PBIS SEEDS
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 3, spring 2013
REACH MS: MISSISSIPPI’S STATE PERSONNEL DEVELOPMENT GRANT
DEPARTMENT OF CURRICULUM, INSTRUCTION AND SPECIAL EDUCATION
THE UNIVERSITY OF SOUTHERN MISSISSIPPI

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positive behavioral interventions and supports: seeing excellence emerge in our districts and schools
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ABOUT PBIS SEEDS

Welcome to the third volume of PBIS: Seeing Excellence Emerge in our Districts and Schools (PBIS SEEDS). With each new call for submissions, we are overwhelmed and humbled by the innovation, hard work and great outcomes for children in Mississippi. The practices highlighted in this issue showcase schools around our state as they implement Positive Behavioral Interventions and Supports (PBIS) through dedication and hard work. As we’ve worked to select practices to highlight, we look for new and different ways schools are addressing the various critical elements that collectively make up PBIS.

Since 2005, REACH MS has worked to “sow the seeds” of positive practices across our state. As each garden is different, the schools across Mississippi are diverse. Some teams beginning to grow their programs have fertile ground ready to sprout forth immediately. Some teams find that they need to tend their soil and prepare their fields before they can begin to see results. Some schools have produced wonderful results for quite some time. We think there are lessons to be learned from all of these schools and are proud to showcase them. It is so exciting to see the landscape of Mississippi filling with great behavior support systems for all of our children.

It was incredibly difficult to select products to feature in this issue. We were overwhelmed with the variety of excellent submissions! As in past issues, the diversity of approaches we highlight in this issue demonstrates that SWPBIS is a very individualized approach being implemented many different ways across the state.

Please consider sharing your good ideas and examples in our next issue of PBIS SEEDS. As always, we encourage you to take advantage of the many opportunities for professional development offered by REACH MS. Don’t forget, there are REACH MS SWPBIS Model Sites all around the state waiting to host visits and showcase how they implement PBIS.

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 SWPBIS

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 school-wide positive behavioral interventions and supports (SWPBIS). 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 SWPBIS:

Using Data for Long-Term Change

• Link SWPBIS 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.

ABC’s of Behavior Interventions and Consequences

• Identify the basic principles of behavior.
• Describe the components of the behavior cycle.
• List behavior management techniques.
• Identify the five interventions.
• Demonstrate the Life Space Interview.
• Develop a Continuum of Consequences.

Expectations

• 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.

Rules for Specific Settings

• Differentiate between rules and expectations.
• State why rules and routines are important.
• Define and develop rules for specific settings in your school.
Teaching

• 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.

Reinforcement

• 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 Referrals

• 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).

SWPBIS Team

• 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 SWPBIS as one of the top-three school improvement goals of the School Improvement Plan.

Faculty and Family Involvement

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

For several years, “Fat Tuesday” has been a very low attendance day for the seniors of Hattiesburg High School. Historically, more than 46% of the senior class would be absent on that day. In an effort to improve attendance, the Senior Extravaganza was created.

DESCRIPTION OF PRODUCT

The Senior Extravaganza is a day full of team-building activities and educational recruitment. The students begin the day with a Mardi Gras Parade. The entire school population lines the perimeter of the school to watch the seniors parade around the campus and to the Hattiesburg Recreation Department (located next door to the high school). The seniors sign in and receive a T-shirt and goody bag upon entering the Recreation Center. The gym is full of college recruiters and local prom vendors. The students follow an agenda that includes inspirational guest speakers and a disc jockey. The seniors who attend the extravaganza are able to attend the junior/senior prom without having to go through the required approval process with the principal.

IMPACT

In looking at the baseline data collected in the 2008–12 school years, it was obvious that the implementation of this intervention has had a tremendous impact on the issue of absenteeism.

- 2008 - 46% seniors absent
- 2009 - 47% seniors absent
- 2010 - 32% seniors absent
- 2011 - 32% seniors absent
- 2012 - 2% students absent
HATTIESBURG HIGH SCHOOL SENIOR EXTRAVAGANZA AGENDA

8:15 – 8:30
Parade Line Up
Parade line up begins at the end of 1st period. *Line up will be posted later! The parade route will begin in the student parking lot out the gate entering Hutchinson, reentering the front gate in front of the attendance office and traveling in front of the Early Childcare Center and traveling through the teacher parking lot, leaving out of the gate that leads to the Ben McNair Community Center.

8:30 – 9:00
Senior Registration
Each senior will receive a registration bag that includes a BINGO card to be stamped by the recruiters. The first senior to get BINGO will receive a prize. The recruiters will also have separate prizes for their 10th visitor. Each senior will also receive a T-Shirt.

9:00-9:15
Breakfast and Greetings
Breakfast and Greetings from administration and local officials: Mayor, Supervisor, Councilmen, and American Legion members. Students will also receive announcements at this time.

9:15- 9:45
Recruiter BINGO
The seniors will have the opportunity to complete the Recruiter BINGO game.

9:45-10:45
DANCE TIME:
It’s time to show off who has the best dance moves. The following dances will be showcased:
Beef It Up; WOP; Wobble; Moe Head Swag; Dougie; Swag; Cat Daddy

10:45-11:55
Motivational speakers

11:45-12:00
Lunch

12:00-2:00
Team building activities Pine Grove

2:00
Report to 7th period
PRODUCT: DAVIS MAGNET PBIS POSTERS

WHY IT WAS DEVELOPED

These posters were developed by the teachers on the PBIS team in an effort to provide explicit, visual reminders of the behavior expectations of our school community.

