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 5, SPRING 2015
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ABOUT PBIS SEEDS

Spring has sprung! It is a time to see new growth and appreciate the results of the hard work you’ve been doing all year. This issue of PBIS: Seeing Excellence Emerge in our Districts (PBIS SEEDS) is wonderful evidence of the growth of the seeds you all have planted within your students and schools. We are so pleased to have the opportunity to enjoy and share the fruits of your labor here.

Our largest publication to date, this edition is full of tools and products created by some incredible people who work every day to improve the lives of the students they teach, the staff who work so diligently at each of these schools, and the families and communities with whom they partner. Once again, our veteran schools never fail to amaze us with their continued efforts and successes. We’ve also seen a number of schools who are newer to the PBIS process show us that hard work, focused energy, and school-wide engagement can result in very positive outcomes.

We were pleased to see an increase in the number of submissions related to Teaching and Using Data for Long Term Change. We’ve come a long way from the days when the majority of products highlighted were “Reinforcement” related. While reinforcers have their purpose, and a “minor infraction tracking form” doesn’t seem nearly as exciting as a “Popcorn, Pickle, Popsicle Party,” we know that all these tools have value beyond measure. We were also excited that two of our chosen products were DVD submissions. As technology continues to move forward, so will SEEDS.

As always, we are honored to have the opportunity to shine the spotlight on the schools, districts, and individuals who are out there making great things happen for Mississippi’s students. More and more every year we see the improvements related to PBIS across our state and in our communities and we know YOU are making a difference.

We hope you enjoy this edition of SEEDS. We sure have.

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

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

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

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

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

ABOUT PBIS

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

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

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

**Using Data for Long-Term Change**

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

**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).

**PBIS 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 PBIS 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

Alcorn Central High School, a PBIS Model Site school since 2007, strives to constantly be aware of our efforts to promote positive behavior in our school and among our students. When the data for the 2013-14 school year was examined, we discovered (what we had already suspected) that our referrals for kids skipping homeroom was out of control! With an outgoing principal, our students were skipping their required homeroom period and hanging out in the halls or in the break area when it was not their break time and doing so without consequences.

DESCRIPTION OF PRODUCT

Block 101 classes are student-interest classes created to be offered by our teachers and selected by the students on Tuesdays and Thursdays in place of homeroom. We strive to introduce students to skills not taught in the everyday classroom, such as basic sewing, guitar, line dancing, business etiquette, garden basics, book club, job skills, crocheting, knitting, card games, calligraphy, spike ball and conversational French.

IMPACT

The students overwhelmingly enjoy Block 101 because they get to choose the classes they attend. They get to know more people because their Block 101 classes are a different group of people than their homeroom, which is still in session Mondays, Wednesdays and Fridays. The incidences of skipping homeroom have drastically decreased in the Office Referral Data. In the 2013-14 school year there were 76 versus the 10 we’ve had in 2014-15. This is a great example of examining your data and then making changes as needed to address the problems the data uncovers.
WHY IT WAS DEVELOPED

This product was developed to collect data that is necessary to identify effective ways of changing minor inappropriate classroom behavior before it results in a major office discipline referral.

DESCRIPTION OF PRODUCT

We needed a form that would assist us in identifying the pattern of the behavior and then determine which interventions would be most effective for the student. In order to do this, we began to look at and track when the behaviors were occurring; what the recurring behaviors were; what classroom interventions had been used and were effective; and why the behavior was occurring in the first place. Understanding the basic principles of behavior allowed us to see why problem behaviors were occurring. Once we understood what was happening and why, we were able to develop more effective class-wide interventions.

IMPACT

The Classroom Minor Incident Tracking Form has had a major impact on the number of students that received major office referrals for continuous misbehavior. Tracking the cohort over a three-year period has shown significant student behavior improvements in most areas. The teachers continue to find ways to decrease misbehavior in their classrooms by using the appropriate incentives for the students.
Classroom Minor Incident Tracking Form

Student's Name: ________________________________ Teacher: ________________________________

| Date of Incident | Time | Location | Minor Behavior (Circle, highlight, or check and\linebreak) | Consequence: Conference with Student and Parent\linebreak | Conference Date and Time:

1. Not on Task/Paying Attention
   2. Throwing Objects
   3. Talking
   4. Not completing homework
   5. Not Listening
   6. Minor Physical Contact
   7. Disrespectful – Talking Back
   8. Uniform Code – jacket, belt, shirt not tucked in pants
   9. Not Following Directions
10. Getting up without permission
11. Chewing Gum
12. Not Raising Hand
13. Not being Prepared for Class
14. Making Noises or sounds
15. Refuses to stay in seat

| Date of Incident | Time | Location | Minor Behavior (Circle, highlight, or check and\linebreak) | Consequence: Conference with Student and Parent\linebreak | Conference Date and Time:

1. Not on Task/Paying Attention
   2. Throwing Objects
   3. Talking
   4. Not completing homework
   5. Not Listening
   6. Minor Physical Contact
   7. Disrespectful – Talking Back
   8. Uniform Code – jacket, belt, shirt not tucked in pants
   9. Not Following Directions
10. Getting up without permission
11. Chewing Gum
12. Not Raising Hand
13. Not being Prepared for Class
14. Making Noises or sounds
15. Refuses to stay in seat

Percentage of Students with a Continuous Misbehavior Office Referral

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>6%</td>
<td>24%</td>
<td>24%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>10%</td>
<td>21%</td>
<td>8%</td>
<td>4%</td>
<td>22%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>14%</td>
<td>5%</td>
<td>4%</td>
<td>11%</td>
<td>2%</td>
</tr>
</tbody>
</table>
WHY IT WAS DEVELOPED

After years as a successful PBIS school, the Newton County Elementary PBIS Leadership Team realized it was time to strengthen the Reinforcers at NCES. With the addition of Cougar Store Fridays, our “big” Cougar Buck Cash-in rewards were a concern.

DESCRIPTION OF PRODUCT

Developed by the PBIS Leadership Team, the Newton County Elementary School Student Survey provided just the information needed from the students on the acceptance of the new implementation of the 2013-14 Cougar Store Fridays Initiative. The tool allowed us to survey the students, receive their input, and then implement their new ideas for rewards. In doing this, we have been able to strengthen the “big reinforcements” to meet the changing wants of the students and offer them the incentives their feedback told us they would work for.

The survey was taken during the last week in the 2013-14 school year with promise of new implementation in the 2014-15 school year. The PBIS Leadership Team’s summer meeting provided time to review the submissions and make adjustments for the upcoming year. One of the “big” rewards desired was a football clinic (both boys and girls participated), and a cheerleader clinic was also added to complement the new reinforcements.

