

REACH MS

Realizing Excellence for ALL Children in Mississippi

MISSISSIPPI'S STATE PERSONNEL
DEVELOPMENT GRANT

THE UNIVERSITY OF SOUTHERN MISSISSIPPI
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REACH MS: MISSISSIPPI'S STATE PERSONNEL DEVELOPMENT GRANT
DEPARTMENT OF CURRICULUM, INSTRUCTION AND SPECIAL EDUCATION
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REACH MS

Realizing Excellence for ALL Children in Mississippi

MISSISSIPPI'S STATE PERSONNEL DEVELOPMENT GRANT
THE UNIVERSITY OF SOUTHERN MISSISSIPPI

PBIS SEEDS

POSITIVE BEHAVIORAL
INTERVENTIONS AND SUPPORTS:
SEEING EXCELLENCE EMERGE
IN OUR DISTRICTS AND SCHOOLS

volume 4, spring 2014

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ABOUT *PBIS SEEDS*

What a pleasure it is to present this volume of *PBIS: Seeing Excellence Emerge* in our Districts (*PBIS SEEDS*). As schools in Mississippi get better and better at implementation, we find it harder and harder to choose which of your submissions to highlight in each issue. We had a record number of submissions, proof that *PBIS* is flourishing across our state. The submissions as a whole showed the innovative, hard-working and dedicated professionals we have in our schools. These positive seeds may have started simply as ideas of how to make *PBIS* work in *YOUR* school, but with effort and perseverance, you have brought them to fruition as positive, creative, and effective practices in schools near and far.

We are always pleased to see great things continuing to happen in schools with a long history of *PBIS* implementation. Our veteran schools know that *PBIS* must be constantly monitored and improved to maintain its benefits. It is also wonderful to see beginning implementers learn from and improve upon the examples of experienced schools and make *PBIS* a reality for even more students in Mississippi.

From the very beginning, our purpose in publishing *SEEDS* has been to shine a spotlight on schools that are working so diligently to make positive changes in their local communities. The schools and practices highlighted in this volume show a continued dedication to the well-being of our students, families, and communities. We hope you enjoy reading *SEEDS* as much as we have enjoyed bringing it to you.

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:

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

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

ABC's of Behavior Interventions and Consequences

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

Expectations

- o Generate expectations in alignment with Mississippi's Response to Intervention recommendations.
- o Create a school motto.
- o Identify your top three to five school-wide expectations.
- o Define expectations in easily understood language.

Rules for Specific Settings

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

Teaching

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

Reinforcement

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

Office Discipline Referrals

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

SWPBIS Team

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

Faculty and Family Involvement

- o Identify strategies to enhance communication, motivation and meaningful involvement of faculty and family members.

USING DATA FOR LONG-TERM CHANGE

THAMES ELEMENTARY SCHOOL

PRODUCT: READY TO RIDE, TIGERS ON BOARD!

WHY IT WAS DEVELOPED

The initiative was developed and put in place to ensure students were provided appropriate bus safety skills for them to use while being transported on the bus. It is also used to make our PBIS policy relevant in all areas of the school. It is a reinforcing teaching tool to help students apply “The Three Be’s” outside of the ordinary school setting. This product was data-driven and was developed by our school-wide PBIS team which consists of teachers, counselors, administrators, parents, bus drivers and students.

DESCRIPTION OF PRODUCT

The focus of “Ready to Ride, Tigers on Board” is to continue to decrease the number of bus referrals by providing extensive bus training to our drivers and teaching bus safety skills to our students. The initiative includes training bus drivers on our Thames ELEMENTARY Positive Behavior Support Plan. The bus drivers are worked with on how to respond to the students and how to praise and reward the students for positive behavior. It places special emphasis on bus safety skills for students and drivers. The bus drivers are provided with Tiger Tickets, which are given to students who behave in a positive manner on the bus. These tickets are connected to the school-wide PBIS plan and can be cashed in for prizes. Not only are positive incentives provided to the Tiger Passengers, but throughout the year, the bus drivers are rewarded with items such as water bottles, cold bottled water, doughnuts and sack lunches to let them know how much they are appreciated. Each month a bus of the month is chosen, and a special celebration is held for these students. Our Ready to Ride initiative also provides activities and tips for parents, students and teachers to ensure the safe transport of students to and from school each day. It reinforces our school behavioral expectations: Be safe, Be Respectful, and Be Responsible.

