MTSS PBIS SEEDS

MULTI-TIERED SYSTEM OF SUPPORT
POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS:
SEEING EXCELLENCE EMERGE IN OUR DISTRICTS AND SCHOOLS

REACH MS
Realizing Excellence for ALL Children in Mississippi

MISSISSIPPI’S STATE PERSONNEL DEVELOPMENT GRANT
THE UNIVERSITY OF SOUTHERN MISSISSIPPI
VOLUME 8, SPRING 2018
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VOLUME 8, SPRING 2018
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ABOUT PBIS SEEDS

Welcome to our eighth volume of PBIS: Seeing Excellence Emerge in our Districts and Schools (PBIS SEEDS). For eight years now, we have had the pleasure of shining the spotlight on the schools and districts who are implementing PBIS and positively changing the culture, climate and lives of the students across Mississippi.

Each spring as everything blooms and grows, it is inspiring to see the creative and thoughtful ways our educators plant and nurture the seeds of PBIS in classrooms, cafeterias, and on school buses across our state. As time goes on, we see the saplings growing into mature trees that will withstand the test of time. We are so excited to see products submitted showing a deeper understanding of the Critical Elements and the capacity of our schools growing beyond basic implementation of PBIS. Each year we not only find more submissions, but also practices representing more complexity of integration across schools and districts. Admittedly, a publication like this is limited in its capacity to highlight the depth and breadth of your work in a way that truly does it justice – but we see it! We are amazed by what has been shared and enjoy looking back to marvel at just how much progress has been made over the years.

We also relish the excitement that comes with anticipating what is yet to come...what we might see next. As always, our goal with PBIS SEEDS is to gather and publish innovative ideas and tools that can help make a positive difference in the lives of the students and educators in Mississippi. Nothing means more to us than to have someone tell us that they planted a PBIS seed, made sure it had the support it needed, and now see it in full bloom, adding beauty to their garden. We hope you enjoy seeing this year’s selections and are as energized by your colleagues around Mississippi as we are.

Don’t forget, we have many other resources as you grow PBIS in your school, as well. Be sure and visit our website. It’s filled with useful information, including links to videos and webinars to help you in your implementation of PBIS. We encourage you to take advantage of the opportunity to visit model implementation sites and learn firsthand the practices and, more importantly, positive outcomes happening for our children, teachers, and families. Professional development opportunities take place year-round, and there will be upcoming opportunities to apply for ongoing coaching for district-wide implementation, or implementation in early childhood settings or with students with significant cognitive disabilities. We encourage you to take advantage of these valuable resources. Who knows? Maybe we’ll be shining the spotlight on your school next year!

Sincerely,
Hollie Gabler Filce, Ph.D.
Director, REACH MS
ABOUT REACH MS

Realizing Excellence for ALL Children in Mississippi (REACH MS) is Mississippi’s State Personnel Development Grant, which is funded by the U.S. Department of Education’s Office of Special Education Programs. REACH MS focuses primarily on supporting school-wide and district-wide implementation of Positive Behavioral Interventions and Supports (PBIS) at the elementary, middle and high school levels. Awarded to the Mississippi Department of Education in 2005, the grant is operated by The University of Southern Mississippi’s Department of Curriculum, Instruction and Special Education. The goals of the grant are as follows:

• Provide high-quality professional development opportunities meeting the needs of educators, related service providers, families and children of our state.

• Increase the engagement of stakeholders within and beyond the Mississippi Department of Education to support a more unified, sustainable structure of professional development processes, products and opportunities for both pre-service and in-service educators.

• Engage and support local education agencies, institutes of higher learning, families and other stakeholders to increase Mississippi’s capacity to meet state goals relevant to PBIS through program improvement.

ABOUT PBIS

Improving student academic and behavioral outcomes is about ensuring all students have access to the most effective instructional and behavioral practices and interventions possible. PBIS provides an operational framework for achieving these outcomes. This approach can be school-wide, classroom, in a specific setting or with an individual student. More importantly, PBIS is not a curriculum, intervention or practice, but is a decision-making framework that guides selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

As schools move through this decision-making framework, they create, adjust or integrate behavioral systems designed to support faculty/staff, students and families.
WHAT ARE THE CRITICAL ELEMENTS?

Critical elements provide the structure by which schools and districts can think about their local needs and plan comprehensively to address those needs. These critical elements address processes, routines, working structures and administrative supports necessary to implementation of positive behavioral interventions and supports (PBIS). When implemented with fidelity, these elements promote a data-driven, research-validated approach that ensures valued outcomes are attained, making the school environment productive and educative. Each of the following critical elements must be in place for a school to be fully implementing PBIS:

**Data Entry and Analysis**

- Link PBIS to Mississippi’s Response to Intervention recommendations.
- Prioritize areas of need on action plan, continuously problem-solve and evaluate progress.
- Inform stakeholders and motivate staff.

**Identifying School-wide Expectations and Rules**

- Generate expectations in alignment with Mississippi’s Response to Intervention recommendations.
- Create a school motto.
- Identify your top three to five school-wide expectations.
- Define expectations in easily understood language.
- Differentiate between rules and expectations.
- State why rules and routines are important.
- Define and develop rules for specific settings in your school.

**Developing a System for Teaching Appropriate Behavior**

- Identify why and how to teach rules and expectations.
- Develop creative activities for teaching school-wide expectations and rules.
- Identify how to embed expectations in the curriculum.

**Developing a School-wide Reinforcement System**

- Increase the likelihood that desired behaviors will be repeated.
- Focus staff and student attention on desired behaviors.
- Foster a positive school climate.
- Increase instructional time.
Office Discipline Referral Process

- Discuss effectiveness and meaningfulness of current discipline referral process.
- Clarify classroom- versus office-managed behaviors (minor and major).
- Develop a discipline ladder.
- Develop form for minor incidents and make modifications to major incident referral form (ODR).

Establishing a SWPBIS Team and Buy-in

- Identify the characteristics of an effective team.
- Identify critical team roles and responsibilities.
- Identify components of an effective team meeting.
- Provide monthly reports of discipline data.
- Gain participation of family representatives.
- Document PBIS as one of the top-three school improvement goals of the School Improvement Plan.

Building Faculty, Staff and Family/Community Involvement

- Identify strategies to enhance communication, motivation and meaningful involvement of faculty and family members.
WHY IT WAS DEVELOPED

Collecting and analyzing data is beneficial for administrators, teachers, parents and students. Over the last three years, Earl Travillion has implemented a process of transparency with our stakeholders. Teachers, students and parents are a part of the data analysis process. Specifically, we share discipline data, assessment data and attendance data with students and parents. Students identify goals with their teachers, and parents have a clear understanding of their child’s progress both academically and behaviorally. Our main hallway is filled with charts and graphs of PBIS, attendance and assessment data to enable everyone to have a sense of ownership.

DESCRIPTION OF PRODUCT

Monthly and weekly data is collected by members of the PBIS team. The PBIS and leadership teams then begin to analyze the data by using “The Big 5.” The teams look at discipline: per day, per month, the type of behavior, the time of day, the location, and by the student. Analyzed data will then help the teams develop or adjust the appropriate plans for both behavior and discipline. Our teams are able to use the data to act proactively to help ensure students’ success at Earl Travillion.

IMPACT

Having a three-year trend of data readily displayed for all stakeholders creates a visual that leads to ownership. Students are able to see their progress as a class and/or grade level. They reflect on their Tiger Expectations when reading the behavior data. They are held accountable for the monthly discipline results. The monthly discipline data also lets us know where we need to focus in regard to our Tiger Expectations: Respectful, Responsible, Safe, Prepared and Positive. By constantly analyzing data, we are able to monitor and adjust to ensure safety, pride and best practices for the students at Earl Travillion.
PBIS DISCIPLINE DATA

NUMBER OF REFERRALS

MONTHS

LEGEND
- 2014-2015
- 2015-2016
- 2016-2017
- 2017-2018

ETAC Discipline

2014, 2015, 2016, 2017

Category: Inappropriate Behavior

Number of Discipline Referrals

ETAC Discipline

2014, 2015, 2016, 2017

Category: Continued Level I Behavior

Number of Discipline Referrals
WHY IT WAS DEVELOPED

The product was developed to introduce the new and incoming sixth graders to the expectations of the school, but in a whole new and exciting way. All of the house rules (code of conduct) reiterate the already established NWRE PAWS expectations. For example, students are given 15 points for following their PAWS expectations in the open assemblies. The house competition is in addition to receiving and using their Cougar Coins, which they receive on an individual basis for their personal behavior.

DESCRIPTION OF PRODUCT

Sixth grade teachers developed Extos Kollegio (Sixth Grade College) – a housing system designed after Ron Clark’s Academy. The four sixth grade classrooms are unique to their given names, and teachers help students develop those characteristics. House of Civilis (the lion) stands for courage, bravery, chivalry and daring. House of Molimentum (the alligator) stands for cunning, ambition, determination and leadership. House of Respicio (the raven) stands for intelligence, wisdom, creativity and originality. House of Semper Pratus (the honey badger) stands for loyalty, kindness, honesty and friendship.