DESCRIPTION OF PRODUCT

Our PBIS posters featuring the school-wide behavior matrix and specific area behavior expectations are posted in the classrooms, auditorium, cafeteria, hallways and outside the restrooms. The staff also uses the posters as on-the-spot tools for re-teaching on location when or if the need arises.

IMPACT

Our collected data has clearly shown that the presence of our PBIS posters has contributed to a significant decrease in classroom (minor) discipline reports in the cafeteria, hallways and music room.
<table>
<thead>
<tr>
<th>LOCATION</th>
<th>DECREASE IN MINOR BEHAVIOR INCIDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAFETERIA</td>
<td>55%</td>
</tr>
<tr>
<td>HALLWAYS</td>
<td>53%</td>
</tr>
<tr>
<td>MUSIC ROOM</td>
<td>91%</td>
</tr>
</tbody>
</table>
WHY IT WAS DEVELOPED

This product was developed to introduce our PBIS kickoff plans on a district level. The school community needed to know what to expect, what would be expected and what the new acronym “PBIS” meant for our students, parents and administrators.

DESCRIPTION OF PRODUCT

The article was written and submitted for inclusion in our district newsletter. It was used in several ways. First, we met the expectation of our district to document school events within the district. Secondly, this information was used to secure monetary and store item donations from school community members, the PBIS team, school administrators and staff members. Lastly, it was the first of many that continue to be used to inform our school community of PBIS expectations, PBIS store dates, PBIS successes and PBIS celebrations.

IMPACT

As a result of the newsletters, we continue to meet and maintain our level of accountability; the school community feels more informed and involved and is able to coordinate event dates and participate in activities and celebrations.
RAMS in the hallway! RAMS in the hallway!
No, we aren’t racing trucks; it’s the pride in our voices! The students accumulate points daily for positive behavior and visit the store bi-monthly to spend their points or save them to purchase a larger item later. We have seen a dramatic decrease in inappropriate behavior and office discipline referrals. We are excited about R.A.M.S.!!!

The John Hopkins PBIS Celebration Station started accepting R.A.M. Bucks during our GRAND OPENING on Friday, September 17, 2010. Our teachers and staff were trained by the John Hopkins PBIS Team in August before students reported back to school. Teachers taught behavior lesson plans the first two weeks of school. The behavior expectations were clear and students/staff were reminded daily via announcements on the intercom and signage throughout the building. Our parents were introduced to PBIS in several ways. First, our behavior matrix went home and a PBIS presentation was provided during our first PTA meeting of the year. Parents were further informed about PBIS during our Parent Education Night on September 30, 2010, and were able to access via our school’s website.

One of our teachers, Sharon Rainey, donated $1000.00 to initially stock our store. Our prizes include items like candy, hot chips, tattoos, designer notepads, crazy pencil/erasers, costume jewelry, bracelets, cars, watches, bubbles, footballs, soccer balls, board games, bike, MP3 players, CD players, bikes, and Wii, etc.

- Respect Others
- Accept Responsibility
- Manage Self
- Solve Problems
PRODUCT: PBIS STUDENT MODELS OF UNIVERSAL PROCEDURES

WHY IT WAS DEVELOPED

This product was developed because many of our students didn't understand some of the terminology. Our team decided it would be much easier for them to remember if it was written in “kid-friendly” terms. The students were also provided with pictures that exemplified the “kid-friendly” terms.

DESCRIPTION OF PRODUCT

In designing this product, each leader was required to take pictures of students modeling behaviors that exemplified the universal procedures as they were intended to be performed. The pictures and descriptions were then shared with our students.

IMPACT

In doing this, we found that the students gained an increased awareness of the universal procedures. Our school district also provides testing of the Universal Procedures, and the results showed that the level of knowledge increased tremendously. Almost 65-70 percent of our students were able to better understand the rules and model them at any given time. This was an increase from the previous year when we had a huge amount of office disciplinary referrals. We also found that our number of referrals decreased significantly.
CLASSROOM

Be Safe
- Keep hands feet and objects to yourself.
- Sit in your seat correctly.

Be Responsible
- Take care of both personal belongings and school property.
- Look, Listen, Pay attention.

Be Respectful
- Enter and exit the room quietly.
- Talk only with permission, using your inside voice.
- Follow directions the first time given.
- Wait for your teacher’s signal to be dismissed.

HALLWAY

Be Safe
- Keep hands feet and objects to yourself.
- Walk on right side in third block in a single file (3-2-1)
- Face forward and pay attention.

Be Responsible
- Have a half-pint of walking alone.
- Keep shirts tucked.

Be Respectful
- Follow directions the first time given.
- Hold the door for the next person.
- Respect the learning of others.
PRODUCT: PBIS ACTION PLAN/SURVEY

WHY IT WAS DEVELOPED

This plan and survey were created in response to a recognized need for staff members, parents, students and other stakeholders to encourage and support positive behavior. It was also developed to address the need for intensive support for our at-risk students. It was developed by the PBIS team, which includes the administrator, facilitator, interventionist, counselor and support staff.