IMPACT

This initiative has had a really strong impact on our students, bus drivers and school as a whole. The initiative began last school term in August of 2012, and during that time, the behaviors of the students began to improve and referrals began to reduce in number. The initial bus training, which is conducted by the counselors and assistant principal, is done the second week of school in August. During this training, the students who ride the nine buses are divided into two separate groups, and a bus safety PowerPoint, video and actual practice on how to behave on the bus is done. Our transportation director schedules for buses to be available during the training, and he comes along with several bus drivers to speak with the students on the importance of bus safety.

The total number of bus referrals for the 2011-12 school term was 169, and at the end of the end of the first year of Ready to Ride, the total number of bus referrals had decreased from 169 to 29. For the month of August 2013, our total number of referrals for the bus was two.

Bus Safety

We at Thames ELEMENTARY are glad that you are taking the time to talk to your child(ren) about the importance of school bus safety. School buses are one of the safest forms of transportation, but unfortunately every year children are injured across the country in school bus accidents. Please take some time to speak to your child(ren) about the following school bus safety rules:

- **Be on time to the bus stop**
- **Walk to and from the bus**
- **Obey the bus driver at all times and treat him/her with respect**
- **Treat everyone with respect, including self**
- **Remain in seat and keep hands, feet, and objects to self**
- **Use quiet voice**
- **Keep the bus free from trash and litter**

Thank you for your assistance. Working together, makes it all work.

Thames ELEMENTARY

“Work Hard, Get Smart”

“READY TO RIDE”

USING DATA FOR LONG-TERM CHANGE

THAMES ELEMENTARY SCHOOL

SCHOOL BUS BEHAVIOR CONTRACT

- I pledge to....Be on time to the bus stop and stand patiently and respectfully with the rest of my peers.
- Obey the bus driver at all times and treat him/her with respect.
- Treat everyone with respect, including myself.
- Remain in my seat and keep my hands and feet to myself.
- Use my quiet voice and say things that are only positive and kind to those around me.
- Keep the bus free from trash and litter.

I am "Ready to Ride" and adhere to the bus expectations. I have read and understand what is expected of me when riding the school bus. I agree to follow the bus rules set by Thames ELEMENTARY School and Hattiesburg Public School District. I also understand that the bus expectations set forth to ensure a safe ride for myself and other students.

Student Signature

Date

Parent Signature

Principal

Assistant Principal

Counselor

EXPECTATIONS AND RULES

SHERMAN AVENUE ELEMENTARY SCHOOL

PRODUCT: THE BULLDOG BOOK: A GUIDE TO STUDENT SUCCESS

WHY IT WAS DEVELOPED

Prior to the implementation of PBIS at our school the only guidance parents had to share with students was an intimidating manual created by the district school board. We noticed an average of approximately a dozen or more calls per day in regards to rules that were covered in the district handbook. Recognizing this need led us to create our own student manual called, “The Bulldog Book: A Guide to Student Success.”

DESCRIPTION OF PRODUCT

During the first two weeks of school the books are shared with students and families. Students are then taught school wide expectations in every class including special area classes. In the third week of school, faculty presented an onstage performance during the last period of the day to reiterate the expectations in our Bulldog Book. We performed those expectations to the tune of “The Twelve Days of Christmas”. The production was very well received by the students and the parents. Each faculty member dressed in character to support their role and played their part with great enthusiasm. The presentation also included sensitivity training. We discussed how we should be sensitive to the needs of others, including students with special needs, SPED students and Gifted students. The students (and families) were fully engaged and left the production singing and repeating what they had learned.

IMPACT

The number of calls we’ve received has decreased dramatically since creating “The Bulldog Book: A Guide to Student Success” - from twelve a week to six per month. We continually reinforce the use of the book as we review it at the beginning of the year and periodically throughout the year with parents and students. It is also available in Spanish.

The Bulldog Book A Guide to Student Success

Dear Boys and Girls,

This booklet was written to help you be a successful student at Sherman Avenue ELEMENTARY School.

By remembering and using this information, we know that you will be a successful learner.