Extos Kollegio lives by a grade-specific motto, “Cougars CARE: Courteous, Always Prepared, Respect, and Demonstrate Effort,” which compliments Northwest Rankin Elementary School’s motto, “Live, Love, Learn, and Leave a Legacy.” The sixth grade teachers used existing school-wide PAWS expectations and essentials to develop a specific house points system. Houses are awarded points daily using the system. At the end of the school day, each house reflects on the daily expectations and calculates their total points. By the end of the week, total weekly points are calculated, and the house with the most points wins the House Cup. The Heads of House (student helpers) for the winning house spin the wheel to award extra points to a house. The houses with the most points by the end of the year are recognized at graduation for Leaving a Legacy.

IMPACT

We never expected Extos Kollegio would have the tremendous impact it did on our students and faculty. Students are holding each other accountable both behaviorally and academically through constructive feedback. The sixth grade teachers spent the summer working together creating how the house system would work, how points would work, and what animal and phrase would represent each house. We are also continually working together and with the students to fine-tune our house system.
EXTOS KOLLEGIO

House Points

- House is on task .......................................................... 1 point
- House is debt free from PTO lunch money daily .................. 1 point
- House turns in signed paper folders Friday morning ............. 1 point
- House arrives on time daily (no tardies) ........................ 2 points
- House daily perfect attendance (all day) ........................... 5 points
- House is prepared for specials........................................ 5 points

Tennis shoes for P.E.; folder, book, and pencil for library; folder and pencil for computer lab

- House brag ................................................................. 10 points
- House completes all homework .................................... 10 points
- House using PAWS properly at assembly ......................... 15 points
- House is signature free in house book daily ..................... 20 points
- House completes both required Teen Biz articles at 75% or higher second try ......................................................... 20 points

Special House Points

- House grows academically ............................................. Teacher discretion
- Head student does a phenomenal job for the house .......... Teacher discretion

Deductions From the House

- Any member of the house spins the wheel without permission ................................................................. - 100 points
- Any member of the house receives a major .................... - 50 points
- Any member of the house disrespecting the Kollegio .......... - 50 points
- Any member of the house receives a minor .................... - 10 points

Extos Kollegio
Cougars CARE: Courteous, Always prepared, Respect, and demonstrate Effort!
PRODUCT: PANDA EXPECTATIONS FOR EACH AREA OF THE SCHOOL

WHY IT WAS DEVELOPED

The expectations for each of the areas of our school were developed by the PBIS team so that students will know what behavior is expected of them no matter where they are on campus. We developed expectations for the hall, cafeteria, restroom, bus and classroom. Students are taught these expectations the first week of school during our rotation stations. The expectations are reinforced by each classroom teacher as they teach our code of conduct and school-wide PBIS expectations.

DESCRIPTION OF PRODUCT

After we have been in school approximately one month, we have an assembly where we reteach the expectations, review our school motto, and make sure all students know what is expected of them in each area of the school. These grade-level assemblies are held again in January to remind the students of what is expected. We role play and make it fun during the assemblies, showing examples and non-examples of what behavior is expected. Additionally, throughout the year, our principal reminds students of our expectations over the morning announcements, as needed, and our student-led news program, WPSE, highlights different areas to reteach, if we determine that our students need a little booster session. We made posters that list our expectations for each area that hang throughout our school to serve as a visual reminder to students. We also made a poster with our school motto that hangs in every classroom and throughout our entire campus. We have a PBIS bulletin board that has the entire listing of expectations, our school mottos poster, and a list of incentives for the month.

IMPACT

Through all of these efforts, we feel we are making it easy for students to know what is expected of them in each area of our school while allowing time for reteaching when needed. The impact of teaching expected behaviors has promoted consistency and a more positive feeling in our school community. Instead of focusing on negative behaviors, our teachers spend time teaching expectations and procedures and prompting students to remember their appropriate behaviors before entering a new area such as the hallway or cafeteria.

Students know what is expected, as they are continually taught these behaviors instead of being reprimanded for doing something wrong.
POPLAR SPRINGS ELEMENTARY SCHOOL
MERIDIAN PUBLIC SCHOOL DISTRICT
MERIDIAN, MISS.

REACH MS: Mississippi's State Personnel Development Grant
PRODUCT: ROUSE ALL-STARS PLAY BY THE RULES

WHY IT WAS DEVELOPED

We developed the ALL-STARS motto to create a sense of community in our school. We refer to classes as teams and talk about how a “team” works together to achieve goals and how each team member is an important part of the team and has a responsibility to the team. Our PBIS team, which includes our administrators, counselors, several teachers and assistant teachers from each grade level, special education teachers and our speech teachers, helped to develop our school motto and is very instrumental in implementing and getting our teachers to buy into the program.

DESCRIPTION OF PRODUCT

As part of our PBIS program each year, we develop a school motto. Our school motto this year is “Rouse ALL-STARS Play by the Rules.” To go along with our motto, we designed our rules/expectations posters to include pictures of our high school students participating in sports, band and other school activities. The posters are displayed in all the common areas of the school and each classroom. The PBIS team emailed the rules and expectations posters to the teachers to use on their smartboards as they are teaching and re-teaching rules and procedures.

IMPACT

Teachers and students knew many of the high school students pictured on the posters, so they were able to make a personal connection to the rules and expectations. Using their smartboards, teachers could help students visually review the rules of the bathroom, hallways, cafeteria and playground before they left the classroom, in addition to reciting them.
**Classroom Rules**
- Listen quietly when others are speaking.
- Raise hand for permission to speak.
- Follow directions quickly.
- Keep hands, feet and objects to yourself.
- Wait your turn.

**Cafeteria Rules**
- Use quiet voices.
- Keep hands, feet and objects to yourself.
- Use good manners.
- Clean up messes.

**Hallway Rules**
- Keep hands, feet and objects to yourself.
- Stay in line.
- Walk without talking.
- Walk facing forward.
- Walk with arms folded.

**Bus Rules**
- Listen to the driver.
- Stay seated forward.
- Keep hands, feet and objects to yourself.
- Use quiet voices.
- Leave all items in your backpack.

**Playground/Recess**
- Rocks and sticks stay on the ground.
- Use equipment properly.
- Keep hands, feet and objects to yourself.
- Be kind.
DEVELOPING A SYSTEM FOR TEACHING APPROPRIATE BEHAVIOR
ABERDEEN ELEMENTARY SCHOOL

PRODUCT: ABERDEEN ELEMENTARY SCHOOL PBIS MANUAL

WHY IT WAS DEVELOPED

Aberdeen Elementary School is home to approximately 450 students in grades pre-kindergarten through third grade. During the 2015-16 school year, students on average received one office discipline referral and three bus referrals. These referrals were taking away much-needed instructional time to handle the discipline issues and process them. The PBIS model was implemented to reinforce appropriate behavior and minimize lost instructional time due to behavior and discipline.

DESCRIPTION OF PRODUCT

The Aberdeen Elementary School PBIS manual was created as an easily available resource for teachers to reference to guide them in the implementation of PBIS. This manual includes a description of the three-tiered model for behavior, discipline data from previous school years, a timeline for teaching behavioral expectations, our B.A.R.K. expectations, a calendar of the PBIS events, and a copy of the Student of the Month form.

IMPACT

PBIS has had a tremendous impact on Aberdeen Elementary since its implementation. Parental involvement has increased by over 100%, teachers and students now have consistent school-wide expectations to follow, and Bulldog Bucks are a token economy the students have grown to value and are willing to work to earn.
Comprehensive, Integrated, Three-Tier Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Goal: Reduce Harm
Specialized Individual Systems for Students with High-Risk

≈ 5%
Tertiary Prevention (Tier 3)

Goal: Reverse Harm
Specialized Group Systems for Students At-Risk

≈ 15%
Secondary Prevention (Tier 2)

Goal: Prevent Harm
School/Classroom-Wide Systems for All Students, Staff, & Settings

≈ 80%
Primary Prevention (Tier 1)

PBIS Framework

Validated Curricula

Academic
Behavioral
Social
PRODUCT: ISS REINFORCEMENT/REMEDIATION LESSONS

WHY IT WAS DEVELOPED

The PBIS team had been looking for a way to teach lessons to our students that need remediation on the expectations. As the team was reviewing SWIS data, we realized that we have repeat offenders going to in-school suspension (ISS), and this would be a great place to have the ISS proctor use PBIS lessons for remediation.

DESCRIPTION OF PRODUCT

In-school suspension (ISS) is a classroom where students go as either a first or second step for major discipline infractions. Usually their assignment to this class is for one to three days at a time. While there, the students must complete work sent by the teachers on their schedules. Since this is independent work, the student often finishes early; therefore, the teacher needs more for them to do. The team decided to use past lessons to recreate remediation lessons that are done in ISS. These lessons focus on our expectations (3-Rs: Ready, Respectful, Responsible) and are done in a variety of formats...puzzles, writing assignments, etc. Each day’s lesson includes an activity on the 3-Rs. Exit tickets are completed at the end of the lesson and turned in for our team to review.