DESCRIPTION OF PRODUCT

The action plan addresses the major areas in need of development at Timberlawn Elementary as determined by the Effective Behavior Support Survey, which was administered in the spring of 2012. The results of the survey led to the creation of the action plan and directed its focus to the four areas of the school that PBIS strives to positively affect: school-wide, non-classroom settings, classroom settings and individual student systems.

IMPACT

The survey and the resulting action plan has impacted our school by creating a consensus among staff members in regard to the need for positive behavior support, rather than punitive. This is evidenced in part by the feedback in our Effective Behavior Support Survey.
PBIS - EFFECTIVE BEHAVIOR SUPPORT SURVEY (SPRING 2012) REPORT – JACKSON PUBLIC SCHOOLS

Survey Title: PBIS - Effective Behavior Support Survey (Spring 2012)

Report Type: Segmentation

Segment Name: Timberlawn Elementary School

Event Date: 3-May-12
Sent: 9
Delivered: 9
Completed Responses: 2821
Filtered Responses: 48
Response Rate: 0.04%
Incomplete Responses: 0
Incomplete responses included in this report: 0

Conditions Applied
Q1. Name of School
Timberlawn Elementary School

Q2. Please indicate your current position.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Count</th>
<th>%</th>
<th>Percentage of total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>2</td>
<td>4.17%</td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td>1</td>
<td>0.09%</td>
<td></td>
</tr>
<tr>
<td>Custodial Staff</td>
<td>2</td>
<td>4.17%</td>
<td></td>
</tr>
<tr>
<td>Educational Teacher Assistant</td>
<td>21</td>
<td>43.56%</td>
<td></td>
</tr>
<tr>
<td>Food Service Staff</td>
<td>2</td>
<td>4.17%</td>
<td></td>
</tr>
<tr>
<td>General Edcator</td>
<td>12</td>
<td>25.00%</td>
<td></td>
</tr>
<tr>
<td>Office Staff</td>
<td>2</td>
<td>4.17%</td>
<td></td>
</tr>
<tr>
<td>School Social Worker</td>
<td>0</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>Special Educatior</td>
<td>4</td>
<td>8.33%</td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>2</td>
<td>4.17%</td>
<td></td>
</tr>
<tr>
<td>(Did not answer)</td>
<td>0</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>Total Responses</td>
<td>68</td>
<td></td>
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</tr>
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PBIS - EFFECTIVE BEHAVIOR SUPPORT SURVEY (SPRING 2012) REPORT  (continued from previous page)

G6. Priority for Improvement

<table>
<thead>
<tr>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Did not answer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.20%</td>
<td>12.50%</td>
<td>19</td>
<td>52.08%</td>
<td>12</td>
</tr>
<tr>
<td>18.75%</td>
<td>12.50%</td>
<td>19</td>
<td>59.58%</td>
<td>14</td>
</tr>
<tr>
<td>6.00%</td>
<td>6</td>
<td>16</td>
<td>33.33%</td>
<td>15</td>
</tr>
<tr>
<td>18.75%</td>
<td>18.75%</td>
<td>19</td>
<td>39.58%</td>
<td>12</td>
</tr>
<tr>
<td>10.83%</td>
<td>8.33%</td>
<td>20</td>
<td>41.67%</td>
<td>14</td>
</tr>
</tbody>
</table>

Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.
Please select your opinion of the following statements concerning “Classroom Systems”. Classroom settings are defined as instructional settings in which teachers supervise and teach groups of students.

**Q7. Current Status**

<table>
<thead>
<tr>
<th></th>
<th>In Place</th>
<th>Partially In Place</th>
<th>Not In Place</th>
<th>Did not answer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(a)</em> Expected student behavior and routines in classrooms are stated positively and, defined clearly.</td>
<td>29 21%</td>
<td>41 31%</td>
<td>1 1%</td>
<td>0 0%</td>
<td>71</td>
</tr>
<tr>
<td><em>(b)</em> Problem behaviors are defined clearly.</td>
<td>29 21%</td>
<td>41 31%</td>
<td>1 1%</td>
<td>0 0%</td>
<td>71</td>
</tr>
<tr>
<td><em>(c)</em> Expected student behavior and routines in classrooms are taught directly.</td>
<td>50 36%</td>
<td>52 38%</td>
<td>13 9%</td>
<td>0 0%</td>
<td>115</td>
</tr>
<tr>
<td><em>(d)</em> Expected student behavior and routines in classrooms are taught directly.</td>
<td>50 36%</td>
<td>52 38%</td>
<td>13 9%</td>
<td>0 0%</td>
<td>115</td>
</tr>
<tr>
<td><em>(e)</em> Procedures for expected behavior problems are consistent with school-wide procedures.</td>
<td>29 21%</td>
<td>41 31%</td>
<td>1 1%</td>
<td>0 0%</td>
<td>71</td>
</tr>
<tr>
<td><em>(f)</em> Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.</td>
<td>50 36%</td>
<td>52 38%</td>
<td>13 9%</td>
<td>0 0%</td>
<td>115</td>
</tr>
<tr>
<td><em>(g)</em> Classroom instruction continues when problem behavior occurs.</td>
<td>50 36%</td>
<td>52 38%</td>
<td>13 9%</td>
<td>0 0%</td>
<td>115</td>
</tr>
<tr>
<td><em>(h)</em> Students experience low rates of academic success (&gt;75% correct).</td>
<td>29 20%</td>
<td>41 30%</td>
<td>1 1%</td>
<td>0 0%</td>
<td>71</td>
</tr>
<tr>
<td><em>(i)</em> Students experience low rates of academic success (&gt;75% correct).</td>
<td>29 20%</td>
<td>41 30%</td>
<td>1 1%</td>
<td>0 0%</td>
<td>71</td>
</tr>
<tr>
<td><em>(j)</em> Teachers have regular opportunities for access to instructional support.</td>
<td>50 36%</td>
<td>52 38%</td>
<td>13 9%</td>
<td>0 0%</td>
<td>115</td>
</tr>
<tr>
<td><em>(k)</em> Teachers have regular opportunities for access to instructional support.</td>
<td>50 36%</td>
<td>52 38%</td>
<td>13 9%</td>
<td>0 0%</td>
<td>115</td>
</tr>
<tr>
<td><em>(l)</em> Transitions between instructional &amp; non-instructional activities are efficient &amp; orderly.</td>
<td>29 20%</td>
<td>41 30%</td>
<td>1 1%</td>
<td>0 0%</td>
<td>71</td>
</tr>
<tr>
<td><em>(m)</em> Transitions between instructional &amp; non-instructional activities are efficient &amp; orderly.</td>
<td>29 20%</td>
<td>41 30%</td>
<td>1 1%</td>
<td>0 0%</td>
<td>71</td>
</tr>
</tbody>
</table>