Your teacher will use this book throughout the school year to help you and your classmates understand what it means to be a responsible, respectful, resourceful, and safe learner. We also ask that you read through this book with your family and have them help you to know what it means to be a responsible, respectful, resourceful, and safe member of your family.

We hope that you have a great year at school. If you ever need help, please ask an adult. We are all here to help you be the most responsible, respectful, resourceful, and safe person you can be.

Mr. Hume, Principal

MOTTO

Sherman Avenue ELEMENTARY believes we all can be successful by being RESPONSIBLE, RESPECTFUL, RESOURCEFUL, and SAFE.

SHERMAN AVENUE'S EXPECTATIONS It's the Sherman Way!

Bulldogs are Responsible!

We come to school prepared.
We bring our books, supplies, notes, and our homework so that we are ready to learn
We are careful with our own property and the property of everyone at Sherman Avenue ELEMENTARY.

Bulldogs are Respectful!

We listen carefully, follow directions, and work quietly so that everyone can learn. We celebrate diversity and treat others as we would like to be treated.

Bulldogs are Resourceful!

We use our "cool tools" to solve problems.
We think about a question before we ask it.
We use knowledge we already have, books we have read, and our classmates to help answer a question before asking the teacher.

Bulldogs are Safe!

We follow all the school rules.
We walk in the building and on the sidewalks.

EXPECTATIONS AND RULES

CARDOZO MIDDLE SCHOOL

PRODUCT: CARDOZO MIDDLE SCHOOL P.R.I.D.E. EXPECTATIONS

WHY IT WAS DEVELOPED

Cardozo Middle School opened its doors just three years ago during the 2010-11 school year. As a new school, it was very apparent there was a need to set the climate for learning and behavior, not only because Cardozo was a brand new school, but because the students in our population reside in three very different neighborhoods and had attended three very different schools during the previous school year. Expectations, rules and procedures were necessary to ensure that we provided students with a structured and positive environment for learning.

DESCRIPTION OF PRODUCT

The students, faculty and staff of Cardozo Middle School show our Lion's P.R.I.D.E. every day. P.R.I.D.E. stands for Productive, Respectful, Informed, Diligent and Efficient. P.R.I.D.E. is the expectations that are put into practice while in the classroom, hallways, rest rooms, cafeteria and on the bus. At Cardozo, we strive for excellence one day at a time. By igniting the vision of a new generation, we achieve academic excellence, build strong individual character, promote self-esteem, and instill a desire for lifelong learning. Through teamwork, we develop learning environments that promote our Lions P.R.I.D.E.

Administrators, teachers, students and parents developed all of the PBIS products for Cardozo Middle School. Several meetings were conducted to ensure that all stakeholders took part in the development of our school rules and expectations. PBIS products were developed during PTSA meetings, faculty senate meetings and site council meetings.

IMPACT

The PBIS products used in our school have made a major impact on the positive environment we provide for our students. During August of our first school year, the average amount of referrals per day was seven. During September of our first school year, the average amount of referrals per day was four. Each month thereafter, the average amount lowered. During the 2011-12 school year, the average referrals per day went from twelve to four.

PRODUCT: PBIS LESSON PLANS AND MINI BEHAVIOR EXPECTATIONS POSTERS

WHY IT WAS DEVELOPED

Developed by teachers on the PBIS team, the lesson plans help the instructional staff explicitly teach the school-wide expectations. These common lesson plans provide consistency for students and staff members as the school-wide expectations are taught across the grade levels in every area of the building.

DESCRIPTION OF PRODUCT

The Davis Magnet PBIS Lesson Plans and Mini Behavior Expectations Posters provide instructional plans and support materials for the school-wide behavior expectations. Lesson plans and posters have been developed for the general classroom; auditorium; playground; hallways, stairs and sidewalks; cafeteria; and rest rooms. Modeling, group discussion and student practice are the instructional strategies featured in these lesson plans. Teachers use the mini posters as support materials while teaching the school-wide behavior expectations.

IMPACT

The school-wide use of the Davis Magnet PBIS Lesson Plans has resulted in a decrease in classroom (minor) discipline reports. During our first two years of PBIS implementation, the number of classroom (minor) discipline reports decreased by 61%. In 2010-11 a total of 180 minor discipline reports were recorded, but in 2011-12, only 71 classroom (minor) discipline reports were recorded. In addition the results of our School-Wide Evaluation Tool (SET) visit in April 2012 revealed that 100% of the interviewed students and staff accurately stated behavior expectations for a given area.