IMPACT

As a high school, it has been difficult to find a good way to do reinforcement lessons. We have lessons at the beginning of the year and second semester, but finding a way to remediate has been a struggle. Any time a student is assigned to ISS, he or she will do a new lesson that covers all three aspects of our expectations. Through the use of the exit tickets, we can see that the student is leaving with a better understanding of our expectations. This has been a great way to remediate students and to also give the ISS teacher a valuable tool to help the students understand why they are in ISS and how they can stay out.
B. Read each scenario, decide if the student "IS" or "IS NOT" meeting our #popsterong expectations.

1. Jason is often late for school. He wakes up at 7:00AM, gets dressed, eats his breakfast, and then goes to the gym. He eats his breakfast and then drives to school. Jason __________ "Ready" for school.

2. Jacky enters the classroom and takes her seat. She goes ahead and gets her notebook out because she knows today the teacher is checking homework. Jacky __________ "Ready" for class.

3. Laura sees that someone has dropped a paper in the hall. She stops to pick it up and gives it back to the person that drops it. She says hello to her friends, smiles, and greets her teacher when she enters class. Laura __________ "Respectful" to others.

4. Linda is asked to put away her phone in class. She sighs, rolls her eyes, but she does it. She then stores it into a space as the class continues. All of a sudden, she interrupts another student asking a question, wondering "What page is this stuff anyway?" Linda __________ "Respectful" in class.

5. José is going to miss class Friday. In Math class, the teacher announces there will be a test Friday. José waits until the end of class and tells his teacher he won't be in school that day, and asks when would be a good time to make up the test. José __________ "Respectful" for his work.

6. Jackson is in a class with a substitute teacher today. The teacher has left work for the class to complete. He spends his time joking around with a couple of friends and does not complete his work. Jackson __________ "Respectful" in class.

Wrap it up: Think about why you are in 186 today. Which one of the 3 expectations did you fail to meet? What could you have done differently to model that expectation for your teacher.
PRODUCT: MANNERS MATTER AT NCES

WHY IT WAS DEVELOPED

After reviewing data from the cafeteria and speaking with cafeteria staff, the PBIS team concluded that attention needed to be focused on cafeteria etiquette campus-wide. At issue was the state of the café at the end of lunchtime each day.

DESCRIPTION OF PRODUCT

A plan was developed by the team to teach and reteach our expectations for the café and to also extend the current PBIS road sign initiative to the cafeteria by creating a “Manners Matter Lane.” The team met with stakeholders in our school community who could provide support for the initiative, including a representative of our Watch D.O.G.S. (Dads of Great Students) program, who is a parent volunteer and an engineer with the Mississippi Department of Transportation (donated the road sign); the food services director (provided the incentives/reinforcements); and the administration/staff (assisted in monitoring the cafeteria daily). A lesson plan was developed to promote complete buy-in throughout the campus, and all classes were visited by the parent liaison for additional support of the initiative. A rubric was developed for use by the monitors, and data was collected on Friday of each week with a winner from each grade level being announced on Monday for the “Silver Spoon” award, along with a monthly grade-level “Golden Spoon” winner. A “Silver/Golden Spoon” bulletin board was created in the cafeteria to showcase the announcements of the collected data and recognize the classes weekly.

IMPACT

The positive results of the initiative include a much cleaner café, fewer lunch-related ODRs, and fewer injuries due to mishaps. It also changed the overall sense of ownership and student pride in our cafeteria. After overhearing a conversation regarding an eating area that students classified as a “prized table,” the team made that table the reserved seating area for the winners during the classroom lesson. Also during a recent Manners Matter Celebration, we heard excited students saying, “This is the best day ever!” That’s when we knew this was a truly successful initiative. Manners definitely matter at NCES!
NEWTON COUNTY ELEMENTARY SCHOOL
NEWTON COUNTY SCHOOL DISTRICT
DECATUR, MISS.

NEWTON COUNTY ELEMENTARY SCHOOL
NEWTON COUNTY SCHOOL DISTRICT
DECATUR, MISS.
DEVELOPING A SYSTEM FOR TEACHING APPROPRIATE BEHAVIOR
RICHLAND LOWER ELEMENTARY SCHOOL

PRODUCT: PBIS RULES AND EXPECTATIONS DOS AND DON'TS VIDEO

WHY IT WAS DEVELOPED

Every year at Richland Lower Elementary, we try to present the PBIS rules and expectations in a new way that the students have not seen before. As a Pre-K–second grade school, our little ones can often forget those important rules and expectations that are posted on our classroom walls and in our hallways. The PBIS team thought what better way to teach and reinforce these important expectations than by creating and using an actual video showing what is expected and what is not.

DESCRIPTION OF PRODUCT

The PBIS team made a short video showing how one student cannot seem to learn how to follow the rules. Thankfully, some helpful students at RLES explained the rules and expectations to the student. The video takes place in different locations throughout the school, where problem behaviors occur most. Throughout the video, different students stated the actual expectations and then showed examples. The video also has built-in slides that ask questions and give students the opportunity to talk in their classrooms about the behaviors taking place. At the beginning of the school year, this video was used in each classroom and was facilitated by the teacher and counselor. It also serves as a great tool to refer back to throughout the year when needing to reteach our expectations.

IMPACT

By creating and using the PBIS video to teach school-wide rules and expectations to our students, the 2017-18 first semester ODRs decreased to a total of 80 ODRs as compared to the 2016-17 first semester ODRs, which was a total of 147. This has definitely had a great impact on not only our data, but on our overall school success.

Video can be found here: drive.google.com/file/d/0Bz7SPLLc9B-xMEtLZVdhV1pLWjA/view?usp=sharing
PRODUCT: BUS SCHOOL AND BUS OF THE WEEK

WHY IT WAS DEVELOPED

Sudduth Elementary has executed two programs to address the critical element of developing a system for teaching appropriate behavior. We implemented the Bus School program and Bus of the Week, due to having a high number of bus referrals. The SWPBIS team met with the transportation director and assistant superintendent of federal programs and operations to discuss ways to decrease bus referrals. The SWPBIS team decided to implement Bus School and Bus of the Week.

DESCRIPTION OF PRODUCT

When a student receives a bus referral, the student attends Bus School in our Positive Action Class (PAC), which is the in-school suspension classroom. During Bus School, the PAC teachers take the students out to the bus. The students are taught the bus rules while sitting on the bus. This gives them the opportunity to model and practice the bus rules. After Bus School, the students review the bus rules and complete activities in PAC related to following the bus rules. In addition to Bus School, the SWPBIS team has implemented the Bus of the Week program. Teachers and bus drivers teach and review bus rules daily. When bus drivers pull up to the school, they give the principal a thumbs up or thumbs down regarding behavior on the bus. These are recorded and posted on a graph that is displayed in the cafeteria. The buses with thumbs up for the week go into a drawing for Bus of the Week. The winning bus is rewarded with fruit snacks for the students and a certificate for the driver. The bus of the week is also displayed on the bus graph.

IMPACT

Creating and implementing these programs has had a significant impact on student learning. Comparisons of bus referrals for fall 2016 and fall 2017 indicate that bus referrals have decreased by 45%. In addition, having fewer bus suspensions has increased our attendance rate.
REACH MS: Mississippi’s State Personnel Development Grant

SUDDUTH ELEMENTARY SCHOOL
STARKVILLE-OKTIBBEHA CONSOLIDATED SCHOOL DISTRICT
STARKVILLE, MISS.
PRODUCT: TEACHING A SCHOOL-WIDE REINFORCEMENT SYSTEM THAT WORKS

WHY IT WAS DEVELOPED

In looking for a way to introduce and reinforce the Critical Elements of PBIS in our school, the team decided to create a PowerPoint that could be shared with all of our stakeholders – faculty, staff, students, parents and family members, and other members of our community.

DESCRIPTION OF PRODUCT

Through a joint effort by our administrator, teachers, students and the members of the 2017-18 PBIS team, we created a PowerPoint that offers an inside look at our PBIS process. It allows others to see what we consider “Jackson’s Finest PBIS Model School.” Our main focus is The Three B’s; where expectations are modeled in all areas of the school; where students actively teach others the expectations; where parents drop their scholars off ready to learn; where administrative data is used to aid in employee recognition; the principal is an active participant on the PBIS team; where staff members nominate their PBIS Bulldog of the Month; where monthly PBIS celebrations are public and inviting; and our community is involved in celebrating our students!