IMPACT

When the PBIS Team reviewed the first nine weeks data, the results showed a 65% reduction of ODRs when comparing the 2013-14 first nine weeks to the 2014-15 first nine weeks after the new ideas were presented at the beginning of the year. In addition, the Cougar Cash system has had a resounding resurgence of excitement.
Newton County Elementary School

Student PBIS Survey

1. Did you like the addition of the Cougar Buck Store (in activity)? Yes or No
2. What was your favorite prize from the Cougar Buck Store this year? ________________________
3. What was your favorite prize from the Cougar Cash-in Days?
4. How can we make things BETTER at NCES next year? ____________________________________
WHY IT WAS DEVELOPED

After reviewing data, a trend of inappropriate behaviors increasing in frequency on many buses was observed. There were also more ODRs from the buses than from any other location of the school. The PBIS team began to plan to address bus behavior. The first step for the team was to reach out to bus drivers. An appreciation breakfast was served to bus drivers to thank them for getting our kids to school safely on time. Bus drivers were given the opportunity to make suggestions and give feedback as the plan was developed to reinforce positive bus behavior.

DESCRIPTION OF PRODUCT

Each bus driver nominates an elementary student who is Ready, Responsible and Respectful as a Cougar Cruiser every two weeks. All Cougar Cruisers receive a certificate signed by their bus drivers and participate in a group picture (if the permission form is signed). The photo is displayed by the office and submitted to the local newspaper. Students’ names are also put in a drawing every nine weeks. Buses that do not have any major behavior problems during those two weeks are given a Cougar Paw to display as a sign of their “GRRReat” behavior.

To kick start the Cougar Cruiser program and to reteach expected behaviors, students were gathered for an assembly. Students from our gifted class performed skits modeling appropriate and inappropriate behavior. A skit narrator explained which rules were broken and announced the expected behavior. The narrator also emphasized that good behavior helps keep our students safe because our bus drivers can concentrate on driving instead of correcting students’ inappropriate behavior.

IMPACT

New rules posters were displayed on each bus to remind students of the rules. Since November 17, we have seen our bus discipline write-ups decrease by approximately 40 percent, and several bus drivers have shared positive feedback about the impact the program is having on their buses.
<table>
<thead>
<tr>
<th>Calibration</th>
<th>20</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bus Data</strong></td>
<td>All Write-ups</td>
<td>Majors</td>
</tr>
<tr>
<td>Wk 1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Wk 2, 3</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Wk 4, 5</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Wk 6, 7</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>Wk 8, 9</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>Wk 10, 11</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Wk 12, 13</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Wk 14, 15</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td><strong>Average (wks 1-15)</strong></td>
<td>12.4</td>
<td>7.3</td>
</tr>
<tr>
<td>Wk 16**, 17</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>Wk 18, 19</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>wk 20, 21</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>wk 22, 23</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>wk 24, 25</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>wk 26, 27</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>wk 28, 29</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>wk 30, 31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wk 32, 33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wk 34, 35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wk 36, 37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wk 38</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average (wks 16-38)</strong></td>
<td>5.7</td>
<td>4.0</td>
</tr>
</tbody>
</table>

* Data is bi-weekly to coincide with our Cougar Cruiser Program hap
** Bus Assembly Monday of Wk 16

---

### Referrals by Location - Multi-Year

Major, 2011-12 - 2014-15

![Referrals by Location Chart](chart.png)

- **2011-12**
- **2012-13**
- **2013-14**
- **2014-15**
EXPECTATIONS AND RULES
YAZOO CITY ALTERNATIVE LEARNING CENTER (ALC)

PRODUCT: ALC GREAT EXPECTATIONS AND RULES

WHY IT WAS DEVELOPED

The expectations and rules chart was developed to promote the teaching of appropriate behavior and to establish continuity at the center. Teachers and students now have an established set of behavior/expectations for all areas of the building.

DESCRIPTION OF PRODUCT

“ALC Great Expectations and Rules” matrix features the school-wide expectations, specific area expectations and our PBIS motto. The PBIS motto is, “I am Great because I am Caring, Fair, Respectful, Responsible and Trustworthy. I am a Great ALC citizen.” The motto and expectations are taught during homeroom, and our students recite the rules daily.

IMPACT

The PBIS expectations promote consistency within the school community. Teachers now spend their time recognizing positive behavior instead of negative behavior. Office referrals are no longer used as a method to obtain appropriate behavior.
**Ronald Elementary School**

**Great Expectations Rewards**

Medals can be cashed in at the end of the week and month for one or more of the following prizes or privileges to be used on PBIS Reward Day.

### WEKLLY INCENTIVES

<table>
<thead>
<tr>
<th>Bronze (5 Medals)</th>
<th>Silver (10 Medals)</th>
<th>Gold (15 Medals)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pencil/Paper (daily)</td>
<td>Ice Cream</td>
<td>Computer Time (10M)</td>
</tr>
<tr>
<td>Cap Day</td>
<td>15 Minutes Recess</td>
<td>Favorite Shirt/Jersey</td>
</tr>
<tr>
<td>Blue Jeans Day</td>
<td>Free Drink &amp; Snack</td>
<td>Movie</td>
</tr>
</tbody>
</table>

### MONTHLY INCENTIVES

<table>
<thead>
<tr>
<th>75 Medals</th>
<th>100 Medals</th>
<th>150 Medals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Jeans Day</td>
<td>Favorite Attire (Appropriate)</td>
<td>Activity Time (1-Period)</td>
</tr>
<tr>
<td>Free Drink &amp; Snack</td>
<td>Computer Party 30 Min.</td>
<td>Pizza Party</td>
</tr>
<tr>
<td>Movie</td>
<td>Board Games</td>
<td>Class Party (1 Period)</td>
</tr>
</tbody>
</table>

### 200 Medals

- Computer Party 30 Min.
- Board Games
- Raffle/Drawing

---

**Alternative Learning Center**

**Great Expectations and Rules**

“I am Great; I am Caring, Fair, Respectful, Responsible, Trustworthy.
I am a Great ALC Citizen.”

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Hallway</th>
<th>Cafeteria</th>
<th>Restrooms</th>
<th>Dismissal</th>
<th>Assembly</th>
<th>Physical Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring</td>
<td>Use polite words</td>
<td>Be polite</td>
<td>Use quiet voices</td>
<td>Always flush</td>
<td>Stay seated in classroom until you are dismissed</td>
<td>Show appropriate responses to presenter</td>
</tr>
<tr>
<td>Fair</td>
<td>Treat others kindly</td>
<td>Keep your hands and feet to yourself</td>
<td>Eat only your food</td>
<td>One at sink and stall</td>
<td>Face forward &amp; walk to the right</td>
<td>Keep hands and feet to yourself</td>
</tr>
<tr>
<td>Respectful</td>
<td>Work quietly</td>
<td>Stay silent</td>
<td>Use quiet voices</td>
<td>Respect others privacy</td>
<td>Stay silent</td>
<td>Stay silent</td>
</tr>
<tr>
<td>Responsible</td>
<td>Complete all work</td>
<td>Walk to the right</td>
<td>Move through the line quickly &amp; quietly</td>
<td>Report any problems</td>
<td>Walk directly &amp; carefully to your area</td>
<td>Show appropriate attention to presenter</td>
</tr>
<tr>
<td>Trustworthy</td>
<td>Positive participation &amp; give your best effort</td>
<td>Face forward</td>
<td>Get all utensils &amp; food before sitting down</td>
<td>Quickly enter and exit</td>
<td>Follow directions &amp; listen for bus announcement</td>
<td>Enter quickly and quietly</td>
</tr>
</tbody>
</table>
PRODUCT: BOOT OUT BULLYING

WHY IT WAS DEVELOPED

The initiative was created to provide our students with useful strategies when facing bullies or dealing with being bullied. Our “Panthers on the PROWLLL” expectations clearly define the types of behavior that should be displayed while on the campus, but the PBIS Team implemented this program to broaden the scope of knowledge and also assist students in dealing with these issues at home or in the community.

