



PBIS District Newsletter

Rome City Schools-Rome, Georgia

Dr. Dale Willerson: PBIS District Coordinator
Vol. 4 Number 7 *March 2021*

PBIS Refresher! What Is PBIS?

Rome City Schools is a PBIS District. Often we have community members, parents and sometimes even employees ask exactly what this means. To answer some of the questions that have been asked, please keep reading!!



Question: What is Positive Behavioral Interventions and Supports (PBIS)?

PBIS is an implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a continuum that supports the academic, social, emotional, and behavioral competence of all students.



Question: What do students and staff members gain in PBIS schools?

All students develop, learn, and enhance their social, emotional, and behavioral competence to support their academic engagement. All educators develop positive, predictable, and safe environments that promote strong interpersonal relationships with students through teaching, modeling and encouragement.



Question: What do students and educators experience when PBIS is Implemented with fidelity?
Reductions in major disciplinary infractions and anti social behavior.

Improvements in aggressive behavior, concentration, prosocial behavior, and emotional regulation.

Improvements in academic engagement and achievement.

Enhancements in perceptions of organizational health and safety.

Reductions in teacher and student reported bullying behavior, peer rejection, and substance abuse.

Improvements in school climate.



Question: How does PBIS contribute to the development of positive school climate and school safety?

By establishing positive, safe, caring, and interactive learning environments, educators develop trusting relationships with their students who in turn experience schools as safe and responsive!



Dr. Dale Willerson
♦ PBIS District Coordinator
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WHAT IS PBIS?

-  Positive Behavior Interventions & Supports
-  Encouragement of positive behaviors
-  Teaching and promoting positive behaviors
-  Positive school climate





PBIS Information Coaches & District Leadership Team!

It is always exciting to share PBIS news! Dr. Willerson recently shared PBIS presentations with PBIS coaches, the RCS PBIS District Leadership team as well as RESA and GaDOE stakeholders that included information supporting the use of the PBIS framework in Rome City Schools.

PBIS is not new to RCS, but with the challenges of the 2020-2021 school year, many PBIS norms have had to be revisited. A big focus for RCS PBIS for the 2020-2021 year has been PBIS expectations for not only face to face students but also RCS virtual students. With PBIS expectations being consistent from year to year, focusing on the normal, continuing to recognize PBIS positives and celebrating, PBIS success has continued! The SAS and TFI inventories, school walkthroughs (Yes, they have been virtual!) show RCS schools are still excited about PBIS and feel PBIS continues to help build and increase relationships!!

Each RCS school has many PBIS strengths. These strengths range from specific teams for Tier 1 and Tier 2, utilization of the new PBIS APPS Equity report, incorporating TBRI into the PBIS framework, sharing SWIS data with staff to being creative with student celebrations! As evidenced by SWIS data, RCS PBIS is efficient and working smarter to support academic and social success for all students!

The RCS PBIS culture is outstanding and there is an excitement to see what the future holds! The energy and love for Rome City Schools is definitely contagious!



Georgia Department of Education
Georgia's Tiered System of Supports for Students

Key Terms

Assessment - interventions that are implemented to increase the speed at which students acquire skills.

Assessment - broad term used to describe the collection of information about student performance in a specific area. Assessments or tests can be formal or informal.

At-Risk - students who have poor learning and/or behavior outcomes. At-risk students in proximity of being retained or students who may not be on track for college or work.

Benchmark - measures that are used to determine student progress and to guide instruction. For example, measures may assess a specific skill such as number of correct words per minute (reading fluency).

Best Practices - evidence-based teaching strategies that generate positive student response.

Collaboration - a team process of working together to achieve a goal or complete a task. MTSS requires a team approach to positively impact student outcomes.

Components - a comprehensive set of services, resources, and strategic strategies that are essential to implement the MTSS framework as intended and to meet the needs of all learners.

Culturally and Linguistically Responsive Teaching - integrating instructional resources and tools that include the student's native language and/or historic and experiences to minimize learning barriers.

Data-based Decision-Making - an essential component of Georgia's Tiered System of Supports for Students; a process for setting/prioritizing goals, the ongoing process of analyzing and evaluating student data to inform educational decisions, including but not limited to approaches to instruction, intervention, allocation of resources, development of goals, movement within a multi-tier system, and disability identification.

Differentiated Instruction - broad term referring to recognizing and responding to students' varying interests, readiness levels, and learning needs.

Effective Teaching - a critical element of Georgia's Tiered System of Supports for Students; a team of people who work together to set the instructional priorities of the school and ensure school's staff can meet outlined goals and the organization functions according to its mission.

Evidence-Based Intervention - an intervention for which data from scientific, rigorous research studies have demonstrated or validated its results.

Family and Community Engagement - a critical element of Georgia's Tiered System of Supports for Students; the act of actively involving families and school staff in steps of the problem-solving process, and in decisions regarding adjustments to interventions to improve academic and behavioral outcomes.

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Framework - a model plan or model for articulating teaching/learning activities, assessment tools, and processes desired results that can maximize student achievement. This may include but is not limited to: understanding/knowledge, essential questions, tasks/activities, culminating tasks, rubrics, and resources.

High Leverage Practices (HLP) - teaching strategies that are used by teachers to support student learning.

Infrastructure - an essential component of Georgia's Tiered System of Supports for Students; knowledge, resources, and organizational structures of a school that support the effective use of an MTSS framework.

Intervention - instruction that is based on student needs, supplements the general education curriculum and is made up of evidence-based instructional strategies and techniques.

Leadership - a critical element of Georgia's Tiered System of Supports for Students; the ability of an individual or organization to lead or guide individual teams or processes.