IMPACT

Since being introduced, this product has had a tremendous positive effect on new students as they transition into our building. It has also served as a tool for incoming staff members who wish to join and/or bring new ideas to the PBIS team, and we use it as a way to share information with other schools looking for positive examples of the PBIS process in our school and our district.
The Place Where Bulldogs Arrive to “Develop a School-Wide Reinforcement System”

Where our Main Focus are The Three B’s

And Parents Drop their Scholars off “Ready to Learn”

Where Students Actively Teach Others the Expectations

Where expectations are modeled in all areas of the school

And where our monthly celebrations are public and inviting
PRODUCT: RANGER ROUND-UP

WHY IT WAS DEVELOPED

After reviewing the 2015-16 school year discipline data, the PBIS team (principal, assistant principal, grade level chairs, counselor, interventionist, ISD teacher) looked at ways to reduce office discipline referrals, increase positive behavior, and recognize students through monthly events. Accordingly, the team planned monthly events to spotlight individuals meeting school-wide behavior expectations. Through consistent cooperation and communication amongst the PBIS team, a schedule of PBIS events was developed to highlight students exemplifying model behavior.

DESCRIPTION OF PRODUCT

In an effort to generate additional hype and excitement for modeling expected behavior, the PBIS team titled monthly events the Ranger Round-up. On the last Friday of each month, students who have demonstrated the school’s core values - “R3 – Ready, Respectful, Responsible”- are allowed to participate in the monthly event. For the past two years for the months of September and October, selected students participated in a Popsicle Party and a Trick or Treat Parade through the halls of the school. November’s Ranger Round-Up will be a series of “Minute to Win It” games to focus on positive dialogue and relationships while enjoying friendly competition.

IMPACT

Through these events and faculty and staff efforts, the number of out-of-school suspensions reduced from 110 in the 2015-16 school year to 52 for the 2016-17 school year. The almost 53% decrease in suspensions from the past two years has protected instructional time to help the school grow 11 school points on the MAAP assessment (353 in 2016 to 364 in 2017).
PRODUCT: REINFORCEMENT DIXIE-STYLE

WHY IT WAS DEVELOPED

In our ongoing effort to continue the success of our PBIS system, Dixie has incorporated many things into our school to help promote and reinforce good behavior. Our PBIS team has come up with several new rewards/reinforcers that appeal to our varying grade levels.

DESCRIPTION OF PRODUCT

Our teachers/staff pass out Dixie Dollars to students who are demonstrating our school’s expectations. Students can spend their Dixie Dollars at the Dixie Dollar Store at school. Students in grades 7-8 participate in a program called Class Craft (classcraft.com). They are able to receive points based on grades and behavior. These points help them to do various things within the game. We have monthly rewards for students who do not have any referrals for that month. Monthly rewards include gift cards to Raising Canes and movie/hot cocoa days. We also have nine weeks reward days for students who have not had any referrals for the nine weeks. One reward day we have done is a 50s Sock Hop. Students were allowed to wear 50s attire and go to a dance. Students were also given popcorn or cotton candy as a snack. Another reward was a lip sync battle/karaoke. Students and staff are allowed to participate. We have also done a carnival, where we had various games set up for students to play. Students enjoy our picnic reward, where they eat burgers cooked by volunteers and enjoy playing outside games. Splash Day is for grades K-5 at the end of the year. Students participate in water games and play on water slides. Students in grades 6-8 enjoy reward days at Paul B. Johnson State Park or Ashe Lake, where they are allowed to fish or play sports. Students really enjoy our reward days, and we never miss the opportunity to remind them they were earned by exhibiting good behavior.

IMPACT

Since implementing these rewards, we have seen a marked drop in referrals and a great improvement in the overall success of PBIS on our campus. We believe, and data has shown, that by having these rewards/reinforcers in place, our students are more likely to follow our school’s expectations.
PRODUCT: BEHAVIOR LADDER - ANNOUNCER

WHY IT WAS DEVELOPED

The Announcer step on our school-wide behavior ladder was developed by our PBIS team as a reward for our students who go above and beyond in their display of our school-wide expectations: Respectful, Responsible and Ready.

DESCRIPTION OF PRODUCT

Students are rewarded in the classroom by moving up the behavior ladder. Each student starts the day on the 3 R’s, but students can earn the ability to move up to Super, Awesome, and finally to Announcer level. Students who set a good example and display the ability to go above and beyond in their capability for following expectations, as demonstrated through their classwork effort, manners and interactions with classmates and teachers, earn tokens by moving up the ladder.

Once a student has made it up the ladder to Announcer, his/her name goes into the “Announcer Bucket.” Our school secretary draws a name randomly each morning, and that student assists in the morning announcements. In addition to the token and prize the students earn in the classroom for making it to Announcer, the students selected as Announcer will also receive a special sticker to wear for the day, along with a special pencil displaying our expectations of “I am respectful. I am responsible. I am ready at HLES.”

IMPACT

Since adopting Announcer as our highest behavior ladder incentive, we have seen ODRs steadily decrease. Examining data from the 2015-16 school year, 2016-17 school year, and the present 2017-18 school year, it is noted that there was a decrease in ODRs of 66% for 2017-18, when compared to 2015-16, and a decrease of 61% for 2017-18, when compared to 2016-17.

2015-16 – 103 ODRs between August and November 30
2016-17 – 89 ODRs between August and November 30
2017-18 – 35 ODRs between August and November 30
HOUSTON LOWER ELEMENTARY SCHOOL
HOUSTON SCHOOL DISTRICT
HOUSTON, MISS.
PRODUCT: MAE’S WEEKLY KINGDOM MEETINGS

WHY IT WAS DEVELOPED

As Madison Avenue Elementary School’s (MAE) theme for this school year is “Teamwork Makes the Dreams Work,” this kingdom system was developed to motivate students to contribute to their “team” by behaving well.

DESCRIPTION OF PRODUCT

MAES has four kingdoms – Red Respect, Blue Responsible, Orange Safe and Yellow Fair. Every student and staff member is part of one of these four kingdoms. All kingdoms gather together every Friday morning from 7:30 to 8 a.m. to reinforce our school-wide PBIS system. During these weekly school-wide meetings, we break into small groups to teach character education, say our school’s motto together to remind ourselves of the school’s expectations, announce our Super Jags of the Week to positively reinforce good behavior, and conduct a cheer by each kingdom to build teamwork as a positive motivation for students to excel behaviorally. We also have a point system set up, where students work to show their best behavior to earn points for their kingdoms, which leads to a kingdom celebration at the end of every term to congratulate the whole kingdom for excellent behavior.

IMPACT

Students are not only enjoying being part of a kingdom, but are also motivating themselves and encouraging each other to be on their best behavior to contribute to their kingdoms. We have a significantly fewer number of office referrals than we have had in the past several years, and many testify that MAE’s school climate is very positive for students to learn and grow.

Video can be found here: dropbox.com/s/7fey0q4wc1p433d/MAE%20Kingdom%20Video%20%28Final%20Edit%29.mp4?dl=0
PRODUCT: GoFORMATIVE STUDENT QUESTIONNAIRE

WHY IT WAS DEVELOPED

Our PBIS team wanted to create an effective way to review and reinforce our PBIS rules and expectations with our students. We felt students would be more engaged with the review process if they got to tell us (the faculty) what the 3Rs in our schoolwide reinforcement system mean to them.

DESCRIPTION OF PRODUCT

We use the “GoFormative” website schoolwide for many different things, so our students were very familiar with how the site works. For PBIS data reinforcement days, we created a GoFormative questionnaire with 10 short answer questions for the students to answer based on what they thought it means to be a “Mighty Viking,” to keep their hands to themselves, what the definition of defiance is, and ways to be a “Mighty Viking” all around campus. The website used allows the students' answers to be viewed anonymously; therefore, once the students finished the questionnaire, the teachers were able to go over student responses as a whole group and discuss any differences or misconceptions in student responses.

IMPACT

Having each student answer a series of questions based on our PBIS expectations gave the teachers insight as to what the students think when they hear a statement, such as “keep your hands feet and objects to yourself” during a school day. It also helps the administrator or PBIS leader to address misconceptions with the entire student body, if needed. We now know our reinforcement sessions are more effective when we give the students the ability to take ownership of the process and share their thoughts with the teachers.

To visit the GoFormative website, go to goformative.com/formatives.
What does it mean to be respectful? Do you need to be respectful to just the adults in the building or to everyone in the building?

Respectful means listen to everybody in the school also you need to be respectful to everyone in the school.
Respectful means to quit while others are talking listen do not back talk.
Respectful means if they are not talking and things like that everyone the building respected.

Respectful is where you listen and respond appropriately. Everyone.

To be respectful is to do what you're supposed to do. You need to be respectful to everyone.

Sample student responses

Sample questions from a PBIS booster session
PRODUCED: POSITIVE BEHAVIOR CHECKLIST

WHY IT WAS DEVELOPED

The checklist was developed to give a snapshot of students’ daily behavior. We use it in lieu of coins, bucks or stars. We keep the checklist updated throughout the day. The students know what they have to do to earn their daily rewards, and they know when their behavior has not been met. We have also used it as a self-check device for students to be more self-aware and more accountable.

