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 6, SPRING 2016

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REACH MS: MISSISSIPPI’S STATE PERSONNEL DEVELOPMENT GRANT
DEPARTMENT OF CURRICULUM, INSTRUCTION AND SPECIAL EDUCATION THE
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# Table of Contents

- WELCOME/ABOUT PBIS ........................................................................................................... 4
- ABOUT REACH MS .................................................................................................................. 5
- ABOUT SWPBIS .................................................................................................................... 6
- WHAT ARE THE CRITICAL ELEMENTS? ............................................................................... 7
- USING DATA FOR LONG-TERM CHANGE ............................................................................. 9
- EXPECTATIONS AND RULES ................................................................................................ 11
- TEACHING ............................................................................................................................... 18
- REINFORCEMENT ................................................................................................................... 31
- OFFICE DISCIPLINE REFERRALS ........................................................................................ 50
- FACULTY AND FAMILY INVOLVEMENT .............................................................................. 53
- REACH MS SERVICES ............................................................................................................ 59
- CALL FOR SEEDS ..................................................................................................................... 60
- APPLICATION FOR NEXT VOLUME OF SEEDS ................................................................. 61
- RUBRIC FOR PRODUCT EXEMPLARS .................................................................................. 62
- REACH MS SWPBIS MODEL SITES ..................................................................................... 63

# ABOUT PBIS SEEDS
We are excited to present our sixth volume of PBIS: Seeing Excellence Emerge in our Districts and Schools (PBIS SEEDS)! Originally, this publication was created as a way to showcase the ideas, efforts and outcomes realized by local educational agencies around our state as they implement positive behavioral interventions and supports. It has grown into something much larger than that. It has become a much valued tool for schools and districts who love seeing what others in our educational community are doing. We can’t believe how far we’ve come and how many of our awesome schools and districts we’ve been able to spotlight. PBIS has definitely taken hold in our state!

Implementing school-wide positive behavioral interventions and supports is neither a quick nor easy process. However, there are many who are now implementing successfully and with fidelity. These innovative and dedicated schools carefully considered the needs and capacity of their community and developed an approach to address all critical elements in a way that worked for them. They then engaged in team-based activities to meet those needs and determine the effectiveness of their actions.

When we started this project we never imagined that at this point in the process we would have 59 PBIS Model Sites (52 Tier 1 Model Sites, 4 Tier 2 Model Sites, 2 Alternative School Model Sites, a Juvenile Detention Center Model Site, and we expect to have one at the Tier 3 level in the near future). Our schools in Mississippi are proving to be driven in their efforts to improve the environments and futures of our students. Kudos to each of them!

In this issue of PBIS SEEDS we are pleased to share activities and strategies used by these and many other schools in Mississippi. These products were selected from more than 60 submissions by a review panel made up of both REACH MS staff and other stakeholders in our state. We hope this volume will provide insight and inspiration to you as you learn more about implementing PBIS. We encourage you to review other materials and participate in training opportunities provided by REACH MS, as well.

Finally, we want to hear about the good things happening in your school and encourage you to submit your products for the next volume of PBIS SEEDS. We would enjoy nothing more than to shine the spotlight on you in our next issue!

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.
USING DATA FOR LONG-TERM CHANGE
USING DATA FOR LONG TERM CHANGE
RANKIN COUNTY DISTRICT PBIS TEAM
RANKIN COUNTY SCHOOL DISTRICT
BRANDON, MS
PRODUCT: HIGH SCHOOL GRADUATION PREDICTOR

WHY IT WAS DEVELOPED:

Our district has been screening grade K through 8 three times a year since 2009. While we did screen high school through office discipline referrals and teacher nomination, we knew we needed another screener that would better identify high school students in need of support. A team consisting of Assistant Superintendents, Curriculum Director, Drop-out Prevention Director, Director of Counselors, and District Behavior Specialist came together to determine what categories needed to be tracked that may contribute to a student’s graduation status.

DESCRIPTION OF PRODUCT:

This predictor serves as our academic screener, as well as our behavior screener. Previously, we used ODR’s and teacher nomination but we had no scheduled time to do it. Therefore, some students were being missed until they had many ODR’s.