PRODUCT: PBIS LESSON PLANS

WHY IT WAS DEVELOPED

This product was developed by the PBIS team, school administrators and staff members so teachers and staff could teach expected behaviors with continuity.

DESCRIPTION OF PRODUCT

The PBIS pictorial representation shows the excitement of PBIS Store days and the several recipients of the items earned when points are “banked” or collected over time. We also use this system with our staff. Members utilized displays as reminders, but they also enjoyed receiving goody baskets as an incentive to turn in documented PBIS points on time and accurately.

IMPACT

As a result of all teachers and staff teaching and implementing the lesson plans, we have had a more than 20% decrease in office referrals and a more than 10% decrease in in-school and out-of-school suspensions. The students had an overall increase in expected positive behavior and demonstrated the ability to make better choices in the classroom, hallways, cafeteria, bus, bathrooms and playground areas.

PRODUCT: HAUNTED DOOR COMPETITION

WHY IT WAS DEVELOPED

As an extension of last year's Teen Read Week activities, we decided to host a door decorating competition. This product was created to get each student and teacher involved in a fun activity for teaching and promoting our Code of Conduct. We also asked our middle school to participate. The product was created, designed and implemented by the PBIS team.

DESCRIPTION OF PRODUCT

The PBIS team created the criteria by which the doors would be judged, formatted a rubric, and asked for volunteers from the community to judge the doors. We sent a global email to the teachers, asking each first period class to participate. The email included the criteria by which the doors would be judged. We asked the judges to choose one winning door from the high school and one from the middle school. The PBIS team treated the students of the winning classes to a cart party (drinks and snacks on a cart) and gave each of the two teachers a gift bag. As a token of our appreciation for their participation in this activity, we presented all the teachers with a cake, which was decorated with pictures of each decorated door. We decorated the teachers' table in the cafeteria and put the cake in the center so that each teacher could select the piece of cake that had the picture of his or her door on it.

The criteria by which the doors were judged were as follows:

Theme	Self-Control
Creativity	Originality
Incorporation of our Code of Conduct	Spookiness
Respect	Attention to Detail
Responsibility	Overall Design

IMPACT

The impact of this product was that it provided the teachers with an interesting activity with which to teach our Code of Conduct, and the students had fun while being reminded of our behavioral expectations. This activity was such a success that our staff requested that we do it again this year.

REINFORCEMENT

DAVIS MAGNET SCHOOL

PRODUCT: REACH FOR THE STARS GRAPH

WHY IT WAS DEVELOPED

The teachers on the PBIS team developed the “Class of the Month” rewards to recognize the positive behavior of individual students and encourage students to work together as a class to exhibit positive behavior. The team also saw a need to create a reinforcement system that is not dependent on the availability of monetary funds.

DESCRIPTION OF PRODUCT

The Davis Magnet PBIS team names a “Class of the Month” to recognize a class of students for their collective positive behavior. Throughout the day and in every area of the school, staff members award stars to individual students for demonstrating International Baccalaureate (IB) attitudes and/or learner profile attributes. Upon receiving a star, students proceed to the large graph titled “Reach for the Stars! Be a caring, principled and safe learner.” The student writes his/her name on the star and the attitude or learner profile attribute demonstrated to earn the star. The student then posts the star on the graph in the area labeled with his/her homeroom teacher’s name. At the end of the month, the stars are counted, and the class with the most stars is named “Class of the Month.” The class of the month receives a trophy to display in the classroom and a sign to display in the hallway. The “Class of the Month” also selects a class reward from the reward menu. The menu was developed from the results of a student survey (for example, Mrs. Harris’ first grade class was named the first class of the month for the 2012-13 school year and selected a uniform-free day as their class reward).

IMPACT

Students find the “Class of the Month” rewards extremely motivating. As they post their stars on the graph, students proudly share the reasons they received the stars. Students continually monitor the graph to see which class is in the lead.