DESCRIPTION OF PRODUCT

The checklist is simply taking the posted expectations and putting them into a checklist format. It is divided up into an a.m. and p.m. format, giving students two opportunities to succeed with positive behavior. The a.m. is for a snack, and the p.m. is for some free time. This also gives us a weekly overview and is excellent documentation of their behavior for the students’ review process for their home school.

IMPACT

The students feel more accountable, which has created a better environment and, therefore, fewer write-ups. Students will self-correct, knowing they can only lose two positives per half-day. When we have experienced a student struggling to meet expectations, we have broken the checklist up into a daily list and given it to the student to mark his/her behavior, holding the student even more accountable for his/her actions. We have used the system for five years. Our staff has gotten into the habit of having conversations and explaining the negative behavior demonstrated with the students as they occur, and write-ups in the building are now almost non-existent.
## Alternative School Positive Behavior Checklist

### Tuesday

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<thead>
<tr>
<th>Be Respectful to Yourself and Others</th>
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**Were Goals Met? +/-**

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**Were Goals Met? +/-**

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**Must meet 12 out of 14 AM and 10 out of 12 PM to obtain the PBIS Reward.**
PRODUCT: BLUE TICKET COMPETITION

WHY IT WAS DEVELOPED

In looking at our data, we noticed a trend in ODRs inside enrichment classrooms and decided an intervention should be put in place. The music and computer teachers came up with the idea of having a competition-style incentive inside their classrooms.

DESCRIPTION OF PRODUCT

In order to encourage the students to be well-behaved and excited about enrichment classes, the enrichment teachers decided to reward the classes with the most “blue tickets” for that month in each enrichment class. The enrichment classrooms have some type of display that shows the students how many blue tickets each class has. At the end of the month, each enrichment class chooses the class with the most tickets. Those classes get rewards like popcorn parties, pencils and erasers, and even extra “iPad” or “recess” time.

IMPACT

After several weeks of students realizing how easy it was to get a blue ticket for showing positive behavior, they became excited about trying to beat other classes by earning the most. Now it is a constant visual reminder for students to display positive behavior not only in their home classroom, but also inside the enrichment classrooms.

While this product was initially created by the music and computer teachers, it has shown significant impact school-wide. Not only has it decreased our ODRs inside our enrichment classrooms, it has produced an overall excitement in the students to demonstrate appropriate behavior and attend those classes in order to participate in the competition.

We have seen a significant decrease in enrichment ODRs since implementation:
2015-16 – First semester – 12 ODRs
2016-17 – First semester – 5 ODRs
2017-18 – First semester – 2 ODRs
PRODUCT: PBIS CHRISTMAS BREAKFAST

WHY IT WAS DEVELOPED

The PBIS team at Shannon High School has been putting on the PBIS Christmas Breakfast as a nine weeks event for the past three years. We, as a team, came up with this event because we needed more variety in our incentives, and our students are always interested in food. So every December, we have decided to continue our Christmas breakfast tradition.

DESCRIPTION OF PRODUCT

Students are informed of events by flyers and announcements several weeks ahead of time. The requirements to attend are as follows: students must have zero office discipline referrals, zero tardies to class, and no more than one unexcused absence. This year, we had 200 students eligible to attend, and we handed out tickets with each student’s name on the back the day before. We hosted the Christmas-themed breakfast in our library and had one grade come at a time, starting with seniors. Students’ food options included sausage biscuits and chicken biscuits from Chick-Fil-A, glazed donuts from Scarlet’s, and a choice of fruit drinks or water. We decorated the entire library with various Christmas décor and had Christmas music and images playing on the Promethean board.

IMPACT

We love this event because it has been one of our smoothest and most stress-free events of all. Last year in our PBIS Student/Staff Survey, students voted the PBIS Christmas Breakfast as their favorite event with 42.11% of the vote. This year, we were very fortunate to have our local Woodmen Life Chapter 130 sponsor the event. They generously covered all the food costs so we could continue to provide this event for our students. My favorite thing to hear from the students as they attend each year is, “Wow, this is the GOOD stuff!” “We are going to smash!” We hope to continue the PBIS Christmas Breakfast for many years to come, as it is a great motivator for our students, as evidenced by their improved behavior, positive reactions, and requests to have it again.
WHY IT WAS DEVELOPED

Sudduth Elementary has created a program that addresses the critical element of developing a school-wide reinforcement system that affirms positive character development. We implemented a Leader of the Month program to recognize students whose progress in character development was not being recognized in existing programs. The SWPBIS team met to discuss the need to recognize students displaying good character and decided to create the Leader of the Month (LOM) program.

DESCRIPTION OF PRODUCT

Every month, each classroom teacher chooses a student who is making good choices, according to the classroom teacher’s criteria, including leadership habits, work habits, peer relationships, and/or progress in specific developmental needs of the individual student. The LOM is recognized and applauded before his/her classmates during library class, is given an award book for his/her personal ownership, and is photographed with the award book. The photo is emailed to the entire school email list. The classroom teacher prints the photo of the class’s LOM and displays it on the grade level bulletin board set aside for LOM photos. These bulletin boards are featured in prominent locations to further recognize the LOM students.

IMPACT

Anecdotal evidence suggests that the LOM program not only affirms the individual LOM students, but also communicates to their classmates that responsible behavior is highly valued at Sudduth Elementary. Teachers have noted that students are following the school rules and displaying the habits more in an effort to earn the LOM award.
SUDDUTH ELEMENTARY SCHOOL
STARKVILLE-OKTIBBEHA CONSOLIDATED SCHOOL DISTRICT
STARKVILLE, MISS.

LEADERS GROW HERE

LEADERS
WHY IT WAS DEVELOPED

After several years of implementing the PBIS program at Winona Elementary School, the faculty wanted a way to enhance the program. After collaborating with teachers who attended a conference at the Ron Clark Academy and viewing the data based on office discipline referrals, the faculty decided to implement the house system. The entire staff was trained by Wade and Hope King, instructors from the Ron Clark Academy.

DESCRIPTION OF PRODUCT

It was decided that every student in Pre-K-6 would be placed in one of four houses by popping a balloon to reveal a team name and color: Harimau, Kaplan, Macan and Shabeel, which all mean “tiger” in other languages. Each house has a particular color and represents virtues that Winona Elementary School strives for our students to possess. The students and staff (including cafeteria and office staff) wear house shirts on Wednesday, which is our designated House Day. The house with the most behavior points from the previous week is announced as House of the Week. The houses get to sit together during lunch with the tables set up in order of points earned, with the winning house sitting at the front of the cafeteria where their house flag is displayed.

IMPACT

We have seen a tremendous positive difference in behavior, and our data has shown that in just one year of implementation of the house system, our infractions have greatly decreased:

- August 2016–November 2016: 293 infractions
- August 2017–November 2017: 238 infractions
OFFICE DISCIPLINE REFERRAL PROCESS
HOUSTON HIGH SCHOOL

PRODUCT: POSITIVE OFFICE REFERRAL

WHY IT WAS DEVELOPED

Houston High School uses the Positive Office Referral (POR) form developed by our assistant principal and adopted by this SWPBIS team as part of our classroom/office discipline system. The purpose of the POR is to give teachers/administrators a way to encourage and reinforce behavior of students who are consistently doing the right thing and are often overlooked.

DESCRIPTION OF PRODUCT

Our POR is a simple form that any staff member of Houston High School can fill out and turn in to the office. The form contains a place for the student’s name, date, subject (instead of grade), teacher, teacher’s comments and principal’s comments. This form can be used so that teachers have a way to encourage positive behaviors that are being observed. Unlike the tickets, this is not a “quickie” reward. This is a way for the teacher to let the office know the student has been having a positive impact in the classroom.

IMPACT

One of our struggles at the high school level has been how to “reward” students because unlike the elementary school, our students are not happy with “Dollar Store items.” We have also struggled with finding ways to reward those who are “good” on a consistent basis. These students are often left out or go unnoticed. Social time works; however, we have found this year that our students also like personal encouragement. The team began to really train and encourage teachers to use the PORs. As they began using them, we saw students begin to seek the positive ODRs—nothing groundbreaking, but modest changes with specific students. For example, Teacher “R” has a tough class with a mix of students who feed off of each other. Ms. R struggled trying to figure out what to do. One day, she overheard one of them say, “I mean, she can’t write us ALL up.” It triggered an idea; she COULD write them ALL up – POR! She sat down and began to personally write each one of them up for positive behaviors using words of encouragement. When our assistant principal started calling them to the office, students were nervous trying to figure out what they had done. After reading their PORs, relief washed over them, and there were tears for some because no one had ever personally encouraged them. There are still struggles in this class, but using the POR system has shown them that all behaviors are recognized.
POSITIVE OFFICE REFERRAL

Student: ___________________ Date: __________
Teacher: ___________________ Subject: __________

#topperstrong
Ready, Respectful, Responsible

Teacher Comments: ________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Teacher Signature: ______________________________________________________________
Principals Comments: ____________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Principal Signature: _____________________________________________________________
ESTABLISHING A SWPBIS TEAM AND BUY-IN
NORTH PONTOTOC UPPER ELEMENTARY SCHOOL

PRODUCT: CAMPUS-WIDE MEETING TO DEVELOP CAMPUS BUS RULES

WHY IT WAS DEVELOPED

Our PBIS team has been established for several years, but there has not been a PBIS team in every school on our campus until this year. The teams agree that addressing behavior on the bus will decrease discipline for all schools. The teams also agree that bus rules and expectations should be consistent across the campuses.