DESCRIPTION OF PRODUCT

We feel that everyone is responsible for helping create and maintain a safe environment for learning. This program enhances the knowledge of our anti-bullying philosophy of all our stakeholders (students, parents, counselors, administrators, teachers, cafeteria workers, custodians, security officers and bus drivers). We feel it is imperative that all those involved are working together from the same information. Throughout the year, we provide continuous training to help everyone stay up to date on appropriately dealing with bullying issues. Training is held during professional development days and student/parent orientation. Amanda Elzy Junior High has also implemented an incentive program that allows everyone to be reinforced/rewarded for reaching the goals set by the PBIS Team. Our ultimate team goal is ZERO TOLERANCE for BULLYING.

IMPACT

While providing training, the PBIS Team recognized that our students were unaware of what is considered bullying. Through our ongoing trainings, team members have clearly defined bullying and being bullied, and our students and all other stakeholders have a clearer understanding. Also, our “Boot Out Bullying” campaign has decreased our bullying referrals to zero.
AMANDA ELZY JUNIOR HIGH PANTHERS
JOIN THE FIGHT
WE WILL
WEAR BLUE SHIRTS, BLUE JEANS, & BOOTS
TO
BOOT OUT BULLYING

PLEASE JOIN OUR FIGHT TO END BULLYING
OCTOBER 7, 2014
6:45 A.M.
AT
AMANDA ELZY MULTIPURPOSE BUILDING

For more information call Ms. Lisa Hudson at 662-453-9677

Boot Out Bullying
We all will join the fight!!!
PRODUCT: SAFE SCHOOLS INITIATIVE

WHY IT WAS DEVELOPED

The safety of our students on our campuses is top priority. This Safe Schools Initiative was developed by the Newton County School District Police Department in conjunction with a Safe Schools Team with strong PBIS representation after an intruder mistakenly turned into the campus to avoid law enforcement. An incident of this nature, even with a positive outcome, is an eye-opener for safety-conscious schools. It was decided that professional development could benefit all involved and strengthen our safety procedures.

DESCRIPTION OF PRODUCT

The Newton County Schools Police Department provides staff development to reinforce a safe school environment. The school resource officers continue to update faculty and staff on the concerns affecting campus climate and provide special guests to speak on topics unique to students and the learning environment. Student safety continues to be top priority.

IMPACT

Needs assessments reflect the strength of the initiative with 97% of the student population reporting “feeling safe” a majority of the time. We feel the effort and energy put into this initiative was well-placed as it increased the security of our students, staff, family and community members.
NEWTON COUNTY SCHOOL DISTRICT PBIS TEAM
NEWTON COUNTY SCHOOL DISTRICT
DECATUR, MISS.
PRODUCT: LESSON PLANS AND MODELING

WHY IT WAS DEVELOPED

The product was developed because we recognize that a large component of PBIS is to teach the expectations to students and not assume they have the knowledge of how to be Ready, Respectful and Responsible. As a faculty, we created the lessons through discussion about how students and teachers learn. We discussed the importance of location in relation to being Ready, Respectful and Responsible and decided this could benefit our students as well as our staff.

DESCRIPTION OF PRODUCT

The lesson plans are a guideline for teaching students the expectations in all areas of the building. Rotating students through the appropriate locations while explaining the expectations is important to help students visualize the appropriate behavior in each location. Students then have the opportunity to model their understanding and give appropriate suggestions/examples of being Ready, Respectful and Responsible in all areas.

Our teachers also use Viking Bucks daily to reinforce expectations in all areas. It is also in the lesson plans to have booster sessions after school holidays. The included video shows a clip of two classes during a booster session after Christmas break. It is evident in the video that our students know and understand the expectations in the hallway as they give examples of the expectations back to the teachers. Students then begin to model how to move appropriately through the hallway, following the expectations.

IMPACT

Understanding the expectations in all areas of the school helps create a positive environment for student learning. Data from our minor and major infractions show that over 95% of our students understand the expectations in different areas of our school. Likewise, over the last four years, minor and major infractions have decreased by 15%.
PRODUCT: QUILT-MAKERS PROJECT

WHY IT WAS DEVELOPED

Meridian Public School District’s behavior interventionists are constantly looking for ways to integrate the social skills lessons and PBIS skills taught to their students in ways that will include life experiences, in hopes that these skills will have greater meaning through application.

DESCRIPTION OF PRODUCT

A specially selected group of behavior interventionist Cindy Burt’s students from Oakland Heights Elementary and Crestwood Elementary Schools participated in a service-learning project. Service-learning is one of the best strategies to involve youth actively in their learning and to help them see their place in their communities and their roles as citizens.

Stories helped explain character terms, and critical-thinking activities helped develop understanding. Stories, which included “Reach Out and Give” and “Show You Understand,” as well as an activity “Community Compassion,” initiated a “Quilt-Makers Project.”

After discussing the “Quilt-Makers Project” with the students, the groups decided they would attempt making a quilt to donate to a shelter in Meridian. There were discussions of quilts and “blankets,” a word more meaningful to the students, and the emotional and physical comfort a quilt can provide.

The students used their imaginations to create quilt squares. T-shirts sent by the students’ parents, as well as donated by teachers and community members, were used as the fabric. A quilter in the Meridian area graciously donated her time to sew the squares together. A monetary donation by a local bank helped to buy needed materials.

The parent coordinator for Meridian Public School’s Resource Center was invited to speak to the students concerning homelessness. She included background on the different shelters in the Meridian area. She also gave the students a pamphlet to take home to parents on “Growing a Kind and Thoughtful Child.”

IMPACT

These students learned lessons in character, such as responsibility and compassion, but before the project was complete, other words were being used such as citizenship, sharing, caring, cooperation, teamwork and perseverance. The quilt has been donated to South Harbor Shelter. South Harbor is a service provided by Multi-County Community Service Agency Inc.
PRODUCT: HOW TO BEHAVE THE DRAGON WAY PBIS VIDEO

WHY IT WAS DEVELOPED

Pisgah Elementary School implemented PBIS at the beginning of the 2013-14 school year. To teach PBIS expectations to our students, the counselor used a generic video in classroom guidance lessons featuring students exhibiting expectations that were similar to, but not the same as, PES expectations. The students suggested that we make a video specific to Pisgah Elementary showcasing our own students and expectations.

DESCRIPTION OF PRODUCT

“How to Behave the Dragon Way” is a video written by the counselor and Venture students at Pisgah Elementary School. It features Misbehaving Mike, a student (played by a sixth grade teacher) who does not adhere to the PBIS expectations. With the help of other students at PES, teachers and the Pisgah Dragon, Mike learns the PBIS expectations and becomes a model student.