**Q8. Priority for Improvement**

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Did not answer</th>
<th>Total</th>
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</thead>
<tbody>
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<td>1 1%</td>
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<td>71</td>
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<td>41 30%</td>
<td>1 1%</td>
<td>0 0%</td>
<td>71</td>
</tr>
<tr>
<td><em>(c)</em> Expected student behavior and routines in classrooms are taught directly.</td>
<td>50 36%</td>
<td>52 38%</td>
<td>13 9%</td>
<td>0 0%</td>
<td>115</td>
</tr>
<tr>
<td><em>(d)</em> Expected student behavior and routines in classrooms are taught directly.</td>
<td>50 36%</td>
<td>52 38%</td>
<td>13 9%</td>
<td>0 0%</td>
<td>115</td>
</tr>
<tr>
<td><em>(e)</em> Procedures for expected behavior problems are consistent with school-wide procedures.</td>
<td>29 20%</td>
<td>41 30%</td>
<td>1 1%</td>
<td>0 0%</td>
<td>71</td>
</tr>
<tr>
<td><em>(f)</em> Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.</td>
<td>50 36%</td>
<td>52 38%</td>
<td>13 9%</td>
<td>0 0%</td>
<td>115</td>
</tr>
<tr>
<td><em>(g)</em> Classroom instruction continues when problem behavior occurs.</td>
<td>50 36%</td>
<td>52 38%</td>
<td>13 9%</td>
<td>0 0%</td>
<td>115</td>
</tr>
<tr>
<td><em>(h)</em> Students experience low rates of academic success (&gt;75% correct).</td>
<td>29 20%</td>
<td>41 30%</td>
<td>1 1%</td>
<td>0 0%</td>
<td>71</td>
</tr>
<tr>
<td><em>(i)</em> Students experience low rates of academic success (&gt;75% correct).</td>
<td>29 20%</td>
<td>41 30%</td>
<td>1 1%</td>
<td>0 0%</td>
<td>71</td>
</tr>
<tr>
<td><em>(j)</em> Teachers have regular opportunities for access to instructional support.</td>
<td>50 36%</td>
<td>52 38%</td>
<td>13 9%</td>
<td>0 0%</td>
<td>115</td>
</tr>
<tr>
<td><em>(k)</em> Teachers have regular opportunities for access to instructional support.</td>
<td>50 36%</td>
<td>52 38%</td>
<td>13 9%</td>
<td>0 0%</td>
<td>115</td>
</tr>
<tr>
<td><em>(l)</em> Transitions between instructional &amp; non-instructional activities are efficient &amp; orderly.</td>
<td>29 20%</td>
<td>41 30%</td>
<td>1 1%</td>
<td>0 0%</td>
<td>71</td>
</tr>
<tr>
<td><em>(m)</em> Transitions between instructional &amp; non-instructional activities are efficient &amp; orderly.</td>
<td>29 20%</td>
<td>41 30%</td>
<td>1 1%</td>
<td>0 0%</td>
<td>71</td>
</tr>
</tbody>
</table>

Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.
REINFORCEMENT
LAKE CORMORANT MIDDLE SCHOOL

PRODUCT: GATORS R.O.C.K. IT! IN THE SWAMP AT LAKE CORMORANT MIDDLE SCHOOL

WHY IT WAS DEVELOPED

R.O.C.K. IT! was created by the LCMS administration and teachers for two reasons – to create a culture of acceptance and understanding of ALL students (general education and special education) at Lake Cormorant and to develop an environment that promotes Gator Pride and cohesiveness.

DESCRIPTION OF PRODUCT

R.O.C.K. IT! stands for the following:
- **Respect** – Gators Respect others ALWAYS!
- **Own It** – Gators own their behavior and “make things right!”
- **Cohesive** – Gator Family – We are unified!
- **Kind** – Gators are kind to everyone ALWAYS!