DESCRIPTION OF PRODUCT

Team leaders and administrators from each of the four schools on our campus met to discuss bus expectations, concerns to be addressed, and ideas on the campus-wide bus PBIS system. Student expectations and behaviors were discussed, as well as the importance of having all of the bus drivers participate not only in teaching the rules and expectations of the bus, but also enforcing the rules and expectations of the bus. Each representative had input on what a campus-wide bus poster should look like and how to implement the system. The team is developing a system where all students can receive rewards for displaying appropriate behaviors.

IMPACT

Having every bus driver fully implement the PBIS system will have a large positive impact on all the students in our school. In years past, we have seen that the students struggle when leaving our building, which has very clear expectations of them, and getting on different buses with very different rules. Many of the office referrals we see are from issues that arise on the buses, and these are from students that display a high level of meeting the expectations on campus during the day while at school. It is clear that students do best when they have clear and consistent expectations. Having a campus-wide system that includes each of the buses and having the students see the same rules poster on every bus will help our students be as successful on the buses as they are on campus.
Shared PHS bus expectations poster:

**NP Bus Expectations**

- Stay seated at all times
- Follow adult instructions
- Keep Hands, feet and objects to self
- Clean up after self
- Speak quietly and politely

Email communication between schools on the campus to create a campus-wide bus poster:

--- Forwarded message ---
Date: Dec 13, 2017 11:25 AM
Subject: Re: Bus expectations
To: Jim Matthews <jimmathews@pcsd.ms>, April Lindsey <alindsay@pcsd.ms>, Gaye Ellis <gelis@pcsd.ms>, Miguel McMillen <mmcmillen@pcsd.ms>

To revisit this... I’m working on our posters for specific locations... Is everyone ok with this bus poster? Are there symbols I can add to represent Middle School and Upper?

Cafeteria, based on the high school’s and elementary’s... I have those two full sets of expectations... Here’s what I’ve got it down to between those two... I took out a couple of ours that wouldn’t apply to smaller children, and I know we’re veering on too many... thoughts?

[Shared Bus rules poster.docx](attachment:Shared Bus rules poster.docx)

[Shared Cafeteria rules poster.docx](attachment:Shared Cafeteria rules poster.docx)

On Thu, Nov 16, 2017 at 1:12 PM, Kelly Matthews <kmathews@pcsd.ms> wrote:

Cleaning up/throwing trash away can be under respect as well... what if since we’re different schools with different “themes” we leave those out in the shared locations... the high school’s SHP, elementary’s ABC’s, whatever, and just list the specific rules that we all agree should be followed? Maybe show a symbol from each school to represent our shared joint effort?

---

Expectations I think we need to highlight...
1. Keep hands, feet, objects to self
2. Remain seated at all times
3. Use appropriate voices (tones, gestures, etc.)

I’m sure we need to establish more, but here’s what I got from the meeting...

Get the conversation started and lets see what we can come up with...

Jim Matthews
Assistant Principal
North Pontotoc Elementary
5524 Hwy 15 North
Ecu, MS 38841
662-489-5613 ext 3
662-489-9162 (fax)

On Thu, Nov 16, 2017 at 8:48 AM, April Lindsey <alindsay@pcsd.ms> wrote:
Will you share with me the bus expectations that were decided on?

---

April Lindsey
7th grade ICT I Instructor

---

[Shared Bus rules poster.docx](attachment:Shared Bus rules poster.docx)

On Thu, Nov 16, 2017 at 12:19 PM, Jim Matthews <jimmathews@pcsd.ms> wrote:

Here’s the elementary poster that was created...

I’d really like something about “cleaning up or throw trash away” or something to address food as opposed to our generic “Follow bus rules”

I agree with adding something about being respectful to driver somehow as well... ours says “follow adult instructions”

Keep sharing ideas... we need to nail this down

Jim Matthews
Assistant Principal
North Pontotoc Elementary
5524 Hwy 15 North
Ecu, MS 38841
662-489-5613 ext 3
662-489-9162 (fax)

On Thu, Nov 16, 2017 at 11:21 AM, Kelly Matthews <kmathews@pcsd.ms> wrote:
Here are our expectations... all of ours are accounted for in what was said except clean up after self... apologies for the lack of a high school rep at the meeting... “Listen to and obey bus driver” could go under respect, which we all have, so that sounds fine with me.

---

[Shared Bus rules poster.docx](attachment:Shared Bus rules poster.docx)

On Thu, Nov 16, 2017 at 11:14 AM, April Lindsey <alindsay@pcsd.ms> wrote:
I agree with the 3 you have listed. Should we add listen to and obey your driver?

On Thu, Nov 16, 2017 at 11:07 AM, Jim Matthews <jimmathews@pcsd.ms> wrote:
well... we haven’t decided on anything just yet... I don’t have any feedback.

The only thing that I think we established is that everyone is focusing on the characteristic traits - Responsibility and Respectful

---

[Shared Bus rules poster.docx](attachment:Shared Bus rules poster.docx)
PRODUCT: TEACHER/STAFF SPOTLIGHT

WHY IT WAS DEVELOPED

Our teachers and staff members work hard! The PBIS team wanted to acknowledge our teachers and staff and foster community spirit. The Teacher/Staff Spotlight serves multiple purposes: teacher recognition, community partnership, and community-building within the school.

DESCRIPTION OF PRODUCT

During the summer months, our PBIS team members were charged with visiting certain local businesses in an effort to gauge their interest in honoring our teachers and staff here at HLES. Local businesses and parents donated items to be given to our teachers. We used pictures drawn by students to create thank you cards that we presented to the businesses and individuals who contributed to show our appreciation.

Each month, at the end of our Student of the Month assembly, we draw for a teacher and a staff member. These individuals receive a gift from our community. They also complete “About Me” sheets which, along with their pictures, are placed on our Spotlight board. The Spotlight Board helps to enlighten staff, students and visitors about the incredible people who are working within our school.

IMPACT

Through this project, we have more than doubled community involvement in regard to donated items. Since we present our teachers and staff members with their gifts during our monthly Student of the Month assembly, there are many parents and often business owners present who have contributed to our initiative. Within a school, it is expected that teachers support their students, but through our Spotlight Project, students get the opportunity to support and applaud their teachers, as well.
WHY IT WAS DEVELOPED

In looking for ways to build on our successful family involvement initiative on campus, our team decided that a night for dads, grandfathers, male mentors and role models could increase participation in a child’s education by highlighting the importance of parental/family involvement in a student’s goal to graduate.

DESCRIPTION OF PRODUCT

The night included opportunities to sign up for on-campus volunteering and provided positive parenting tips from educators and administration. Students participated by reciting the PBIS rules for those in attendance. The PBIS strategy team and the administration included time for a Q & A to allow dads in the record crowd to ask questions about the campus and gain feedback for future events. It was also used as a booster for our PBIS initiative, as we took the opportunity to reinforce and promote the basic strategies of PBIS with those in attendance.

IMPACT

In coordinating the event, the goal of the PBIS team was to share information and hopefully increase our number of scheduled volunteers. By the end of the night, we had one (at minimum) scheduled volunteer on campus for each day for the 2017-18 school year, far surpassing what we had anticipated.
WHY IT WAS DEVELOPED

As Average Daily Attendance (ADA) is one factor in determining the amount of monetary support a school receives, one of our school goals this year is increased attendance. After attending a Chronic Absenteeism Summit, we knew we were missing an opportunity to intervene with students whose excused absences equaled or exceeded those of students involved in truancy. Our ADA for 2016-17 was 93.94%. Our goal for this year is 96%.

DESCRIPTION OF PRODUCT

To be successful in this endeavor, we knew we would need the support of our faculty, staff, families and community. To begin the school year, a letter was sent home about the importance of good attendance in the early grades (3-6), and posters about attendance were placed near the front office. Each month, a data report is examined to identify students with 5+ absences while also looking at the type to determine the intervention, which could be additional literature, parent calls/conferences, attendance contracts, other Tier 2 interventions and/or truancy warnings.