IMPACT

Our goal of decreasing the total number of Office Discipline Referrals was achieved. In fact, we far exceeded our goal of a 20% decrease and achieved an astonishing 71% decrease.

Link to video: https://vimeo.com/114175282

<table>
<thead>
<tr>
<th>GOAL (specific, measurable, time-bound)</th>
<th>STRATEGY (attainable)</th>
<th>EVALUATION (results-oriented)</th>
<th>GOAL ACHIEVED? (results-oriented)</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the 2013-14 school year, the number of total discipline referrals for inappropriate behavior will decrease by 20% (32) from the previous year.</td>
<td>Implement a school-wide Positive Behavior Intervention and Support (PBIS) system with specific expectations and rewards for appropriate behavior.</td>
<td>PowerSchool Discipline Summary Report • 2012-13 SY: 161 total ODRs for inappropriate behavior</td>
<td>YES! • 2013-14 SY: 46 total ODRs for inappropriate behavior 71% DECREASE!</td>
</tr>
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REINFORCEMENT
FLOWOOD ELEMENTARY SCHOOL

PRODUCT: RACING TO PERFECT ATTENDANCE

WHY IT WAS DEVELOPED

After looking at the number of absences from the previous year, 2013-14, we saw that there was a need to encourage students to be at school more regularly. We saw a similar reinforcement system from another school that used this with success and wanted to duplicate the process on our campus.

DESCRIPTION OF PRODUCT

Our ultimate goal is for students to have the desire to come to school. In an effort to encourage this, we created a chart so students can see the cars moving across the racetrack “Racing to Perfect Attendance.” Each nine weeks, the grade level with the fewest number of absences receives a reward choice of extra recess, a popsicle party, a doughnut party, etc. Using this visual tool allows students, teachers and parents to see which grade level has the least number of absences for nine weeks and keeps the competitive spirit moving forward.

IMPACT

Looking back at the first nine weeks of the 2013-14 school year, we are pleased that we have currently reduced our absences by 10-15%. We want to continue to encourage students to be at school, but we also see that there is a need to reach out to parents as we are an elementary school.
PRODUCT: POETRY AND ART OPEN HOUSE

WHY IT WAS DEVELOPED

Our PBIS team developed the Poetry and Art Open House event in an effort to showcase those students who rarely receive recognition. For instance, the student-athletes have a fan base and are recognized during banquets. The students who participate in band and chorus compete and are recognized through competitions, performances and award ceremonies. High-achieving academic students are acknowledged through class awards, class ranking and other honors such as Star Student and Salutatorian and Valedictorian status. However, we have many students for whom there are no banquets, class awards or other types of recognition. These are the creative students who may or may not be in art class or who enjoy the art of poetry writing.

DESCRIPTION OF PRODUCT

For this product, the PBIS team schedules a Poetry and Art Open House sometime during the month of April, national poetry and art month. At the beginning of March, we send out an announcement to the student body requesting submissions of art works and poems. Of course the students in the art classes and in the Talented and Gifted classes participate, but many students who are not in these classes also participate. In addition, the PBIS team mails formal letters of invitation to our city’s elected officials, our school board and our superintendent. We also put an announcement in our local newspaper.

The art pieces are displayed on the walls and on tables in the front hallways. The library is set up or decorated coffee house style. In the library, we create a stage area that looks like a reading area in a home with an easy chair, table and lamp. We cover the library tables with tablecloths and put a lighted candle on each. When we have a willing student, he or she will strum a guitar in the library for that coffee house feel. For about 30 minutes, our visitors are directed through the hallways to view the art pieces and are then guided into the library for the poetry reading. We usually have a student playing an instrument such as a guitar, cello or piano in the hallway as our visitors view the art. When our guests enter the library, they are served coffee or lemonade and cookies and are asked to sit for the poetry reading. At the end of the art viewing, students who submitted poems are called to the stage to read their poetry to the visitors.

IMPACT

The impact of this product is positive reinforcement for the artistic students who often go unnoticed for their creativity and talent. They submit their works enthusiastically and leave the event with a sense of pride they may not have had otherwise. The night of this event is their night to shine.
WHY IT WAS DEVELOPED

In the 2013-14 school year we incorporated sixth grade into our elementary school. We had been a K-5 school for many years. With the addition of older children, we’ve had to stretch our creativity. We have a PAWS Store that our students shop in on Friday, but the sixth graders weren’t interested in what was in the store. We added additional items deemed more age appropriate, yet it still seemed ineffective as they didn't put much value on receiving tickets.

DESCRIPTION OF PRODUCT

This year the sixth grade team created a sixth grade auction. The kids were able to donate items, parents sent gift cards and gently used items, the teachers got items donated, and we bought items with our PBIS money. The sixth graders were told at the beginning of the school year that we would have an auction in December so they could save their tickets. They could still shop at the store on their rotation day, but they were also aware of the auction coming up. On the morning of the auction, the teachers defined what an auction was and how it would work. Each student was given a notecard with a number on it. They went to the cafeteria, and the auction was held with great success!

IMPACT

The sixth graders loved it! They are already talking about the auction that we are holding in the spring. The ticket system holds value for our sixth graders again, and it gives our younger students something to look forward to. Our data has provided us with solid evidence that this has been a success as our referrals for sixth grade have gone down 26% compared to this time last year.
REINFORCEMENT
POPLAR SPRINGS ELEMENTARY SCHOOL

PRODUCT: PBIS CELEBRATION DAY

WHY IT WAS DEVELOPED

After surveying teachers and students, Poplar Springs Elementary School’s PBIS Team made changes from the previous raffle-style incentive program to one that allows student and staff input. Students are now involved in the decision-making about how they want to use their Panda Points. The new system also allows all students to be reinforced for their positive behavior, instead of just a few in the raffle-style system.

DESCRIPTION OF PRODUCT

Students earn individual Panda Points for following the expectations in the classroom and around campus, in the carline, on the bus and in the cafeteria. We also have tickets that can be awarded if the entire class is showing Panda Power. Each month we host a PBIS Celebration Day, where students get to choose how they spend their Panda Points. We provide teachers with a list of the activities/rewards for the month. Students also take a note home allowing their parents to help them pick how they want to spend their points, and this helps promote parental involvement. Students also have the option of rolling their points over to use the following month.

IMPACT

The impact of using Panda Points and having students being actively involved in selecting their rewards has changed how our students, teachers and parents perceive PBIS. Now it is something that is talked about daily between our students and parents. Parents are more aware of how PBIS is working in the school. By being more included, it allows them to be more involved as it gives them the opportunity to ask their child if they earned a Panda Point that day and discuss how their child might spend their points each month.
Dear Parent/Guardian,

Please help your child decide which reward they would like the best, and return this to your child’s teacher by November ___, 2014.

Your child has _________Panda Points for the month of November.