We focus on building relationships through teacher mentors and use school-wide teams to promote teamwork and cohesiveness. We utilize visual displays including student work, team signs, teacher and student Current Reads, and poster-sized photos of various school events. We use positive reinforcement to change behavior and academic outcomes with activities such as Student Positive Referrals, Gator of the Week, GATOR GUITARS, Gators R.O.C.K. ON – Pay It Forward Project and our MCT2 Spirit Week.

IMPACT

R.O.C.K. IT! has made a significant impact at LCMS. There has been a noticeable decrease in student discipline issues as well as a significant improvement in academics. Our school has gone from an “Academic Watch” ranking to “High Performing” in one year. We have also been recognized by DeSoto County Schools as the model school for PBIS implementation. It works!
LC Gator Games

LC Gator Games was a week long event that was part of our MCT2 Spirit Week. The Games were based on events from the popular book The Hunger Games.

The LCMS faculty all dressed as characters from The Hunger Games

GATORS R.O.C.K.I.T IN THE SWAMP!
School Teams play a vital role in our PBIS System. Homerooms are divided into three teams. Teams can earn points by individual students or through homerooms. They can earn points for getting “caught being good”, doing a kind act, attending and participating in school events, showing school spirit, and being on task during homeroom. Each nine weeks, the team with the most points is rewarded.

IT’S ALL ABOUT COHESIVENESS AND UNITY!!

Gator of the Week
Each week, a student is chosen as LCMS Gator of the week. Winners receive a R.O.C.K. trophy, points for their team, and lunch for themselves and 4 friends provided by Chick-Fil-A.

FRIENDS OF GATORS
OUR SPECIAL NEEDS STUDENTS AND GENERAL EDUCATION STUDENT VOLUNTEERS LEARN ABOUT GATORS AT OUR POSITIVE BEHAVIOR FIELD DAY.
PBIS THE LC WAY...

MCT2 QDI COMPARISONS

QDI Growth

185
175
165
155
145

2010
2011
2012

162
150
179

DISCIPLINE COMPARATIVE DATA

IT WORKS!!
WHY IT WAS DEVELOPED

The office discipline referral form used previously at Alcorn Central High School was a half-page of blank lines for the referring teacher to write a narrative of the behavioral incident. It was very time-consuming for the teacher and was not the most reliable information as everyone’s interpretation of incidents was different.

DESCRIPTION OF PRODUCT

This is the form that ACHS now uses for office discipline referrals. The team leader developed this form using a similar form from Louisiana as a reference and the School-Wide Information System (SWIS) as a guide in creating categories. As ACHS was using SWIS for recording office referrals, we wanted to coordinate our forms with the information we would have to enter into the SWIS database. It was developed in our first year of using the PBIS system.

IMPACT

It has significantly reduced the number of minutes it takes a teacher to complete an office discipline referral form, allowing much more time for teaching. It has also been a tremendous help in entering the information into SWIS, giving us the most accurate data possible to be used by our staff and administration.
### ALCORN CENTRAL HIGH SCHOOL
#### Office Referral Incident Form

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade Level</th>
<th>Reporting Staff</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Incident (Check One)
- MINOR
  - Inappropriate Language
  - Inappropriate Display of Affection
  - Disrespect
  - Disruption
  - Low Intensity Property Misuse
  - Dress Code Violation
  - Cell Phone Violation
  - Tardy
  - Other
- MAJOR
  - Fighting/Physical Aggression
  - Vandalism/Property Destruction
  - Lying/Cheating
  - Harassment/Bullying
  - Skipping Class
  - Forging/Thief
  - Out-of-Bounds Area
  - Gang Affiliation Display
  - Use or Possession of Tobacco
  - Use or Possession of Alcohol
  - Use or Possession of Drugs
  - Use or Possession of Combustibles
  - Bomb Threat/False Alarm
  - Arson
  - Use or Possession of Weapons
  - Other

#### Incident Location (Check One)
- Classroom
- Commons
- Assembly
- Hall
- Cafeteria
- Off-Campus
- Restroom
- Stadium
- Gym
- Office
- Media Center
- Locker Room
- Bus Loading Zone
- Parking Lot
- Other
- Unknown

#### Possible Motivation (Check Any)
- Obtain Peer Attention
- Obtain Adult Attention
- Obtain Items/Activities
- Avoid Tasks/Activities
- Avoid Peer(s)
- Avoid Adult Attention
- Other

#### Others Involved
- None
- Peers
- Staff
- Teacher
- Substitute
- Unknown
- Other

#### Action Taken by Teacher or Other School Employee
- Warned the student
- Warned after school
- Referred for after-school
- Other action
- Contacted the parent
- Student apologized to class
- Pages on

#### Action Taken by Administration
- (To Be Completed by Office Only)
- Warned the student
- ISS day(s)
- All School day(s)
- Contacted the parent
- Refer to Law Enforcement Officer
- Corporeal Punishment
- Out-of-School Suspension day(s)
- Expulsion
- Bus Suspension day(s)
- Other Action
- Pages on

#### Comments

---

White Copy: Administration  Yellow Copy: Teacher’s File  Pink Copy: Student’s File
WHY IT WAS DEVELOPED

The Terrific Tornado postcards were developed to recognize students who are exceeding the expectations at Purvis Middle School. The postcard also allows for timely, positive communication with the families of the students, increasing the school-to-home connection. The product was developed by the team leader with input from the administration and PBIS team.