REINFORCEMENT

NORTHWEST RANKIN ELEMENTARY SCHOOL

PRODUCT: MEANINGFUL REINFORCEMENT FOR OLDER CHILDREN

WHY IT WAS DEVELOPED

After our first year implementing PBIS at Northwest Rankin ELEMENTARY, we realized we needed more reinforcers for our older students. Shopping at the PAWS store for “trinkets” did not seem to be as effective for them.

DESCRIPTION OF PRODUCT

NWRE PBIS team members surveyed the upper-grade students to find their interests. Their responses were things that involved spending time with them rather than spending money on them! We realized that we could meet a lot of these suggestions by pulling from staff members and community members.

We now have various certificates that they can purchase at the PAWS store! Some of the community involvement certificates include the following: “Art Class” with an artist, “Baseball Clinic” with a professional baseball player, “Mad Scientist Class” with a community scientist, and “Cheer Clinic” with high school cheerleaders.

The community involvement certificate dates are planned at the beginning of the school year. By planning the dates early and posting them on our PBIS bulletin board, the students are made aware of how long they need to save and how many tickets they need in order to buy the certificate.

IMPACT

This will be Northwest Rankin ELEMENTARY School’s third year to have community-involved certificates.

The students are very eager to save tickets to buy the certificates and spend time with community members. Not only is this a great reinforcer for the students, it allows us to partner with local community members and build those relationships as well.

REINFORCEMENT

STEEN'S CREEK ELEMENTARY SCHOOL

PRODUCT: EAGLE'S NEST TICKET CART

WHY IT WAS DEVELOPED

After conducting a school-wide survey on Survey Monkey in the spring of 2012, the PBIS team created the Eagle's Nest Cart reinforcement system. The new system was developed for several reasons. Initially our weekly reinforcement system was a ticket store (Eagle's Nest Store), where all students would shop on a single day at the same place. We had a set schedule where teachers would bring their class at a specific time to redeem their Eagle Pride Passes. We quickly realized that this was not an effective reinforcement system. In order to receive teacher feedback about our reinforcement system, we conducted a teacher survey in the spring of 2012. Almost 100% of our teachers decided that each grade needed their own "store." We came up with the idea of three mobile carts that could float around each grade's hall. Teachers now have less classroom disruption, we don't spend as much money as we used to maintaining the ticket store, and teachers and students now decide which rewards/incentives they would like to see in their cart.

DESCRIPTION OF PRODUCT

The "Eagle's Nest Cart" is our weekly reinforcement system for positive student behavior. All staff at Steen's Creek ELEMENTARY reinforce students with "Eagle Pride Passes" (tickets) when they observe students

making positive choices and showing their Eagle pride. Students are encouraged and reminded daily to be respectful, kind, good listeners and diligent workers. Students accumulate Eagle Pride Passes throughout the week when they are caught showing their Eagle Pride. Every Friday students may choose to redeem their Eagle Pride Passes at the Eagle's Nest Cart. We have three carts rotating at our school each week. Kindergarten teachers maintain the kindergarten cart, first grade teachers maintain their cart, and second grade teachers maintain their cart. The kindergarten Eagle's Nest Cart includes rewards such as pencils, suckers, erasers, etc. The first and second grade carts include less tangible rewards than the kindergarten cart. Some students choose to save their tickets from week to week in order to save up for one of the top rewards...sitting in the teacher's chair, having lunch with a friend, etc. Students are always excited to "shop" at their grade's cart.

IMPACT

Now that we are implementing our mobile Eagle's Nest Cart reinforcement system, teachers have less classroom disruption, we don't spend as much money as we used to maintaining our ticket store, and teachers and students now decide which rewards/incentives they would like to see in their cart (we have more teacher buy-in).

PRODUCT: SENIOR GRADUATION PEP RALLY AND WALK

WHY IT WAS DEVELOPED

The Sumrall High School Graduation Pep Rally and Walk was started in May of 2012. This event is part of our Commitment to Graduate (C2G) program that encourages our students to complete high school and receive a diploma.

DESCRIPTION OF PRODUCT

On pep rally day, students in grades 6-12 are in the gym as they are during athletic pep rallies—each grade has an assigned spot throughout the year. The seniors, wearing their caps and gowns, enter the gym in a processional and sit in the senior section. Our principal then talks to the student body about the significance of the regalia worn by seniors and then shows them a diploma. Each senior's name is called as that senior comes from the stands to the gym floor. After all seniors are announced, the juniors move to the senior section as they symbolically become seniors. Each class moves up, even the eighth graders who walk through a “tunnel” formed by the graduates (the eighth graders sit on the opposite side of the gym from the high school students).