- 10 See your name in lights on the sign by the road
- 15 Treat bag
- 20 Coupon to The Park for free round of jungle golf or go kart ride
- 25 Dessert table
- 30 Pie in the face of a faculty member
- 35 Enter a drawing for a free pass to a MHS basketball game
- 40 Photo Snapshot
- 45 Slam dunk with MHS basketball players
- 50 Enter the Turkey Trot where the winner could win a TURKEY, PUMPKIN PIE, or a BAG OF APPLES

Total Points = _________
Subtract (−) points being _________spent
Points left over _________

Homeroom Teacher: ___________________

Give this back to Mrs. Garrett ON or BEFORE Monday, November 17th.

Celebration Day is November 20th:

- 10 See your name in lights on the sign by the road (include names of students)
- 15 Treat bag
- 20 Coupon to The Park for free round of jungle golf or go kart ride
- 25 Dessert table
- 30 Pie in the face of a faculty member
- 35 Enter a drawing for a free pass to a MHS basketball game
- 40 Photo Snapshot
- 45 Slam dunk with MHS basketball players
- 50 Enter the Turkey Trot where the winner could win a TURKEY, PUMPKIN PIE, or a BAG OF APPLES
PRODUCT: TWO FEET IN THE DOOR

WHY IT WAS DEVELOPED

“Two Feet” was a slogan that was created by the Shannon High School PBIS team to encourage students to get to class on time. The slogan, which encourages students not to be tardy, has been adopted by staff and students throughout the entire high school.

DESCRIPTION OF PRODUCT

Each classroom has an actual size sticker of two feet inside the threshold of their door. The sticker is a visual reminder for students to have their “two feet inside the door” before the tardy bell rings. Students that meet the school-wide goal of not having more than one tardy in a specified period of time were able to attend the “Two Feet Tardy Party.” The tardy party consisted of students receiving a snack bag, free time and positive praise.

IMPACT

“Two Feet” has made a significant impact at Shannon High School. Overall, when comparing the fall semester with the spring semester, there were 89 fewer tardies. There has also been a noticeable improvement in increasing instructional/learning time. In addition, the slogan “Two Feet” has created a positive environment in the school when addressing tardiness.
BRING YOUR TWO FEET TO THE TARDY PARTY!

NOVEMBER 22 - HOMEROOM
GOOD FOOD PROVIDED!

COME JOIN THE PARTY IF YOU HAVE NO MORE THAN ONE TARDY!
PRODUCT: WARD-STEWART PRINCIPAL’S 101 CLUB

WHY IT WAS DEVELOPED

The Principal’s 100 Club was developed to recognize students who are exceeding the expectations at Ward-Stewart Elementary. Ward-Stewart needed a new and fresh way to reward students school-wide that are exemplifying one or more of the “4 bee” expectations. The logistics of the club put little to no additional responsibility on the teachers, the number of rewarded students per mini-Behavior Bash is cost-effective and less time-consuming, and each child has the same opportunity each day to become a member of The Principal’s 100 Club.

DESCRIPTION OF PRODUCT

Principal’s Club members are students who go above and beyond the expectations at Ward-Stewart Elementary. Each morning two random faculty/staff members are given three tokens to distribute to three students who are demonstrating one or more of the “4 bee” behavior expectations. The students who are rewarded with the token will have their name read aloud on the next morning’s announcements. The “token” students draw a bee block, write their names on the back, put their blocks on the chart displayed outside the principal’s office, and they are given a Principal’s 100 Club vest to wear all day. When a line is complete on the chart (10 blocks in a row), there is a reward for those 10 students. When those students are given their reward party, the board is cleared, and we start again! Rewards include painting mini-pumpkins; popsicles and extra recess; popcorn and juice box; dance party; and sugar cookie decorating.

IMPACT

The impact has been an increase in communication and recognition within the entire student body about meeting and exceeding the expectations at Ward-Stewart Elementary.
WHY IT WAS DEVELOPED

At the direction of our behavior specialist, the PBIS team created the new ODR form to address the information needed to input discipline data into SWIS (School-Wide Information System) our online data collection system. Our previous ODR form did not include critical components needed to analyze data such as time of referral, location of referral, motivation, referring teacher if different from homeroom teacher, or others involved.

DESCRIPTION OF PRODUCT

Our new Office Discipline Referral (ODR) form and our implementation of SWIS addresses two critical elements of PBIS: Office Discipline Referrals and Using Data for Long-Term Change. Before having this new ODR form and inputting data into SWIS, our school was not effectively looking at discipline data and making needed changes to address student needs. These tools also allow us to look at data over multiple years. We use the data at our monthly PBIS Tier 2 meetings to discuss ways to address areas of need and to look at individual students who are having discipline problems and need additional support.

IMPACT

The new referral form has impacted our school and our students because it has allowed us to analyze ODR’s based on time, location, problem behavior, day of the week, grade and student. Since implementing the new ODR form and SWIS, our discipline problems have decreased by 2% from the 2012-13 school year to the 2013-14 school year. Also, as a result of looking at our ODRs and SWIS individual student data, we have begun implementing Check-In/Check-Out, a successful Tier 2 intervention.
SUDDUTH ELEMENTARY SCHOOL
STARKVILLE SCHOOL DISTRICT
STARKVILLE, MISS.

REACH MS: Mississippi’s State Personnel Development Grant

Average Referrals Per Day Per Month - Multi-Year
2012-13 - 2013-14

SUDDUTH ELEMENTARY SCHOOL
STARKVILLE SCHOOL DISTRICT
STARKVILLE, MISS.

STUDENT DISCIPLINE REFERRAL (GRADES K-5)
Starkville School District

Student: 
Referring Staff: 
Grade: 

Date: 
Time of Incident: 
Homeroom Teacher: 

Location of Incident:
Classroom □ Hallway □ Restroom □ Library □ Gym □ Arrival/Dismissal □ Playground □ Common Area □ Other

Infraction (mark one):
Abusive Language □ 
Assault □ 
Bomb Threat □ 
Defiance/Disrespect □ 
Disruption □ 
Drug Code □ 
Fighting □ 
Forgery/Theft □ 
Gang Affiliation □ 
Harassment/Bullying □ 
Inappropriate Display of affection □ 
Inappropriate Location □ 
Lying/Stealing □ 
Physical Aggression □ 
Property Damage □

Extra Info (Previous Teacher Actions)
□ Parent Contact (Date/Time: ________________________)
□ Note Sent Home (Date: ________________________)
□ Administrator Visit (Date/Time: ________________________)
□ Parent Conference (Date/Time: ________________________)
□ Time Out (Date/Time: ________________________)
□ Other: __________________________________________ (Date/Time: ________________________)

Possible Motivation:
Obtain peer attention □ Avoid peer □ None □ Paraprofessional
Obtain adult attention □ Avoid adult □ Peer(s) □ Substitute
Obtain item/actorivity □ Avoid task/activity □ Staff □ Unknown
Other □ Don’t Know □ Teacher □ Other □

Administrative Decision:
Bus Suspension ( _______ days) □ Parent Contact/Conference
Detention ( _______ days) □ Student Conference
Exclusion □ Restitution
Individualized Instruction □ Tier II Referral
ISS ( _______ hours/day) □ Tier III Referral
Loss of Privilege □ Time Out
OSS ( _______ hours/day) □ Other

Comments:

Student Signature: 
Date: ________________________

Administrator Signature: 
Date: ________________________
WHY IT WAS DEVELOPED
The purpose for these meetings was to create a spirit of camaraderie and community among all our schools in the district rather than one of competition. It has been a useful way to share ideas and make each school’s PBIS process better.

