnership

Offering a holistic education to each and every child in our state.
## District & Community Leadership Team

<table>
<thead>
<tr>
<th>Role</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local MH Provider/Core Service Agency</td>
<td></td>
</tr>
<tr>
<td>Law Enforcement &amp; Juvenile Services</td>
<td></td>
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<tr>
<td>Board Member &amp; Business Leaders</td>
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<tr>
<td>School Improvement</td>
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<tr>
<td>Primary Care Physicians</td>
<td></td>
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<tr>
<td>Academic MTSS Director</td>
<td></td>
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<tr>
<td>Special Education &amp; Student Supports Director</td>
<td></td>
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<tr>
<td>Administration and Teacher Representative (Union)</td>
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<tr>
<td>Social Services Afterschool Dept of Recreation Services</td>
<td></td>
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<tr>
<td>Family Youth Community or Faith Leaders</td>
<td></td>
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<tr>
<td>Professional Development/Teacher Mentoring</td>
<td></td>
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<tr>
<td>Human Resources/Hiring</td>
<td></td>
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</tbody>
</table>
**Community Partnerships**

- **Speakers**
- **Field Trip**
- **Boys and Girls Club**
- **Community Crisis Center**
- **Local kids club**
- **Local Police Department**
- **Volunteer Hospice**

- **Girl/Boy Scouts**
- **Youth and Family Services**
- **Behavioral Healthcare System**
- **Local YMCA**
- **Community Church**
- **4-H Club**

<table>
<thead>
<tr>
<th>Consultant Partnerships</th>
<th>Collaborative Partnerships</th>
<th>Champion Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides foundational support to the programs and initiatives implemented by the district. The district gains professional development support to effectively operate programs.</td>
<td>Partners are involved with one or more programs &amp; initiatives. Partners may host field trips, mentorships, and provide instructional educational outreach.</td>
<td>Partners provide multiple outlets for assisting with a variety of projects and assist with coaching, hosting events, sponsorship (funding), provide materials, or offer facilities for use.</td>
</tr>
</tbody>
</table>
Tips & Helpful Tools
Community.GaDOE.org
GADOE Community - Courses

Courses

All Courses  My Courses

Alphabetical  All Instructors

DOS YOUR COURSE AWARD A BADGE?
LINK YOUR BADGR BACKPACK HERE. VIEW THIS VIDEO FOR HELP CREATING YOUR BADGR ACCOUNT.
HTTPS://GADOE.LY/32XW6IAJ

Enter your Badgr email:

Enter your Badgr password:

Sync
GADOE Community - Forums
Let’s Review!

Title IV, Part A is a resource to support the PBIS framework.

There are many free tools available to help monitor *fidelity* and *outcomes*.

Use resources such as GaDOE Communities to engage in courses and connect with others.

Continue to generate innovative ideas in collaboration with each other.
Tips to Maintain A Positive School Culture & Climate In the Digital World

**TIP!**
When deciding on contracted services for PBIS, opt for the national experts in areas based on targeted needs.

**TIP!**
Connect with LEAs that are modeling practices that possibly address targeted needs within your LEA.

**TIP!**
Devise opportunities where adults can relate, heal, and develop their capacity to support students.

**TIP!**
Continue meaningful consultation between federal programs and PBIS District Coordinator.

**TIP!**
Create or include parent trainings on student connectivity & behavior intervention within resource libraries.

**TIP!**
Seek virtual partnerships that may provide a variety of support to staff and students.
<table>
<thead>
<tr>
<th>National</th>
<th>State</th>
<th>International</th>
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<tbody>
<tr>
<td>Oct 21, 22 &amp; 23 2020</td>
<td>Dec 2 &amp; 3 2020</td>
<td>Mar 17, 18 &amp; 19 2021</td>
</tr>
</tbody>
</table>
October “Tips & Tools”
Facilitated By: Matthew Smith

Community Partners: Engagement that Strengthens Title IV, Part A Programming

October 8, 2020

In October, we will focus on how to build enriching and enduring partnerships with community-based partners. LEA presenters will share how they activated partnerships in their local context. The Title IV, Part A team will describe technical assistance opportunities for LEAs in this area.

Registration is live on Title IV, A Webpage Now!
We Want To Hear From You!

Click Here for Survey

QR Code
Thank you for your time and attention!

Do you have any questions?