IMPACT:

With the use of this tool, we are now catching students who need support earlier. When that happens, there is a better chance that interventions will be successful.
EXPECTATIONS AND RULES
EXPECTATIONS AND RULES

DE LISLE ELEMENTARY SCHOOL

PASS CHRISTIAN SCHOOL DISTRICT

PASS CHRISTIAN, MS

PRODUCT: “KEEP CALM, PIRATE ON” TEACHER DANCE (REMAKE OF “UPTOWN FUNK”)

WHY IT WAS DEVELOPED:

In an effort to provide our students with a memorable experience while learning our school-wide expectations, we created a new version of the popular song “Uptown Funk” by Bruno Mars. We have a different theme each year. This year our theme is “Keep Calm and Pirate On”.

DESCRIPTION OF PRODUCT:

The words to an upbeat, catchy song were redesigned to teach the students at DeLisle Elementary School what the school-wide expectations were along with what can be expected if the students adhere to the expectations. Teachers were recorded dancing to the revised song. We play the audio version of the song over the sound system on Friday mornings.

IMPACT:

The students were mesmerized when they watched the video of their teachers on the first day of school. They really enjoyed watching our staff dance and let loose. The students caught on quickly to the words of the song. Several were already repeating the chorus on their way out.
Since uploading the video to You Tube, teachers now have access to show it to their students in the classroom. By playing the song over the intercom each Friday, students are repeatedly exposed to the expectations. This is the first time we have set our expectations to music. In doing so, we have noticed that kindergarteners and new students catch on very quickly to the school-wide rules. We feel we have added to the sense of community within our school by having a “theme song.”

Link to video: https://www.youtube.com/watch?v=vq7-GDdsTXE
EXPECTATIONS AND RULES

PARKVIEW ELEMENTARY SCHOOL

MERIDIAN PUBLIC SCHOOL DISTRICT

MERIDIAN, MS

PRODUCT: PARKVIEW ELEMENTARY SCHOOL’S MUSTANG CODE

WHY IT WAS DEVELOPED:

This product was created in order to have visual reminders of our school-wide rules and expectations in all areas of the campus for our students and faculty.

DESCRIPTION OF PRODUCT:

When our team met at the beginning of the 2015-2016 school year, it was suggested we divide our posters to address each of our expectations as this would help to address behavior in areas where students have difficulty making appropriate choices. The print shop worked with the original design and an individual poster for every area was developed. These are displayed in the dining hall, bathrooms, hallways, in every classroom, and on the buses.

IMPACT:

Since implementing PBIS our office discipline referrals have decreased at Parkview. The following information comes from our monthly data reports:

Sept.2012 - 65 office discipline referrals   Sept. 2015 - 32 office discipline referrals*
Sept. 2013 - 20 office discipline referrals

*With a new administrator this school year we have increased ODRs, but the number is still less than half of what it was prior to PBIS implementation. We will continue to promote our expectations of respect, responsibility, and safety at Parkview Elementary.
EXPECTEDATIONS AND RULES

ROUSE ELEMENTARY SCHOOL

RANKIN COUNTY SCHOOL DISTRICT

BRANDON, MS

PRODUCT: SUPERHEROES MAKE GOOD CHOICES

WHY IT WAS DEVELOPED:

Rouse Elementary School (K-1) implemented PBIS at the beginning of the 2014-15 school year. Since it was our first year, we focused on our school-wide expectations, developing our lesson plans, our ODR forms, and our rewards system. Our second year of implementing PBIS, the team wanted to create an environment where all students, faculty, and staff felt a sense of community by having a PBIS school-wide kick-off event. Now that we had a solid school-wide understanding of the system, the team had a PBIS kick-off event involving the entire school to encourage all students, faculty and staff to take ownership of their roles in making PBIS a success.

DESCRIPTION:

The team created a flyer for teachers to post on their class websites to inform parents of our event. We also posted flyers around the school and sent a message on SchoolWay. On the day of the event, students, and faculty dressed as their favorite superhero. We began with our chant, Super
Heroes Make Good Choices. Our principals and counselors each held a sign with the words from the chant and the students would yell out the words. Superman, Wonder Woman, Flash, and Batgirl (PBIS team members) performed a short skit involving the students to reinforce our school rules and expectations. Then students and faculty performed the “Superhero Hustle”. The signs for our event now hang in the hallway to remind students of our school expectations and motto.

**IMPACT:**

According to our SWIS data, we had a decrease in discipline referrals after our PBIS kick-off event. There was also marked improvement in behavior in all are
TEACHING
TEACHING

GRENADA UPPER ELEMENTARY SCHOOL

GRENADA SCHOOL DISTRICT

GRENADA, MS

PRODUCT: STOP AND THINK FORMS

WHY IT WAS DEVELOPED:

The “Stop and Think” forms were developed because there was a need for a simple intervention form to filter/document our Level 1 behaviors. In addition, it is a way to get our students, teachers, and other staff to “Stop and Think” about unwanted behaviors and how we can change them instead of just simply writing an office referral.