As a team, we wanted to extend our focus to students with good attendance. Contacts were made with local businesses for donations to help reinforce these students. One type of reinforcement we use is a Preferred Activity Time (PAT) point. Every classroom with perfect attendance for the day receives a point. When a class receives 30 PAT points (they earn them for other positive class behaviors, as well), they earn their chosen activity. PAT points are announced on the intercom daily and logged on our “Attendance Wall.” In addition, the class from each grade with the most attendance PAT points monthly earns a prize—a wooden attendance apple to hang outside their classroom door, and their teacher’s name goes on the Attendance Heroes list. Also on the wall is a list of students with perfect attendance for the month that is updated weekly. This group earns a perfect attendance party with music, snacks and drawings for prizes, one of which is a bicycle. In the front lobby, we keep a chart displaying our daily absence/ADA goals and what is achieved school-wide each day for parents, teachers/staff and students to see.

IMPACT

Our ADA is and will continue to be broken down weekly by grade level. This will help us conduct a longitudinal study regarding students as they advance through grade levels, as well as compare grade levels and months each year to adjust our focus. At present, our ADA = 95.2%, a substantial increase from 2016-17 and very close to our 2017-18 goal of 96%.
PRODUCT: PHOTO SCAVENGER HUNT

WHY IT WAS DEVELOPED

Since implementing PBIS, we have had a teacher/staff kick-off event on the first day our teachers and staff return to work. Just like the students, we want to reteach our teachers and staff our PBIS rules and procedures. The teachers and staff were put into groups, usually with teachers from a different grade level. We have 36 kindergarten teachers and assistants and 36 first grade teachers and assistants. Being a K-1 school, teachers are in the classrooms with their students all day. Teachers do not have many opportunities to interact with teachers from the other grade level. These activities allow our teachers and staff the opportunity to get to know their co-workers while creating a team atmosphere.

DESCRIPTION OF PRODUCT

During the summer, we emailed the teachers to find out items they needed for their classrooms. PBIS team members gathered the items to use as prizes for the photo scavenger hunt. Before the scavenger hunt began, the prizes were displayed for them to view. Once teachers were assigned to their groups, we explained the rules of the activity; then everyone set out on the hunt. Each group sent their photos to a designated PBIS member’s cell phone. As groups sent photos, the PBIS member checked it off the group’s list. As groups completed the hunt and returned to school, they would pick prizes from the table. Of course, the first ones to finish got the best prizes, but we had enough prizes for everyone to choose a prize.

IMPACT

This fun activity provided our teachers an opportunity for a “refresher” of our PBIS rules and procedures while getting to know their co-workers. It also helped build better relationships among the teachers and staff while encouraging teamwork across grade levels.
Photo Scavenger Hunt

Team: _________________________
_________________________
_________________________
_________________________
_________________________

Find:
- Rouse Counselors’ box
- PBIS Matrix posted in a classroom
- Teacher or assistant who does a GREAT job with PBIS
- PBIS coupon
- Office Discipline Referral form (ODR)
- Red Bulldog Buck
- Brandon business
- RCSD employee at another school
- Rouse parent (not at our school)
- A coffee shop (cannot be the same as business picture)
WHY IT WAS DEVELOPED

In order to implement the house system witnessed at Ron Clark Academy, Hope and Wade King (instructors from RCA) trained our staff in January. With implementation of any new program, especially one as large as the house system, community and family involvement was a must.

DESCRIPTION OF PRODUCT

Our parents and community are involved with our house system in multiple ways. Parents of the students that earn house rewards are part of the planning process for creating rewards. The first nine weeks house winner was treated to a pep rally hosted by the Holmes Community College cheerleaders. There are several sponsors within the community that made donations so that every student has a house shirt and each house a flag. The sponsors are members of houses and wear their shirts when they come to our school on house days. Parents can follow the school’s Facebook page to see the weekly winners and uplifting remarks posted for the winning team. The parents can also purchase house shirts and other house items to show support of their child’s house team.

IMPACT

Since our community and parents have bought into our new house system, the support of the school has grown. Not only are community members involved with students in the classrooms, they are also keeping up with the houses outside of school. Members of the community will approach teachers, students and families with questions about the houses and offer congratulations for winning houses. House Day has become a community celebration!
School-Wide Positive Behavior Interventions and Supports (MTSS PBIS Tier 1)

This two-day training provides the participant the opportunity to learn all of the necessary critical elements of SWPBIS in order to implement systems change regarding Tier 1 of the Response to Intervention initiative. It is highly recommended that a school-based team attend the training. The team should include, but is not limited to, school administrators, general education teachers, special education teachers, behavioral specialists and family members.

Team Leader SWPBIS (MTSS PBIS Tier 1 and Tier 2)

This one-day training will provide participants the opportunity to enhance their skills of being a SWPBIS team leader. Participants will develop skills in conducting effective team meetings, delegating responsibilities to other team members, and making data-based decisions at the school-wide level.

Tier 2 Interventions and System for Behavioral Support (MTSS PBIS Tier 2)

This two-day training will provide the participants the opportunity to begin to build systems necessary to provide Tier 2 behavioral supports and services. These systems will include, but are not limited to, data collection (Tier 1 and Tier 2), interventions and progress monitoring. In addition, Mississippi’s Response to Interventions timelines and recommendations will be presented. It is highly recommended that a school-based team attend the training. The team should include, but is not limited to, school administrators, general education teachers, special education teachers, behavioral specialists and family members.

Tier 3 Systems and Interventions for Behavioral Support (MTSS PBIS Tier 3)

This two-day training will provide the participants the opportunity to begin to build systems necessary to provide Tier 3 behavioral supports and services. These systems will include, but are not limited to, data collection, interventions and progress monitoring. Practical Functional Behavior Assessments, Behavior Intervention Plans and Mississippi’s Response to Interventions timelines and recommendations will be presented. The school’s Teacher Support Team (TST) members, including the school administrator, should attend this training.
Call for Submissions: PBIS SEEDS

REACH-MS is excited to announce an opportunity for schools and districts implementing Positive Behavior Interventions and Supports in Mississippi. We are looking for outstanding examples of your PBIS efforts to share with others via our website and in PBIS SEEDS: See Excellence Emerge in our Districts and Schools. Products submitted must clearly demonstrate one or more of the critical elements for implementation of PBIS listed below.

Up to 20 products will be selected by a review panel including REACH MS staff and other stakeholders. Products demonstrating exemplary practices relating to the critical elements of “Teaching” and “Data Entry and Analysis” are particularly sought. A $250 stipend will be provided for each of the 20 selected entries.

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Example of Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying School-wide Expectations and Rules</td>
<td>Clearly and positively stated expectations and/or rules, pictures of creative ways to post expectations, rules and mission statements throughout your school and/or district, newsletter articles you've sent out with the expectations/rules in them, student planners with the expectations/rules described, etc.</td>
</tr>
<tr>
<td>Developing a System for Teaching Appropriate Behavior</td>
<td>Lesson plans used for teaching the expectations/rules with pictures (if you have them), lesson plans where the expectations and/or rules have been imbedded into the content with pictures (if you have them), video clips (less than 5 minutes) of the teaching, etc.</td>
</tr>
<tr>
<td>Developing a School-wide Reinforcement System</td>
<td>Pictures and plans from staff reinforceers, pictures and plans from student reinforceers, etc.</td>
</tr>
<tr>
<td>Office Discipline Referral Process</td>
<td>Referral process in narrative or visual form, definitions of problem behaviors, continuum of consequences, office discipline referral form, ODR graphs (by month, location, type of behavior, time of day, etc.)</td>
</tr>
<tr>
<td>Data Entry and Analysis</td>
<td>Your process for sharing data with stakeholders, any complete data packages (graphs, charts, etc.) showing a decrease in office discipline referrals for a school year, your process for using data for decision making</td>
</tr>
<tr>
<td>Establishing a SWPBIS Team and Buy-in</td>
<td>Documentation, examples, photos, etc., that demonstrate effective teaming at the school and/or district level</td>
</tr>
<tr>
<td>Building Faculty, Staff and Family Involvement</td>
<td>Examples of strategies used to enhance communication, motivation and meaningful involvement of faculty and family members (please provide outcome data resulting from these efforts)</td>
</tr>
</tbody>
</table>

Submissions must be sent electronically by November 16, 2018. Please carefully follow all directions and review the scoring rubric prior to compiling your submission. You will be notified of our selections via email. There is no limit on the number of submissions, but each product must be submitted using a separate application.

By submitting your products and examples, you are certifying that you have the authority to disseminate all materials submitted (including permission to publish photos, video, etc. of any persons identifiable) and are giving REACH-MS, the Mississippi Department of Education, and/or the U.S. Department of Education permission to use these products in products, trainings and materials without further compensation.
PBIS SEEDS Application Cover Sheet

School District: ____________________________  School: ____________________________
Team Leader: ____________________________  Address: ____________________________
Email: ____________________________  Critical Element Being Addressed: __________
Phone: ____________________________

Submission Process

1. Submit the following documents *electronically* (no paper copies or faxes will be accepted) to 
   REACHMS@usm.edu.
   
   - Written description of product being submitted (no more than one typed page, double spaced/12 point
     font) - You MUST include the following: 1) which critical element(s) the product addresses, 2) a title for your
     product, 3) a brief description of the product, 4) why it was developed (what unmet need it addressed at
     your school, 5) who developed the product (i.e., administrator, teachers, family, students, etc.), and 6) what
     impact it has had on your school and/or district as you implement PBIS *(we are looking for data to support
     impact, not just anecdotal information).* For a visual example of previous SEEDS submissions, you visit our
     website: usm.edu/reachms/pbis-seeds.
   