DESCRIPTION OF PRODUCT
Three times a year, team leaders from every school in the district come together to share ideas and learn new skills. It is an informal meeting where everyone has a part in contributing great things they have done at their schools. Some come with questions for the group, and others come looking for ideas for “Big Events,” etc. We discuss issues that may be occurring at the schools and share ideas that have worked in the past. We have started working on writing precise problem statements so that each school team can become better skilled at this important part of PBIS. At the last meeting, a member suggested we start a Google doc so the team can share even more. We have set it up and created folders for the different elements. This has been shared with every team leader and they have the ability to add information.

IMPACT
The sharing from all team leaders has made this endeavor very successful. It has definitely created camaraderie among the team leaders of our district. It has also infused lots of new ideas in each school and has strengthened the overall PBIS process in the Rankin County School District.
WHY IT WAS DEVELOPED

Recognizing the never-ending need to encourage our students to stay in school, the Newton County Schools PBIS stakeholders’ team (made up of representatives from the PBIS Family Component, the District PBIS Team, our Watch D.O.G.S. and M.O.M.S. programs, the administration, staff and students) developed a K-12 Dropout Prevention campaign, “Get In and Stay In.”

DESCRIPTION OF PRODUCT

The “Difference-Maker K-12 Faculty/Family Initiative” provides ways to heighten the awareness of establishing short- and long-term goals for kindergarten-12th grade students through lesson plans in the classroom. It reminds students of the importance of graduation with the “Get In and Stay In” shirts that we use as “walking billboards” in the hallways on Thursdays and Fridays (the days the students wear the shirts). With the support of our families and community, it is also used as a successful fundraiser to sustain Tier 1 incentives for our students.

The initiative helps to close the gap between the home and the classroom. Faculty members promote the lesson, the parents/guardians provide support with the purchase of the themed shirts, and by visiting the parental involvement table annually. The promotion always includes the graduation years of students in kindergarten-12th grades, providing an opportunity to discuss students’ graduation years.

IMPACT

We feel the initiative has been very successful in raising graduation awareness and that it constantly reinforces the need to focus on the short-term goals necessary to complete the long-term goal of graduation. We know it will only continue to help us improve upon our current graduation rate of 94%. Our goal is to see every Newton County School District student “Get In and Stay In,” and we are proud to be able to share another example of the successful ongoing home and school partnership we have in the Newton County School District.
Difference Maker K-12 Faculty/Family Initiative

Thank you for being a Difference Maker.

Each day students encounter life...we believe your daily positive influence is making a difference in Life and in the lives of students.

Please take a few minutes in your first period class to tell your story. By sharing your accomplishments with students, i.e., bringing your diploma(s) and actually showing them your diploma(s), you could be the "Difference Maker" in a student's life. Someone who has not had the opportunity to be challenged to succeed; a student who has not had the options of hearing a list story from a professional's point of view, or a student who needs your story for encouragement to stay in school.

In the words of Ralph Waldo Emerson..."Our chief want is someone who will inspire us to be what we know we could be.

The PBIS District Dropout Prevention Team is made up of business leaders, professionals, ministers, community/multi-leaders, parents, and NC administrators/staff. Please email: joinreach@newton.122.ms.us. If you have any comments or stories during this lesson that could be relayed to the team for future discussion.

Dropout Prevention Lesson

- Pass out flip charts and handouts
- Ask: "What is a Difference Maker?"
- Allow discussion (be prepared to share about someone who made a connection with you that made a difference in your own life and graduation)
- Discuss short term goals...how can a student be a "Difference Maker?" daily
- Discuss long term goals...required teachers of their graduation year. Ask him/her to write the year on the handout and sign up the document
- End discussion with the 2014-2015 theme: "Do Not Tapout, Get in and Stay in" Our Destination is Graduation...our map is Cougar Strong...be a Difference Maker!

Class of

and Tapped In!

NEWTON COUNTY PBIS FAMILY COMPONENT

NEWTON COUNTY SCHOOL DISTRICT

DECATUR, MISS.

REACH MS: Mississippi's State Personnel Development Grant

NEWTON COUNTY PBIS FAMILY COMPONENT

NEWTON COUNTY SCHOOL DISTRICT

DECATUR, MISS.

REACH MS: Mississippi's State Personnel Development Grant

NEWTON COUNTY PBIS FAMILY COMPONENT

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REACH MS: Mississippi's State Personnel Development Grant

NEWTON COUNTY PBIS FAMILY COMPONENT

NEWTON COUNTY SCHOOL DISTRICT

DECATUR, MISS.

REACH MS: Mississippi's State Personnel Development Grant
FACULTY AND FAMILY INVOLVEMENT
NORTH PONTOTOC UPPER ELEMENTARY SCHOOL

PRODUCT: PBIS BROCHURE FOR PARENTS AND COMMUNITY

WHY IT WAS DEVELOPED

Our PBIS brochure for parents and community was developed by the principal, counselor and faculty of North Pontotoc Upper Elementary School. It was created to help parents understand our Tier 1 system and to clear up some misconceptions in the community about our Behavior System.

DESCRIPTION OF PRODUCT

The brochure includes information about our clearly stated expectations, our token economy system, and our goal for students to learn behavior skills for life. We invited our parents to Open House to learn about our school, and PBIS was one of the rotation sessions we included. Parent comments included the following: “You teach expectations and how they should behave in different places and settings? THANK YOU!”; “Love your flyer!”; “Love the positive reinforcement for kids.” Our parents were truly excited to learn more about PBIS and how we were positively impacting their students’ lives in more than just academics.

IMPACT

The brochure has opened up new lines of communication between parents and teachers about behavior. Parents are no longer hesitant about our response to students’ behaviors and the interventions in place to help the students be more successful. Our Tier 2 Behavior Team works closely with parents and teachers when these students need behavioral interventions. One parent even requested that her child have additional behavioral support with our Check-In/Check-Out program after understanding PBIS to a greater degree. We consider it very successful.
Why?

Students are, without a doubt, the top priority of NPUE faculty and staff. We are here to provide the best education that we possibly can. An added responsibility that we consider fundamental is helping each and every student attain certain valuable life skills.

SUCCESS is our goal for each and every student. This means consistently meeting all of the school-wide expectations.

In doing so, we hope to see students gain an autonomy that will pour over into all areas of their lives. AUTONOMY is a person's independence; also, a person's ability to govern or control his/her own actions (Random House Webster's Unabridged Dictionary).

Another hope is that while striving to meet these expectations each student's SOCIAL SKILLS, his/her ability to interact with others, will reach their full potential.

HELPFUL TERMS

- PBIS
- Expectations
- Viking Bucks
- Mighty Vikings
- Success
- Autonomy

PBIS—Positive Behavioral Interventions and Support

PBIS is simply a system of recognizing, encouraging, and rewarding the positive behavior of NPUE students. Students who follow a set of school-wide expectations for all areas of the school (classrooms, hallways, cafeteria, restrooms, etc.) receive recognition in the form of various rewards throughout the school year.