DESCRIPTION OF PRODUCT:

Our PBIS “Stop and Think” form is used in conjunction with our school district’s K-5 code of conduct. The Level 1 behaviors identified in the handbook are staff managed and the “Stop and Think” form is a great way to direct teachers in identifying and changing those unwanted behaviors. The form itself directs a student and a teacher on all the steps to touch on to provide direction and documentation for everyone concerned, most especially the parents. In addition, teachers must provide the specific intervention that was used in deterring or changing the behavior. They are instructed to remember to use more positive interventions than negative and upon the fourth “Stop and Think” form given for the
same behavior, then and only then, may they attach all of the “Stop and Think” forms to an office referral.

**IMPACT:**

It has been helpful in significantly reducing the number of discipline referrals received in the office. It has also provided teachers and parents with documentation of exactly what problem behaviors students are having and the three intervention strategies used to correct prior to the student’s receiving an office referral.
TEACHING

NEWTON COUNTY ELEMENTARY SCHOOL

NEWTON COUNTY SCHOOL DISTRICT

DECATUR, MS

PRODUCT: COLLEGE AND CAREER READINESS - PBIS EDITION

WHY IT WAS DEVELOPED:

As the PBIS Team at Newton County Elementary reflected on the rising graduation rate at Newton County High School, the conversation made its way to our students at NCES and their abilities to grasp short term and long term goals. The team began to brainstorm ways to incorporate the PBIS campus strategies to challenge students to connect the campus code of conduct with college and career opportunities. In other words, how does the code of “Little Cougars are safe, kind, respectful, and ready to learn” affect “me” now and later?

DESCRIPTION OF PRODUCT:

The school counselor began by surveying the faculty and developing a bar grid on the cafeteria wall, representing the alma maters of the degrees earned by the faculty. Students were immediately curious with a first grade student approaching a faculty member with excitement, “I saw your picture in the cafeteria!” “Why”, she asked? “Because, you graduated from college”, he replied. The initiative was reinforced with the counselor visiting each grade level teaching the grade level activities reflected in the
created lesson plan, and making the connection between our code of conduct and how it is applied in the workforce later.

**IMPACT:**

We’ve seen many positive things through this initiative and as with everything we do, our hope is that helping our students make connections like these helps in building the foundation for them to be successful in school and in life.
TEACHING

NEWTON COUNTY HIGH SCHOOL

NEWTON COUNTY SCHOOL DISTRICT

DECATURE, MS

PRODUCT: THE PBIS/LITERACY HIGHWAY

WHY IT WAS DEVELOPED:

In recognition of Teen Read Week at Newton County High School, students were challenged to maintain a code of conduct that would merit the opportunity to visit the elementary campus and read to students.

DESCRIPTION OF PRODUCT:

High School students were encouraged to sign-up for the event in the Library with the understanding that a recommendation based on his/her code of conduct would be requested from a Language Arts educator before a student could actually participate in the PBIS/Literacy Highway program.

The librarian held a PBIS/Literacy Highway initiative meeting prior to school hours to reinforce the code of conduct expected while a guest on the elementary campus. Students were given the opportunity to choose from an array of grade level texts beforehand in order to be ready to read aloud with confidence to the students.
Each high school student introduced him/herself and shared the importance of reading daily as an elementary student provided each with a strong foundation for the high school years. Those students who had begun the PBIS process at the elementary level were also asked to share the transition between the Little Cougars are safe, kind, respectful, and ready to learn elementary code of conduct to the middle/high school code of respect, responsibility, and self-control, noting how each applied to the characteristics of becoming a better reader while in middle and high school.

**IMPACT:**

The surveys from the elementary faculty noted the heightened awareness of students who were engaged while the guest reader was in the classroom and the excitement of taking responsibility for reading daily. The photos from the day’s events are incorporated on the café televisions to remind students of the highway between elementary and middle/high school.
TEACHING

NEWTON COUNTY MIDDLE SCHOOL

NEWTON COUNTY SCHOOL DISTRICT

DECATUR, MS

PRODUCT: THE PBIS/LITERACY HIGHWAY

WHY IT WAS DEVELOPED:

In celebration of the model sites for each of the Newton County campuses, the administration and staff, along with the PBIS teams collaborated to bring about our Friday Connections Initiative. The goal was to offer an opportunity to exemplify the middle and high school code of conduct (“respect, responsibility, and self-control”) to the upperclassmen on the middle/high school campuses.