DESCRIPTION OF PRODUCT

The Terrific Tornadoes are students who go above and beyond the expectations at Purvis Middle School. Terrific Tornadoes are determined by faculty, staff or administration. When a student is observed going above and beyond, a postcard is filled out by that employee. The office staff reads the student’s name over the intercom during announcements, sharing that the student is a Terrific Tornado, and gives a brief description of what the student did to be recognized as a Terrific Tornado. After reading the card, the office staff mails the postcard home so that the student’s parents or guardians are aware of the great actions of their child.

IMPACT

The impact has been an increase in communication with parents, keeping them up-to-date with the great things their children are doing at school that meet and exceed the expectations for students at Purvis Middle School.
FACULTY AND FAMILY INVOLVEMENT
WARREN CENTRAL JUNIOR HIGH SCHOOL

PRODUCT: WARREN CENTRAL JUNIOR HIGH SCHOOL PBIS BROCHURE

WHY IT WAS DEVELOPED
The product was developed as an informative method to educate the faculty, staff, students and parents/family members of the critical elements of PBIS within the school. The brochure provides a brief outline of the fundamentals of PBIS that the school primarily focuses on.

DESCRIPTION OF PRODUCT
Our brochure, which is titled “Warren Central Junior High School’s PBIS Initiative,” addresses the school’s expectations and rules, student and faculty reinforcers, and the referral process for behavior management. We also tried to include other information we thought would be valuable to our school community. The front cover includes the title of the school with its address and contact information, names and titles of the administrators, and the school’s motto. Inside the brochure are our school’s vision and mission statements, the definition of the school’s PBIS motto, an outline of the PBIS reward system for both faculty and students, and the school-wide expectations for our four critical areas. The outside of the brochure includes the names and roles of the PBIS committee and the school’s behavior management flow chart for our referral process.

IMPACT
While this is a newly developed product, it will be used as a vehicle to disseminate information about the school’s effort to implement PBIS, as well as a measurement of successful communication with the community, i.e., parents and family members, regarding PBIS at Warren Central Junior High School.
**PBIS Committee and Roles**

- Mrs. Mary Trepagnier, Secretary (Ex-Officio)
- Ms. Tulesteene Berry, 7th Grade Instructor (Ex-Officio)
- Mr. Cedric Magee, Principal (Administrator)
- Dr. Denise Bobek, Asst. Principal (Data Specialist and Commissioner)
- Mrs. Tuscaka Lewis, District PBIS Coach (Communication)
- Mrs. Tanisha Henderson-Johnson, Lead Teacher (Counseling)
- Mrs. Cindy Ruby, Counselor (Finance)
- Mrs. Tracy Edlin (Behavior Specialist)
- Mrs. Catherine Barry, Recorder Clark (Graphic)
- Mrs. Alix Heddle, Spanish Instructor (Receivers)
- Ms. Anzhelika Wake, Guidance Counselor (Receivers)
- Mrs. Betty Mass, Special Education Instructor (Receivers)
- Ms. Ashley Groves, Career Discovery Instructor (Receivers)
- Mr. Joe Averys, Assistant Principal (Receivers)
- (2) Retiring Faculty Members

The PBIS Committee is representative of the entire faculty and staff. The Team meets on the 3rd Wednesday of every month (unless otherwise specified) at 2:30 p.m. in the library.

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**School Vision**

Warren Central Junior High School is committed to partnering with parents and the community to achieve academic excellence, promote character, and to meet the intellectual and social needs of all its students.

**Mission Statement**

To teach and inspire all students to pursue knowledge continually, achieve their aspirations, and make positive contributions in a changing world.

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**PBIS Reward System**

**THE VIKING VOUCHER PROGRAM**

The Viking Voucher Program is used as a school-wide reward/reinforcement system. Viking Vouchers are distributed by all faculty, staff, and administrators to any student exhibiting good “power” behaviors aligned with the School’s Motto.

Teachers also distribute Viking Vouchers individually within the classroom.

Students redeem Viking Vouchers at the School’s PBIS Store, where they can purchase items such as:

- Free Dress Day
- Free Blue Jean Day
- Lunch with the Principal
- Lunch on the Paths
- Free Ice Cream
- Free Chips
- Lunchbox
- Dog Tag
- Backpack
- And more...

---

**PBIS Partner of the Month**

**The PBIS “Partner” of the Month Program was designed specifically to acknowledge those faculty members who exhibit extraordinary efforts to assist in the implementation of School-Wide PBIS at Warren Central Junior High School.**

Individuals are chosen on a monthly basis by the PBIS Committee in which they receive a trophy to be displayed in their classroom or office, a short written acknowledgment with their picture on the school’s display board, and an incentive from the Administrators.
WHY IT WAS DEVELOPED

On the heels of the tremendous success we found with our Watch D.O.G.S. (Dads Of Great Students) program, our team began looking for a way to recognize the awesome mothers in our district. The Mints and Moms initiative provides us not only with a wonderful opportunity to show appreciation to our M.O.M.S. (Mothers/Mother role models Of Marvelous Students), but it also allows us to continue to build positive relationships that then increase our volunteerism.

