

Safe, Healthy, and Supportive Schools Program

August ~ 2019

Serving: Appling, Bryan, Bulloch, Camden, Candler, Effingham, Evans, Glynn, Jeff Davis, Liberty, Long, McIntosh, Screven, Tattnall, Toombs, Vidalia City, and Wayne

First in Service ~ First in Leadership ~ First in Collaboration

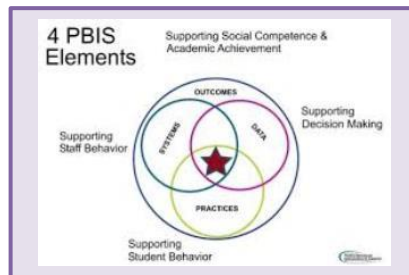


“A child comes home from his first day of school. His mother asks, “What did you learn today?” The child replies, “Not enough. I have to go back tomorrow.” (Anonymous) Implementing PBIS with fidelity is a similar journey. We are always learning about new practices, new research, new information, and new ways to make implementation practices and systems at our schools more successful. We have to keep moving forward on our journey. PBIS is the framework for ways to improving school climate, student achievement, and student engagement. We are all excited about this new school year. We have thirteen school systems in our First District RESA PBIS Cohort this school year. We would like to welcome Bulloch County Schools and Coastal Montessori Charter School to our Cohort. We have three new district coordinators: Dr. John McAfee (Screven County), Renee Perry (Bulloch County) and Dr. Luis Branch (Oglethorpe). We have new leadership at the GaDOE PBIS Team; Jason Byars is the new Program Manager. We were fortunate to have Jason

visit First District RESA recently, to learn more about our program. Several District Coordinators were able to join us for a portion of that meeting. He will be updating us all very soon about this school year. We hope you will attend some of the First District RESA PBIS Collaborative Meetings for DCs, PBIS Coaches, and PBIS Administrators. The first collaborative meeting will be held August 27, in Richmond Hill. New York Times best-selling author, John Maxwell says, “Growth Doesn’t Just Happen.” Let’s all move forward together by being intentional learners this school year.



IF PBIS HAD A REFRIGERATOR MAGNET



Most people put refrigerator magnets on their appliances that are important or significant to them: pictures of children, appointment reminders, drawings, resources, etc. If PBIS had a magnet to remind us what our PBIS work really is about; we could use the one above. Our **OUTCOMES** are listed at the top. We can’t lose sight of the fact that schools are in business to provide academic achievement, and to give our students the social and academic skills they need to be successful in our society. **DATA** is our friend. We need to know if whether or not what we are doing is making a difference – if not – stop doing it that way and find another strategy. **PRACTICES** are what are in place to support behavior, such as the direct teaching of the expectations, an acknowledgment system, the reinforcements, a continuum of responses/consequences for inappropriate behavior, keeping in mind that each and every acknowledgment of successful accomplishment of the expectation is a positive interaction between adult and child in our schools. To make this work we have **SYSTEMS**; that will support behavior systems, such as the establishment of an effective team with regularly scheduled meetings, an evaluation strategy, funding, 3-5 positively stated behavioral expectations, a system to directly teach those behaviors, teach what those behaviors look like in the different settings, systems such as tangible (easy to use for the faculty) acknowledgments for successful completion of the tasks, and coaching. (GaDOE PBIS Tier One Training)

What Does a Positive Classroom Climate Look Like?

Educators are more likely to be seen and heard.....

- Giving positive and informative reminders
- Having more positive than negative interactions
- Teaching and reinforcing important classroom routines
- Expressing high academic and behavioral expectations of their students
- Maximizing their use of instructional time with high rates of opportunities to respond
- Modeling expected prosocial skills
- Handling problem behaviors and rule violations calmly and consistently
- Positively, actively, and continuously supervising



Taken from pbis.org

“**Change** is easier when we..... expect a little discomfort at first.....take it a little at a time.....cooperate with others and let them help.....focus on what we have to gain, not what we might have to give up.....realize that some changes take longer than others.....build in ways to keep from changing back.” (Mendez Foundation)

**Long County High School Staff
Participate in PBIS KICK OFF**



Visit:
<https://fdresa/wixsite.com/shss>
To See What's Happening

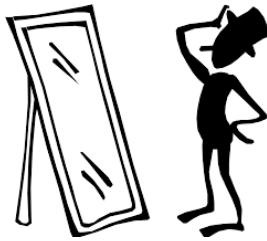
**GaTaPP Candidates
Participate in a Poverty
Simulation**



**Smiley Elementary School Staff Kick Off
"Positive Behavior Is Sweet"**



**Celebrated with an Ice Cream Truck for a
Special Treat for Their Staff**



**Where Are You?
Please Send Pictures from
Your Schools**

Elements of a Good Lesson for Teaching Rules

Give examples and non-examples. When modeling, students should model positive examples only. The teacher/staff may model the non-example. Students have enough practice with non-examples and sometimes this can upstage the positive example. Always finish with an example of what to do.

Include modeling and roleplaying to teach new skills and provide students with practice opportunities. At higher grade levels, this often takes the form of discussions using questions.

Give feedback and acknowledgement to ensure students display the expected/taught behaviors. This should be more frequent when a student is first learning the procedure/rules and gradually faded out when the procedure/rules are more routine – part of the school culture. Once they are established, occasional specific positive feedback should sustain the routine /rules.

***"Remember telling is
not teaching."***



UPCOMING DATES TO REMEMBER

August 20 ~ PBIS Coaches Training for New Coaches

**August 27 ~ First District RESA PBIS Collaborative for DCs,
Coaches, and PBIS Administrators**

**August 31 ~ Early Bird Registration for December Georgia APBS
Conference Ends**



**Idea from
Charlotte General
School ~
Charlotte, Vermont**

Charlotte General School PBIS Leadership Team revamped the school-wide acknowledgement system to reinforce positive behaviors and build relationships with the greater community. Students received a penny when demonstrating the school-wide expectations of **Take Care of Ourselves, Take Care of Others, and Take Care of This Place**. Pennies are added to a classroom collection jar, where a full jar leads to a classroom celebration and the deposit of pennies into the school-wide **"penny bank"** in the main lobby. When the school fills the school-wide **"penny bank,"** a school-wide celebration takes place and the pennies are donated to a local organization chosen by students, reinforcing that positive behaviors have a positive impact on the broader community.