What are EXPECTATIONS?

EXPECTATIONS are behaviors that are expected from all students. For example, we are expected to throw trash into a trash can, so that is what we do.

North Pontotoc Upper Elementary
School-wide Expectations

- Be Ready!
- Be Respectful
- Be Responsible

Being RESPECTFUL means behaving in ways that show consideration for people and for property.

Being RESPONSIBLE means choosing to do what you know is the right thing to do.

Being READY means taking care of all needs and material for class ahead of time.

Rewards

Rewards are intended to encourage positive behaviors, and ultimately decrease negative behaviors. Teachers give daily and weekly rewards in the form of verbal praise, Viking Bucks, small prizes, etc. Larger rewards are given quarterly (popcorn party, movie, etc.) on a school-wide basis.

Viking Bucks are small tickets awarded by teachers when students meet classroom and school expectations. Students can cash in their accumulated Viking Bucks each Friday for fun prizes.

A Mighty Viking is a student who, not only meets the expectations, but also gives the extra mile to make a difference. These students are selected by teachers and given recognition over the intercom, in addition to having their names displayed on the Student of the Month wall in the cafeteria.
PRODUCT: POPLAR SPRINGS PBIS STAFF INCENTIVES

WHY IT WAS DEVELOPED

After PBIS had been in place at Poplar Springs for a little over a year, the PBIS Team decided we needed to do something to encourage teachers and staff members and reinforce them for their efforts in implementing “Panda Power.” We changed our PBIS incentive system with students at this same time and wanted to reward teachers and staff members for their flexibility and support of the school-wide program.

DESCRIPTION OF PRODUCT

Each month teachers find a note of appreciation in their boxes along with what their reward for the month will be. The PBIS Team determines what rewards will be given, who will be responsible for different tasks, and different members ask for donations from the community. A few things we have had donated this year are cupcakes from Margie’s Mixing Bowl, cookies from McAlister’s, and box lunches from Raising Cane’s. Other months we have used PBIS funds donated by the PTA to purchase items. One month we asked students during library time what they liked about their teachers, and we typed this out and gave teachers a bag of “compliment confetti” along with a coupon for a free cookie. Another month each member of the PBIS Team made homemade desserts, and the teachers were treated to a dessert bar. We also had a hot chocolate treat with all the fun toppings one month. Whatever the reward…teachers are always happy to have a special treat!

IMPACT

This is Poplar Springs Elementary School’s second year to incorporate teacher incentives in our school-wide PBIS system. Since including teachers in a special way on the monthly PBIS Celebration Day, teachers have been more eager to give out Panda Points to students and assist with planning for the monthly student events. Not only is this a great reinforcer for our teachers, but it allows us to partner with our community and build those relationships, as well. We also continue to have a decrease in monthly office discipline referrals and this is a direct result of the effort of the teachers at Poplar Springs Elementary and how they are implementing PBIS strategies every day in their classrooms. We love to reward our students for showing Panda Power, but we also love to reward our teachers!
Teachers have dessert on us, Thursday, November 26th in the teachers’ lounge from your PBIS team!

Please check out your compliment confetti in the bottom of your bag. These are quotes from the students about why you are special to them and what they like about your class.

So even on those days when they test your patience, know that you are appreciated!

To relax try yoga... just kidding eat a cupcake!

On Friday, August 29th, stop in the teacher’s lounge and treat yourself to a cupcake provided by Margie’s Mixing Bowl... you deserve it!

(Disclaimer: One cupcake per person, as there will be a limited amount.)
**School wide Positive Behavior Interventions and Supports (Tier 1)**

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

**Team Leader SWPBIS (Tier 1)**

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

**Tier 2 Interventions and System for Behavioral Support**

This two day training will provide the participants the opportunity to begin to build systems necessary to provide Tier 2 behavioral supports and services. These systems will include, but are not limited to, data collection (Tier 1 and Tier 2), interventions and progress monitoring. In addition, Mississippi’s Response to Interventions timelines and recommendations will be presented.

It is highly recommended that a school-based team attend the training. The team should include, but is not limited to, school administrators, general education teachers, special education teachers, behavioral specialists, and family members.

**Tier 3 Systems and Interventions for Behavioral Support**

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

REACH MS is excited to announce 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 20 products will be selected by a review panel, including REACH MS staff and other stakeholders. **Products demonstrating exemplary practices relating to the critical elements of “Teaching” and “Using Data for Long-Term Change” are particularly sought.**

*A $250 stipend will be provided for each of the 20 selected entries.*

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Example of Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 embedded into the content with pictures (if you have them), video clips (less than five 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 Involvement</td>
<td>Examples of strategies used to enhance communication, motivation and meaningful involvement of faculty and family members - Please provide outcome data resulting from these efforts.</td>
</tr>
</tbody>
</table>

Submissions must be sent **electronically** by **November 6, 2015**. Please carefully follow all directions and review the scoring rubric prior to compiling your submission. You will be notified of our selections via email. There is no limit on the number of submissions, but each product must be submitted using a separate application.

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

School District: ________________________  
School: ________________________________

Team Leader: __________________________  
Address: ________________________________

Email: ________________________________  
________________________________________

Phone: ________________________________  
________________________________________

How many years has your school been implementing PBIS?  
________________________________________

Submission Process:

1. Submit the following documents **electronically** (no paper copies will be accepted) to REACHMS@usm.edu:
   - Written description of product being submitted (no more than one typed page, double-spaced/12 point font). You MUST include the following: 1) which critical element(s) the product addresses; 2) a title for your product; 3) a brief description of the product; 4) why it was developed (what unmet need it addressed at your school); 5) who developed the product (i.e., administrator, teachers, family, students, etc.); and 6) what impact it has had on your school and/or district as you implement PBIS (we are looking for data to support impact, not just anecdotal information). **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 email it along with your product submission to REACHMS@usm.edu by no later than 5 p.m. on Friday, November 6, 2015. Only fully complete applications will be accepted (both documents in step 1 and this cover sheet).