DESCRIPTION OF PRODUCT

Our M.O.M.S. initiative was designed to connect with the M.O.M.S. in Newton County School District who will be willing to generously donate their time to our students and schools. This initiative will be more “task-specific” than our Watch D.O.G.S., who “report for a day.”

Some of the areas that we are hoping to find coverage for are as follows:

• Daily slush duty
• At least four volunteers for the monthly Curriculum Day
• At least one volunteer for each classroom on Read Across America Day
• Teacher Appreciation Week
• Fun Day

As with Watch D.O.G.S., we will continue to focus on the safety of our students so background checks will be utilized.

IMPACT

Our goal is to create more opportunities to build meaningful family engagement in the Newton County School District. We recognize the nearly immeasurable value of family members and hope that by inviting/including them in school activities, we will increase the positive interactions and teachable moments between these strong female role models and our students.
Newton County Schools
M.O.M.S. (Mothers of Marvelous Students) Application
Decatur, Mississippi 39327
601-635-4902

Volunteer Name: ____________________________

Best Contact Number(s): ____________________________

Are you able to receive texts? _____ If so, what number? ____________________________

Email Address: ____________________________

Driver’s License Number: ____________________________

(Background Checks will be made).

Students’ Names | Grade | Homeroom Teacher
-----------------|-------|------------------

Check ✓ areas in which you would like to volunteer:

✓ Assist in the classroom | MTWTHF | Best Option
Clerical Assistance
Assist in the cafeteria
Assist in the teacher workroom
Assist in Art class
Assist in P.E. class
Assist in Library
Assist in the Computer Lab
Assist in the Music Class
Assist in Tutoring/Resource Room
Assist with Fund Raisers
Assist at Recess
Read to Classes
Slush Duty
Mentor
Test Monitor/Proctor
Career Day
Student Reward Days
Book Fair Days
Teacher Appreciation Week Support
Other (please list)

Empowering All Students To Thrive!
PROFESSIONAL DEVELOPMENT OPPORTUNITIES

School-Wide Positive Behavior Intervention and Support (SWPBIS) Two-Day New Team Training
  - This 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.

Tier 2 Systems and Interventions for Behavioral Support
  - This training provides the participant the opportunity to learn the Essential Elements of Mississippi’s Response to Intervention initiative regarding Tier 2 interventions, data collection and progress monitoring. 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.

Webinars
  - The webinars are an opportunity to revisit the Critical Elements of SWPBIS and provide the participants a platform to brainstorm solutions to obstacles impeding progress of implementation.

How to Create Meaningful Family Involvement
  - These trainings provide family members the opportunity to develop skills that will assist them in being effective team members at the school level and in reinforcing the PBIS process at home.
    - Introduction to SWPBIS
    - How to Be an Effective Team Member
    - Parenting with PBIS
    - Team Building
    - Webinars in partnership with the Mississippi Parent Training Information Center

For more information, please visit our website at www.usm.edu/reachms for training dates and locations.
PBIS SEEDS CALL FOR SUBMISSIONS

Call for Submissions: PBIS SEEDS

REACH-MS is excited to announce a new opportunity for schools and districts implementing Positive Behavioral 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 ten (10) 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 “Using Data for Long Term Change” are particularly sought.

A $250 stipend will be provided for each of the ten selected entries.

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Example of Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>Teaching</td>
<td>Lesson plans used for teaching the expectations/rules with pictures (if you have them), lesson plans where the expectation 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>Reinforcers</td>
<td>Pictures and plans from staff reinforcers, pictures and plans from student reinforcers, etc.</td>
</tr>
<tr>
<td>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>Using Data for Long Term Change</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>Building faculty and family</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 September 14, 2013. Please carefully follow all directions and review the scoring rubric prior to compiling your submission. You will be notified of our selections via e-mail by October 31, 2013. 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 MS Department of Education, and/or the U.S. Department of Education permission to use these products in products, trainings, and materials without further compensation.
APPLICATION FOR NEXT VOLUME OF PBIS SEEDS

PBIS SEEDS Application Cover Sheet

School District: ___________________________  School: ___________________________

Team Leader: ___________________________  Address: ___________________________

Email: _________________________________  _________________________________

Phone: _________________________________

How many years has your school been implementing PBIS? ________________________

Submission Process:

1. Submit the following documents electronically (no paper copies will be accepted)
   □ Written description of product being submitted (no more than 1 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 did it address 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). Please review the evaluation rubric for more information on how submissions will be rated.

   □ The product you are nominating in electronic format. Please be aware that 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 e-mail along with your product submission to reachms@usm.edu no later than 5:00 p.m. on September 14, 2013. Only fully complete applications will be accepted (both electronic 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 MS 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
# RUBRIC FOR SUBMISSIONS TO PBIS SEEDS

School/District: ___________________________  
Product ID: ___________________________