DESCRIPTION OF PRODUCT:

The Initiative has our upper classmen opening car doors and welcoming students to the elementary campus on select Friday mornings, teaching through modeling the positive and appropriate behaviors that are the expectations of Newton County students. In order to participate in the program, middle and high school students have to maintain the code of conduct while on campus, and also display responsibility while off-campus in order to “catch the bus” at the early hour as the middle and high school students are transported by school personnel to the elementary school site.

IMPACT:
This has promoted positive Cougar spirit throughout the school system and has carried over to students whether at the kindergarten or senior level. One senior remarked, “I would love to do this every Friday, I feel like a hero!” Both the participation and the representation are examples of the Positive Behavioral Interventions and Supports initiative impacting our schools from the graduation rate among our students, as statistics prove a student who is involved in extracurricular activities is more likely to remain in school, to the faculty on the elementary campus using this as a “teachable moment” to inform students of the importance of participating in and maintaining an environment where Little Cougars are safe, kind, respectful, and ready to learn.
TEACHING

STONEBRIDGE ELEMENTARY SCHOOL

RANKIN COUNTY SCHOOL DISTRICT

BRANDON, MS

PRODUCT: COOL TOOLS - TEACHING THE BULLDOG BARK

WHY IT WAS DEVELOPED:

During the summer prior to our first year of implementing SWPBIS at our school, our PBIS team created our “Cool Tools”. We wanted to start off strong and organized giving teachers the tools they would need to be successful. These lesson plans were a major component. Our ODR data was not disaggregated before implementation as it is now but we could see from prior years that we could gain instructional time and reduce ODRs by creating consistent expectations across campus. Teachers representing each grade, as well as special education and enrichment teachers, were involved in developing the cool tools to ensure that the lesson plans would be useful and accepted by all staff members.

DESCRIPTION OF PRODUCT:

Each SWPBIS team member found or developed a lesson plan that addressed the expectations for a location students would encounter at school. Since we are a second and third grade school, we value hands on learning and giving examples and non-examples. Teachers and students use the first two days of school each year to discuss and practice all school-wide
expectations. This means teachers and students practice hallway, cafeteria, restroom, playground, assembly, and dismissal behavioral expectations, as well as classroom expectations. Teachers know they are setting the tone for the year during these two days, so they use good modeling, ample interaction, hands on practice time, and plenty of Bulldog Bucks, our reinforcement token. Booster sessions are planned based on what our data indicates during our SWPBIS team meetings.

**IMPACT:**

Creating and teaching lesson plans that addressed Stonebridge’s school-wide expectations had a significant impact on our school. School ODRs from 2013-2014 (the year prior to SWPBIS implementation) totaled 136. At the end of 2014-2015 (first year of SWPBIS implementation) we had decreased our ODRs to 65.
TEACHING

T.J. HARRIS UPPER ELEMENTARY SCHOOL

MERIDIAN PUBLIC SCHOOLS

MERIDIAN, MS

PRODUCT: ANCHOR BEHAVIOR CHARTS

WHY IT WAS DEVELOPED:

The T.J. Harris Upper Elementary PBIS Committee recognized the impact discipline has on academic success. Our team is constantly brainstorming creative ways for teaching, modeling, and re-teaching appropriate behavior/expectations. Our discipline data showed an increase in office referrals for students exhibiting verbal and physical aggressions. In talking to our students about the antecedents to their aggressive behaviors, we discovered that most of the incidents stemmed from some type of minor problem or disagreement. Although respect is taught as one of our school wide expectations, the discipline data showed that our students need more assistance on being respectful while solving problems peacefully.

DESCRIPTION OF PRODUCT:

Anchor charts are often used in our academic lessons as instructional tools. Creating anchor charts is an interactive way for teachers and students to readily access needed information. We decided to teach respect and peaceful problem solving through anchor charts. The anchor chart
lessons are taught twice a week in each classroom at the beginning of the day. They include the following information about respect: KWL, looks like, sounds like, feels like and suggestions for replacement behaviors. Anchor charts are reference tools that can be used as a constant reminder of expected behavior. Teachers also use them as an ongoing source of teaching as incidents occur in the classroom.