   - Please review the evaluation rubric for more information on how submissions will be rated.
   
   - The product you are nominating in electronic format - We will be publishing the selected products both in
     print and on our website. Therefore, products of poor visual quality cannot be accepted. Please make every
     effort to submit high-quality electronic products that will do justice to your school and district!
   
   - Date and time documents submitted via email: ____________________________

2. Fully complete this cover sheet, including all required information and signatures, and scan and email it,
   along with your product submission, to REACHMS@usm.edu no later than 5 p.m. on Friday,
   November 16, 2018. Only fully completed applications will be accepted (both documents in step 1 and
   this cover sheet).

   By submitting your products and examples, you are certifying that you have the authority to disseminate all materials
   submitted (including permission to publish photos, video, etc. of any persons identifiable) and are giving REACH-MS, the
   Mississippi Department of Education, and/or the U.S. Department of Education permission to use these products in
   products, trainings and materials without further compensation.

   ____________________________  ____________________________
   Signature  Date
### PBIS SEEDS Evaluation Rubric

**CHECK THE CRITICAL ELEMENT REPRESENTED:**
- Basic behavioral principles
- School-wide expectations
- Rules for specific settings
- Teaching appropriate behaviors
- Reinforcement system
- Interventions and consequences
- Office discipline referral process
- PBIS Team
- Building faculty and family involvement
- Using data for long-term change

**Rate the QUALITY of the product.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Poor/None (0)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Superior (10)</th>
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</thead>
<tbody>
<tr>
<td>The product demonstrates quality practices relating to the critical element it represents.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
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<td>9</td>
<td>10</td>
</tr>
<tr>
<td>The rationale for developing the product/process is based on data or other supporting factors that are well-described.</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>10</td>
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<td>The quality of the evidence (quantitative or qualitative) submitted demonstrates the impact of implementation. Anecdotal reports of benefits will not be rated higher than “5.”</td>
<td>0</td>
<td>1</td>
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<td>The submission includes a description of a development and/or implementation that is team-based.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>The product is inclusive of the needs of all students, including those with disabilities.</td>
<td>0</td>
<td>1</td>
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<tr>
<td>The product demonstrates family engagement (development, implementation and/or evaluation).</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
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<td>Suitability for print and web distribution</td>
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<td>5</td>
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</tbody>
</table>

**TOTAL SCORE (total of above):**

**Comments:**
REACH MS PBIS MODEL SITES

ALCORN COUNTY
- Alcorn Central High School (9-12)
  Alcorn County School District
  Contact: Twila Bridges, Team Leader
  662.286.8720; thbrides@alcornschoools.org

CHICKASAW COUNTY
- Houston Lower Elementary School (K-2)
  Houston School District
  Contact: Katonya Gatdings, Principal
  662.456.3323; kgathings@houston.k12.ms.us

HINDS COUNTY
- Barr Elementary School (PK-5)
  Jackson Public Schools
  Contact: Linda Murray, Principal
  601.960.5336; lmurray@jackson.k12.ms.us

LAMAR COUNTY
- Oak Grove Lower Elementary School (2-3)
  Lamar County School District
  Contact: Anna Morris, Team Leader
  601.268.3862; anna.morris@lamarcountyschools.org

LEADUERDALE COUNTY
- Carver Middle School (6-8)
  Meridian Public School District
  Contact: Carla Perkins, Behavior Counselor
  601.481.2089; cperkins@mpsdk12.net

LEE COUNTY
- Shannon High School (9-12)
  Lee County School District
  Contact: Ashley Christian, Team Leader
  662.767.9566; ashley.christian@leecountyschools.us

LEFLORE COUNTY
- Bankston Elementary School (PK-6)
  Greenwood School District
  Contact: Kirby Love, Principal
  662.453.7421; kirbylove@greenwood.k12.ms.us

MADISON COUNTY
- Ann Smith Elementary School (PK-2)
  Madison County School District
  Contact: Dr. Melissa Philly, Principal
  601.856.6621; mphilly@madison-schools.com

MONROE COUNTY
- Aberdeen Elementary School (PK-3)
  Aberdeen School District
  Contact: Kristen Fondren, Principal
  662.369.4782; kfondren@asdms.us

NEWTON COUNTY
- Newton County Elementary School (PK-12)
  Newton County School District
  Contact: Tracy Holliman, Team Leader
  601.635.2951; bholliman@newton.k12.ms.us

OKTIBBEHA COUNTY
- Suduth Elementary School (K-2)
  Starkville-Okitbbhea Consolidated School District
  Contact: Elizabeth Mosley, Principal
  662.324.4150; emosley@starkville.k12.ms.us

PEARL RIVER COUNTY
- Pearl River Central Middle School (6-8)
  Pearl River County School District
  Contact: Denise Rousse, School Social Worker
  601.798.5654 ext. 6007; drouse@prc.k12.ms.us

PASS CHRISTIAN ELEMENTARY SCHOOL (PK-5)
- Pass Christian School District
  Contact: Kristy Wheat, Assistant Principal
  228.452.5200; kwheat@pc.k12.ms.us

WASHINGTON COUNTY
- W.J. Quarles Elementary School (K-3)
  Long Beach School District
  Contact: Wendy Hertz; Team Leader
  228.864.3946; wendyhertz@lbsdk12.com

WELLS COUNTY
- Amanda Elementary School (PK-6)
  Quitman School District
  Contact: LaQuanda Underwood, Team Leader
  662.324.4150; launderwood@station.k12.ms.us
If you would like to visit a school that is implementing school-wide positive behavioral interventions and supports, please contact one of these model sites. Each school listed has passed an external evaluation verifying implementation of PBIS, including all critical elements, with fidelity. More schools are being added to our list all the time, so visit www.usm.edu/reachms for the most up-to-date list of model sites.

If your school is implementing PBIS and would like to be included as a model site, please contact us to schedule an on-site evaluation.

PONTOTOC COUNTY
North Pontotoc Upper Elementary School (5-6)
*Tier 1 and Tier 2 Model Site
Pontotoc County School District
Contact: Libby Young, Principal
662.489.2295; lyoung@pcsd.k12.ms.us

Pontotoc Middle School (5-6)
Pontotoc City School District
Contact: Gwyn Russell, Principal
662.489.6026; grussell@pontotoc.k12.ms.us

South Pontotoc Elementary School (K-5)
Pontotoc County School District
Contact: Lisa Williamson, Principal
662.489.3476; lwilliamson@pcsd.k12.ms.us

South Pontotoc Middle School (6-8)
Pontotoc County School District
Contact: Kelly Clark, Team Leader
662.489.2479; kclark@pcsd.k12.ms.us

RANKIN COUNTY
Flowood Elementary School (K-5)
Rankin County School District
Contact: Becky Trammell, Team Leader
601.992.6277; becky.trammell@rcsd.ms

McLaurin Elementary (PK-6)
Rankin County School District
Contact: Melissa Frazier and Melissa Harrist, Co-Team Leaders
601.845.2127; mel206@rcsd.k12.ms.us or melissa.harrist@rcsd.ms

Northshore Elementary School (K-6)
Rankin County School District
Contact: Lee Pambianchi, Principal
601.992.5279; lee.pambianchi@rcsd.ms

Northwest Rankin Elementary School (K-5)
*Tier 1 and Tier 2 Model Site
Rankin County School District
Contact: Kara Killough, Principal
601.992.0924; kara.killough@rcsd.ms

Richland Elementary School (K-2)
Rankin County School District
Contact: Andrea Payne, Principal
601.939.4375; and202@rcsd.ms

Richland Upper Elementary School (3-6)
Contact: Toby Price, TITLE TBD
601.939.2288; toby.price@rcsd.ms

Richland High School (TBD)
Rankin County School District
Contact: Michelle Cresap, Team Leader
601.939.5144; michelle.cresap@rcsd.ms

Steen’s Creek Elementary School (K-2)
Rankin County School District
Contact: Catie Gunn, Principal
601.845.6577; cgunn@rcsd.ms

Stonebridge Elementary School (2-3)
Rankin County School District
Contact: Angela Nichols, Principal
601.824.3287; anichols@rcsd.ms

Rankin County Youth Detention Center
Rankin County Sheriff’s Office
Contact: Rebecca Daughdrill, Director
601.824.2553; rdaughdrill@rankincounty.org

YAZOO COUNTY
Yazoo City Alternative School
Yazoo City School District
Contact: Stacy Langston, Team Leader
662.746.0985; mss12@yahoo.com