Reviewer’s Name: ___________________________  
Date: ___________________________

## PBIS SEEDS Evaluation Rubric

<table>
<thead>
<tr>
<th>CHECK THE CRITICAL ELEMENT REPRESENTED:</th>
<th>PBIS SEEDS Evaluation Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Basic Behavioral Principles</td>
<td>- Interventions and consequences</td>
</tr>
<tr>
<td>- School-wide expectations</td>
<td>- Office discipline referral process</td>
</tr>
<tr>
<td>- Rules for specific settings</td>
<td>- Teaming</td>
</tr>
<tr>
<td>- Teaching appropriate behaviors</td>
<td>- Building faculty &amp; family involvement</td>
</tr>
<tr>
<td>- Reinforcement system</td>
<td>- Using data for long-term change</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rate the QUALITY of the product.</th>
<th>Poor/None</th>
<th>Superior</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>The product demonstrates quality practices relating to the critical element it represents.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The rationale for <strong>developing</strong> the product/process is based on data or other supporting factors that are well described.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The quality of the evidence (quantitative or qualitative) submitted demonstrates the <strong>impact</strong> of implementation. Anecdotal reports of benefits will not be rated higher than &quot;5&quot;.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The submission includes a description of a development and/or implementation that is team based.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The product is inclusive of the needs of all students, including those with disabilities.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The product demonstrates family engagement (development, implementation, and/or evaluation).</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The suitability of Product for Print and Web Distribution</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL SCORE (total of above):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Reach MS SWPBIS Model Sites

1. **Alcorn County School District**  
   (Glen, Miss. – Corinth Area)
   - Alcorn Central High School (grades 9-12)
     Contact: Twila Bridges, Team Leader  
     662.286.8720; tbridges@alcornschools.org
   - Contact: Libby Young, Principal  
     662.489.2295; lyoung@pcsd.k12.ms.us

2. **Pontotoc County School District**  
   (TUPELO AREA)
   - North Pontotoc Upper Elementary (grades 5-6)
     Contact: Mary Harmon, Team Leader  
     662.489.3476; mharmon@pcsd.k12.ms.us
   - South Pontotoc Elementary School (grades K-5)
     Contact: Mary Harmon, Team Leader  
     662.489.3476; mharmon@pcsd.k12.ms.us
   - South Pontotoc Middle School (grades 6-8)
     Contact: Wilson Speck, Team Leader  
     662.489.2479; jspeck@pcsd.k12.ms.us

3. **Houston School District**  
   (Houston, Miss. – Tupelo Area)
   - Houston Upper Elementary (grades 3-5)
     Contact: John Ellison, Principal  
     662.456.3332; jellison@houston.k12.ms.us
   - Houston Lower Elementary (grades K-2)
     Contact: Emily Speck, Principal  
     662.456.3332; especk@houston.k12.ms.us
   - Houston Middle School (grades 6-8)
     Contact: Susan Weaver, Assistant Principal  
     662.456-3332; sweaver@houston.k12.ms.us

4. **Starkville School District**  
   (Oktibbeha County)
   - Ward Stewart Elementary School (grades 3-5)
     Contact: Diane Baker, Principal  
     662.324.4150; dbaker@starkville.k12.ms.us
   - Sudduth Elementary (grades K-2)
     Contact: Lisa Thompson, Principal  
     662.324.4160; lthompson@starkville.k12.ms.us

5. **Leake County**  
   (CARTHAGE AREA)
   - Leake Central Elementary School (grades pre-K-5)
     Contact: Julie Martin, Team Leader  
     601.267.9148; jmartin@leakesd.org
   - Leake County Elementary School (grades pre-K-6)
     Contact: Jennifer Nettles, Team Leader  
     601.253.2324; jnettles@leakesd.org

6. **Vicksburg Warren School District**  
   (Warren County)
   - Beechwood Elementary School (grades K-6)
     Contact: Devona Dew  
     601.638.3875; ddew@vwsd.k12.ms.us

7. **Jackson Public Schools**  
   (Hinds County)
   - McWillie Elementary School (grades pre-K-6)
     Contact: Linda Bodam, Team Leader  
     601.987.3709; lbodam@jackson.k12.ms.us
   - Poindexter Elementary School (grades pre-K-5)
     Contact: Leona Bishop, School Counselor  
     601.960.5304; labishop@jackson.k12.ms.us
   - Spann Elementary School (grades K-5)
     Contact: Nicole Menotti, Principal  
     601.987.3532; nimenotti@jackson.k12.ms.us

8. **Rankin County School District**  
   (Flowood, McLaurin, Pelahatchie, Miss. – Jackson Area)
   - Flowood Elementary (grades K-5)
     Contact: Dr. Kathy Martin, Principal  
     601.992.6277; kmartin@rcsd.ms

9. **Newton County School District**  
   (Decatur, Miss. – Meridian Area)
   - Newton County Elementary (grades K-4)
     Contact: Tracy Holliman, Assistant Principal  
     601.635.2956; tholliman@newton.k12.ms.us
   - Newton County Middle School (grades 5-8)
     Contact: Sherry Akins, Principal  
     601.635.4261; sakins@newton.k12.ms.us
   - Newton County High School (grades 9-12)
     Contact: Sue Geter, Team Leader  
     601.635.3347; sgeter@newton.k12.ms.us

10. **Lauderdale County**  
    (Meridian Area)
    - Southeast Elementary School (grades pre-K-6)
      Contact: Steven Holifield, Assistant Principal  
      601.486.2500; sholifield@lauderdale.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 SWPBIS and would like to be included as a model site, please contact us to schedule an on-site evaluation.
REACH MS: MISSISSIPPI’S STATE PERSONNEL DEVELOPMENT GRANT
DEPARTMENT OF CURRICULUM, INSTRUCTION AND SPECIAL EDUCATION

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