After the pep rally, the seniors (still wearing caps and gowns) get on buses and go to Sumrall ELEMENTARY, where they walk through halls lined with cheering ELEMENTARY students. Many of our seniors say this day is the highlight of their senior year!

IMPACT

Many underclassmen never attend a graduation ceremony so they don't see the graduates in cap and gown. Also, many never see a diploma. C2G was developed by Lisa Spain to promote graduation and provide an outlet whereby students could see what they are working to achieve. We have several students who were motivated to stay in school and receive a diploma due to this event.

PRODUCT: THE GOLDEN SPOON AWARD

WHY IT WAS DEVELOPED

The Golden Spoon cafeteria reinforcement incentive was developed to recognize classes that exhibit excellence in following our cafeteria expectations and procedures. The cafeteria is quite large at Ward Stewart. In order for lunch to run smoothly, a set of procedures and expectations is essential. The product was developed by the assistant principal with input from the administration and the PBIS team.

DESCRIPTION OF PRODUCT

Administrators reward classes with a golden spoon when they demonstrate excellent cafeteria behavior and follow the cafeteria procedures. The class from each grade with the most spoons is recognized regularly and rewarded each month. Golden Spoon rewards include an announcement made by the assistant principal to the entire cafeteria that the “Golden Spoon” winner is entering the cafeteria, a special table in the cafeteria with gold tablecloths, golden beads to wear all day, a special sign for their door, eating lunch outside and golden bubbles. Their name is also displayed on a “Golden Spoon Winners” chart on the wall as you enter the cafeteria.

IMPACT

The impact has been a decrease in inappropriate behavior in the cafeteria. The cafeteria is a more peaceful place for everyone to enjoy their lunch. The cafeteria workers also agree that lunch runs more smoothly, and the cafeteria is cleaner after lunch is complete.

PRODUCT: PANTHER BUCKS

WHY IT WAS DEVELOPED

After the school-wide PBIS team was established, we began our PBIS planning by developing a school motto – “Panthers ‘PAWS’ and Make Good Decisions!” We focused on the word “PAWS” by adding important words to each letter: P – Prepared, A – Attitude, W – Work Hard, S – Self-Control. We ended our motto by adding “Cubs today, Panthers Tomorrow!” We wanted to instill these characteristics into our students. The school motto is announced every day on the morning announcements. We then focused on developing a classroom behavior plan, school-wide expectations and school-wide rules. Again, we wanted consistency to play a major role in our behavior plans. We then came up with a school-wide consequence chart.

DESCRIPTION OF PRODUCT

This consequence chart is a simple and practical guide to be used by all classrooms throughout the school. We did not have any type of reinforcers in place, and we wanted to focus on students making good decision so we came up with a reward system. We now use “Panther Bucks” to reinforce good behavior. The students could earn Panther Bucks for any positive behavior, and any staff member in the school could hand them out to the students. This helped reinforce positive behavior in and out of the classroom. The students could then cash in their bucks for nontangible and tangible rewards. Our PTO has furnished a Panther Buck Store for our students to cash in the Panther Bucks that they earn. PTO parents open the store at the end of each month. We also came up with class rewards that the students could earn as an entire class. These are class marbles that the class can earn. When the class marble jar is full, they can win a popcorn or popsicle party.

IMPACT

We have seen tremendous impact since starting this initiative. Both the Panther Bucks and the marble jars have been great ways to reinforce our positive behavior. The students love earning bucks and marbles and work hard to do so.

PRODUCT: DAVIS MAGNET BEHAVIOR FLOWCHART

WHY IT WAS DEVELOPED

The Davis Magnet Behavior Flowchart was developed by the PBIS team as a tool to assist teachers and staff in determining appropriate and consistent behavior consequences for students.

DESCRIPTION OF PRODUCT

The flowchart guides teachers and staff in deciding if student behaviors are minor or major. It then guides them in following the appropriate steps for discipline referrals.