Multi-level instruction - school-wide instruction delivered to all students in various forms and methods that are designed to meet each student's needs.

Professional Learning - a critical element of Georgia's Tiered System of Supports for Students; district and school leadership provide a supportive environment for teacher learning which helps to ensure highly qualified staff, quality core instruction, and implementation of evidence-based practices.

Progress Monitoring - an essential component of Georgia's Tiered System of Supports for Students; scientifically based practice that is used to assess students' academic and behavioral performance and evaluate the effectiveness of instruction; can be implemented with individual students or small groups.

Multi-Tiered Prevention System - an essential component of Georgia's Tiered System of Supports for Students; a schoolwide framework with support systems and resources designed to provide support matched to student needs to maximize student achievement and reduce poor behavioral outcomes.

Screening - an essential component of Georgia's Tiered System of Supports for Students; conducted to identify students who may be at risk for poor learning outcomes so that early interventions can occur. Screening assessments typically are brief and usually are administered with all students at a grade level.

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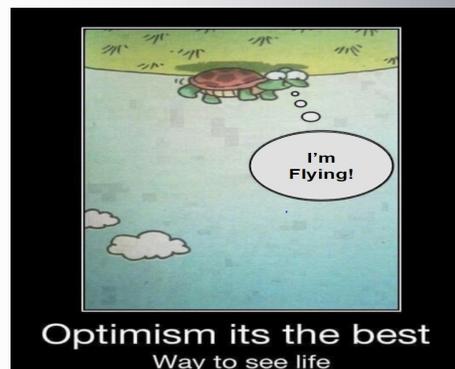
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MindSet and PBIS!

MindSet is a training curriculum for all employees that aligns with PBIS. The purpose of MindSet is to facilitate insight, raise awareness, enhance skills, and ultimately certify professionals in a system of preventing and managing aggressive behavior. Within MindSet, it is believed punitive measures are not appropriate when dealing with aggressive behavior, emphasis should be placed on everyone's strength to maximize a safe environment and that consistency is essential! Check out the latest RCS socially distanced MindSet training!





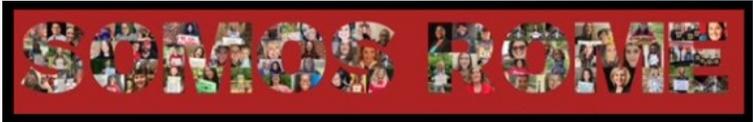
PBIS Spotlight: Rome Middle School



Rome Middle Schools Goal for PBIS:

Our mission is to provide a positive, safe, healthy, nurturing and respectful environment in which all students have the opportunity to become productive members of society. We believe academic and behavioral student success can be achieved by using a proactive approach for creating and maintaining a safe and healthy learning environment.

Words of PBIS Wisdom from Rome Middle



Mr. Parke Wilkinson Principal, Rome Middle

"PBIS is very important to RMS! Our teachers do a fantastic job of teaching our expectations early in the school year so students know what we expect. We have an outstanding PBIS Team who are collaborating to make RMS a great school! Go Wolves!"

Dr. Kisha Thompson, Assistant Principal, Rome Middle

"PBIS gives everyone an even playing field; lets everyone know what is expected at all times and in all locations on campus. We come from different areas and walks of life and some words and phrases can become "locational" and "generational". These words have a different definition depending on the location (where someone lives) and/or generation (who the student lives with or around). Utilizing PBIS, regardless of where you come from, what you are used to, how you are used to doing things, when you step onto a PBIS campus, you are aware that there are common goals and the words mean the same to everyone and for everyone. Utilizing PBIS, makes everyone "Positively the Best In the School"

Hillary Daniel, PBIS Coach Rome Middle

This year, the PBIS team was challenged to host celebrations that were pandemic-friendly. It has been quite a task, but I am so proud of our team, faculty/ staff, and students. Everyone has really risen to occasion and worked hard to make the best of a situation that is not ideal."

Ashley Hamby, PBIS Coach Rome Middle

"PBIS adds to our positive climate by rewarding all of our students who are consistently meeting our behavior expectations. We are BE RMS - Be Respectful, Be Motivated and Be Safe. Our teachers and administrators do an excellent job of building positive behavior with all of our students and always rewarding the students who are being 'RMS'. PBIS gives our students and teachers a mission to focus on positives. As a result, RMS has seen a decrease in major behavior issues over last several year."

Jennifer Vicente-Bamaca PBIS Student Expert, Rome Middle

"I truly enjoyed the virtual game day & the movie day PBIS event because we got to be with our friends and be rewarded for our good behavior"

Mary Biurke Smith, PBIS Student Expert, Rome Middle

"I enjoy PBIS because of the motivation it gives you. If there is a movie event and I don't have enough points, then I'm going to work harder to get more points. So, I really enjoy that, as well as being able to see my friends outside of class for a reward."



2020 - 2021 PBIS Members

Kisha Thompson – Administrator
Hillary Daniel – PBIS Co-Coach
Ashley Hamby – PBIS Co-Coach
Alvin Powell – Behavior Specialist (Tier 2 Team)
Kristin Hall – Student Relations/ Data Analyst
Taylor Woodrow – Implementation Specialist (Tier 2 team)
Jennifer Short – Treasurer



Phyllis Morrison – Recorder
Elsabe Piotrowski – Timekeeper
Hannah Hudson – Teacher Recognition
Khalilah Dulaney – Parent Representative (Tier 2 Team)
Kymberly Hrossowyc – Communications
Shelby Krueger – Active Member
Lauren Fallin – Active Member
Candi Hyde – Active Member