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

________________________________________  
Signature  
________________________________________  
Date
# RUBRIC FOR SUBMISSIONS TO PBIS SEEDS

School/District: ____________________________  Product ID: ____________________________
Reviewer’s Name: ____________________________  Date: ____________________________

## PBIS SEEDS Evaluation Rubric

### CHECK THE CRITICAL ELEMENT REPRESENTED:

- Basic behavioral principles
- School-wide expectations
- Rules for specific settings
- Teaching appropriate behaviors
- Reinforcement system
- Interventions and consequences
- Office discipline referral process
- Teaming
- Building faculty and family involvement
- Using data for long-term change

### Rate the QUALITY of the product.

<table>
<thead>
<tr>
<th>Poor/None</th>
<th>Superior</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

- The product demonstrates quality practices relating to the critical element it represents.
- The rationale for developing the product/process is based on data or other supporting factors that are well-described.
- The quality of the evidence (quantitative or qualitative) submitted demonstrates the impact of implementation. Anecdotal reports of benefits will not be rated higher than “5.”
- The submission includes a description of a development and/or implementation that is team-based.
- The product is inclusive of the needs of all students, including those with disabilities.
- The product demonstrates family engagement (development, implementation and/or evaluation).
- The suitability of product for print and Web distribution

### TOTAL SCORE (total of above):

Comments:
1. ALCORN COUNTY
   [CORinth AREA]
   Alcorn Central High School (9-12)
   Alcorn County School District
   Contact: Twila Bridges, Team Leader
   662.286.8720; tbridges@alconschools.org

2. PONTOTOC COUNTY
   [TUEPOLO AREA]
   North Pontotoc Upper Elementary School (5-6) *Tier 1 and Tier 2 Model Site
   Pontotoc County School District
   Contact: Libby Young, Principal
   662.489.2295; lyoung@pcs.k12.ms.us
South Pontotoc Elementary School (K-5)
   Pontotoc County School District
   Contact: Lisa Williamson, Principal
   662.489.3476; lwilliamson@pcs.k12.ms.us
South Pontotoc Middle School (6-8)
   Pontotoc County School District
   Contact: Kelly Clark, Team Leader
   662.489.2479; kclark@pcs.k12.ms.us

3. CHICKASAW COUNTY
   [TUPELO AREA]
   Houston Middle School (6-8)
   Houston School District
   Contact: Susan Weaver, Assistant Principal
   601.485.3332; sweaver@houston.k12.ms.us
Houston Upper Elementary School (3-5)
   Houston School District
   Contact: John Ellison, Principal
   601.485.3332; jellison@houston.k12.ms.us
Houston Lower Elementary School (K-2)
   Houston School District
   Contact: Robert Winter, Principal
   601.485.3323; rwinters@houston.k12.ms.us

4. LEFLORE COUNTY
   [GREENWOOD AREA]
   Bankston Elementary School (PK-6)
   Greenwood School District
   Contact: Kirby Love, Principal
   662.455.7421; kirbylove@greenwood.k12.ms.us
Threadgill Elementary School (PK-6)
   Greenwood School District
   Contact: Lachada Robie, Principal
   662.455.7440; lachadarobie@greenwood.k12.ms.us
W.C. Williams Elementary School (K-6)
   Greenwood School District
   Contact: Charles Johnson, Principal
   662.455.7445; charlesjohnson@greenwood.k12.ms.us

5. OKTIBBEHA COUNTY
   [STARKVILLE AREA]
   Ward Stewart Elementary School (3-4) *Tier 1 and Tier 2 Model Site
   Starkville School District
   Contact: Diane Baker, Principal
   662.324.4150; dbaker@starkville.k12.ms.us
Sudduth Elementary School (K-2) *Tier 1 and Tier 2 Model Site
   Starkville School District
   Contact: Elizabeth Mosley, Principal
   662.324.4150; emosley@starkville.k12.ms.us

6. WARREN COUNTY
   [VICKSBURG AREA]
   Beechwood Elementary School (K-6)
   Vicksburg Warren School District
   Contact: Devona Dew, Assistant Principal
   601.638.3875; ddew@vvsd.k12.ms.us

7. HINDS COUNTY
   [JACKSON AREA]
   Brown Elementary School
   Jackson Public School District
   Contact: Valerie Russell, Team Leader
   601.960.5325; vrussel@jackson.k12.ms.us
Casey Elementary School (K-5)
   Jackson Public Schools
   Contact: Leslie Coleman, Principal
   601.987.3510; lecoleman@jackson.k12.ms.us
McWillie Elementary School (Pre K-6)
   Jackson Public Schools
   Contact: Linda Bodam, Team Leader
   601.987.3709; lbodam@jackson.k12.ms.us
Poinieter Elementary School (Pre K-5)
   Jackson Public Schools
   Contact: Jenelia Branson, Team Leader
   601.960.5304; jbranson@jackson.k12.ms.us
Spann Elementary School (K-5)
   Jackson Public Schools
   Contact: Nicole Menotti, Principal
   601.987.3532; nmenotti@jackson.k12.ms.us

8. RANKIN COUNTY
   [JACKSON AREA]
   Flowood Elementary School (K-5)
   Rankin County School District
   Contact: Lacey Kirkendall, Team Leader
   601.992.0924; kara.killough@rcsd.ms
Pelahatchie Elementary School (K-6)
   Rankin County School District
   Contact: Dana Lee, Team Leader
   601.854.8060; dana.lee@rcsd.ms
Rankin County Youth Detention Center
   Rankin County Sheriff's Office
   Contact: Michelle Rhodes, Director
   601.824.2553; mrhodes@rankincounty.org
Richland High School
   Rankin County School District
   Contact: Brandy Byrd, Team Leader
   601.939.5144; brandy.whyrd@rcsd.ms
Steen's Creek Elementary School (K-2)
   Rankin County School District
   Contact: Catie Gunn, principal
   601.845.6577; cgunn@rcsd.ms

9. LEAKE COUNTY
   [CARTHAGE AREA]
   Leake Central Elementary School (PK-5)
   Leake County School District
   Contact: Donna Pope, Administrator
   601.267.9148; dpope@leakesd.org
Leake County Elementary School (PK-6)
   Leake County School District
   Contact: Jennifer Nettles, Team Leader
   601.253.2324; jnettles@leakesd.org

10. NEWTON COUNTY
    [MERIDIAN AREA]
    Newton County Elementary School (K-4)
    Newton County School District
    Contact: Tracy Holliman, Team Leader
    601.635.2956; tholliman@newton.k12.ms.us
Newton County Middle School (5-8)
    Newton County School District
    Contact: Sherry Akins, Team Leader
    601.635.4261; sakins@newton.k12.ms.us
Newton County High School (9-12)
    Newton County School District
    Contact: Sue Getes, Team Leader
    601.635.3347; sgetes@newton.k12.ms.us

11. LAUDERDALE COUNTY
    [MERIDIAN AREA]
    Southeast Elementary School (PK-4)
    Lauderdale County School District
    Contact: Steven Holifield, Assistant Principal
    601.486.2500; sholifield@laderdale.k12.ms.us
Carver Middle School (6-8)
    Meridian Public School District
    Contact: Tanika Lankford, Behavior Counselor
    601.481.2089; tlankford@mpsdk12.net
If you would like to visit a school that is implementing school-wide positive behavioral interventions and supports, please contact one of these model sites. Each school listed has passed an external evaluation verifying implementation of PBIS, including all critical elements, with fidelity. More schools are being added to our list all the time, so visit www.usm.edu/reachms for the most up-to-date list of model sites.

If your school is implementing PBIS and would like to be included as a model site, please contact us to schedule an on-site evaluation.
REACH MS: MISSISSIPPI’S STATE PERSONNEL DEVELOPMENT GRANT
DEPARTMENT OF CURRICULUM, INSTRUCTION AND SPECIAL EDUCATION

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Hattiesburg, MS 39406-0001
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Fax: 601.266.4691
Website: www.usm.edu/reachms
Email: REACHMS@usm.edu