IMPACT

The flowchart has eliminated confusion and has helped tremendously in the consistency of handling office discipline referrals for all our students. It has made our discipline process run much more smoothly and effectively for both staff and students.

PRODUCT: BUS DRIVER APPRECIATION AND BUS OF THE MONTH

WHY IT WAS DEVELOPED

It is our belief that learning is a shared responsibility – this includes the bus drivers that greet our students each morning and wave goodbye each afternoon. To encourage our bus drivers to make meaningful relationships with our students, we show our appreciation for their service. We were also dissatisfied with the amount of bus referrals that our students were receiving. In an effort to decrease the amount of bus referrals, the PBIS committee originated our Bus of the Month program.

DESCRIPTION OF PRODUCT

Throughout the year, our bus drivers are presented with various treats for assisting in maintaining positive behavior for our students. We pass out copies of our DeLisle Cookbook, along with a bag of Skittles for thanking them for bringing a “rainbow” of sunshine to our kids each morning. We also award a “Bus of the Month” to the bus that has maintained zero bus referrals for the month. The driver receives a gift card to a local restaurant, and the students receive a 20-minute pizza party with their bus driver. The biggest reward, however, is the coveted “Bus of the Month” magnet that the driver gets to display on his/her bus for the entire month.

IMPACT

As a result of our bus driver appreciation and Bus of the Month, we have created a relationship between the drivers and the administration. They are now comfortable enough to come and speak to us regarding a student, rather than sending in a bus referral for an incident that may have been minor. We have helped them to feel more a part of our school community and culture by implementing this initiative. We have also seen an incredible decrease in our bus referrals as outlined in our graph. The students greatly look forward to celebrating with their bus drivers when they are chosen as Bus of the Month.

PRODUCT: ON-CAMPUS FAMILY INVOLVEMENT SURVEY

WHY IT WAS DEVELOPED

In an ongoing effort to keep the momentum of our highly successful Family Involvement Initiative moving forward, we recognized the need to develop and maintain an updated list of those adults who are able to participate and be involved on campus as a positive influence and role model for our students.

DESCRIPTION OF PRODUCT

The survey is a simple but highly effective tool to communicate with our family and community members. We share our areas of need, and it allows them the opportunity to participate on our campuses by sharing their valuable time, skills and influence with our students.

IMPACT

The results of the surveys never cease to amaze us. They prove time and again that our family members want to be involved with our students and engaged in meaningful tasks on our campuses and in our district. Creating and utilizing tools like this one and continuing to support our Family Involvement Initiative continues to strengthen the relationships between our schools, our district and our family members and community.

PRODUCT: THE RCSD PBIS NEWSLETTER

WHY IT WAS DEVELOPED

Rankin County School District is the third-largest school district in the state of Mississippi and currently has seven ELEMENTARY schools (one of which is a model PBIS school) and one high school implementing School-Wide Positive Behavior Interventions and Supports. Last year (SY 2012-13), the Special Education Department set a goal to have each special education classroom in the district implementing PBIS, whether the classroom was in a PBIS school or not. Teachers were excited about the effects it was having on the feel of their classrooms, and the amount of creativity used to motivate PBIS within the classroom was truly amazing.

DESCRIPTION OF PRODUCT

In order to spread the word around the district about the great effect of PBIS in the SPED classrooms, Genna McAlpin wrote and distributed the first RCSD PBIS Newsletter. Mrs. McAlpin left RCSD to carry her PBIS passion on to a different position in the state, and Courtney Denton, along with her team, continues the PBIS efforts for special education in the district. The district SPED PBIS team established the SY 2013-14 goal of extending and connecting PBIS between the SPED classroom and general education environment. This goal is not only to provide special education students the extra support and encouragement they need in all environments, but also to exemplify the numerous positive effects PBIS can have on all students, no matter the environment.

IMPACT

One step used to build faculty support and family/community involvement is through the continuation of the newsletter (which addresses ideas, "Skill of the Month," monthly district meetings and PBIS in all environments) and making it available to all SPED staff, district staff/teachers and administrative staff in the district. Since carrying out this step, the newsletter is now used in the RCSD Communicator, which is the newsletter sent to all RCSD children and their families, as well as being shared with other classes in the district, who are using the ideas in their own classrooms. We only hope this building of involvement will lead to eventual district-wide PBIS implementation!

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