IMPACT:

Though these lessons are ongoing, we have seen a positive impact in our school environment thus far. Students are eagerly participating in the discussion and creation of the anchor charts. After one month of implementation, our discipline data showed a decrease in office referrals related to solving problems peacefully.
REINFORCEMENT
PRODUCT: CLASS OF THE WEEK

WHY IT WAS DEVELOPED:

The Class of the Week recognition was developed so that a class and teacher could be recognized together for following PBIS expectations. Since teachers/staff throughout the building are the ones who do the nominating of fellow teachers and their classes, it encourages all teachers and staff to look for and to focus on PBIS expectations.

DESCRIPTION OF PRODUCT:

Teachers/classes are recognized each week for exhibiting PBIS expectations. Teachers/staff complete a Class of the Week form in order to nominate a class or classes who they have observed following PBIS expectations. It is a requirement that teachers/staff nominate at least three classes each month. On the nomination form, the teacher/staff must write what they observed the teacher/class doing that reflected PBIS expectations. On Thursday afternoon, all nominations are retrieved and tallied from our Class of the Week mailbox. The classroom with the most nominations in each grade level wins the honor of being Class of the Week. On Friday morning, the winners are announced over the intercom and the forms that are responsible for their winning are read. Classes being honored receive the
following: A sign placed by the classrooms that acknowledge their status, the teachers are given preferred parking at the front of the school, the students are given an ice cream party, and the teacher and her class are honored by being placed on the marquee at the entrance to the school, on our foyer bulletin board, and with honored seating in the cafeteria during lunch.

**IMPACT:**

Teachers/Staff/Students have learned PBIS expectations more quickly and inappropriate behavior and office referrals have decreased.
REINFORCEMENT

LONGLEAF ELEMENTARY SCHOOL

LAMAR COUNTY SCHOOL DISTRICT

HATTIESBURG, MS

PRODUCT: LONGLEAF ELEMENTARY BRANCHES

WHY IT WAS DEVELOPED:

Longleaf Elementary is constantly looking for ways to unite our K–5 students in carrying out the behavior expectations of our school motto: being responsible, respectful, and ready to learn. After several of our teachers attended the Ron Clark Academy in Atlanta and were inspired by what they saw there, they came back and developed this branch system as a way to unite our student body across the grades while at the same time motivating them to have good behavior through some friendly competition.

DESCRIPTION OF PRODUCT:

There are five branches. Each branch has a specific name, meaning, and unique crest design. The five branches are: Totara (Green) - Respect and Responsibility; Magnolia (Orange) - Pride and Optimism; Palm (Blue) - Trust and Integrity; Camellia (Red) - Excellence and Passion, and Cedar (Gold) - Wisdom and Success.

Upon entering school at Longleaf, students and faculty are sorted into branches by a random drawing. The branch that they draw is the branch that they remain a part of for their entire time at Longleaf. Students receive a bracelet and also have an opportunity to purchase a branch crest t-shirt so that everyone knows which branch they belong to. All faculty and staff carry small paper leaves to pass out to students who are going “above and beyond” showing positive character through their words and actions each day. Each classroom teacher has containers representing each branch. When students receive a leaf, they place it in the container representing the branch they are on. Each week, teachers turn in a leaf count to the branch coordinators. Weekly announcements are made about the branch that is leading the way with the most leaves collected and random prizes are given out throughout the 9 weeks to the students on the Top Branch at that time. At the end of the 9 weeks, a “Branch Bonanza” is held to reward the Top Branch Champions for that 9 weeks. Past Branch Bonanzas have included a small carnival with snow-cones and cotton candy and movies with popcorn and drinks.
Occasionally pep rallies are held and students get with their branch members to learn cheers and hand motions unique to their branch. It’s very common to see students on any given day giving unique hand signals to other members of their branch as they pass them in the hallways!

**IMPACT:**

The branch system has had a positive impact on our students and faculty. Aside from the additional leadership opportunities it provides students and the sense of tradition the students feel, the greatest impact is how it brings our students and faculty together. “Loving Longleaf” is a term you hear quite frequently among our students and faculty. We strive to create a sense of “family” within our school and the branch system helps foster this because it encourages and increases positive competition between our students and it provides an increased identity and feeling of belonging among our K-5 students. The branches also foster a collaboration between grade levels and encourages peer accountability.
REINFORCEMENT

NORTHWEST RANKIN ELEMENTARY SCHOOL

RANKIN COUNTY SCHOOL DISTRICT

BRANDON, MS

PRODUCT: STUDENT OF THE MONTH

WHY IT WAS DEVELOPED

Our “Student of the Month” celebration was developed to help bring special recognition to students that are always showing their PAWS expectations. In previous years, only one student was chosen from the entire school as “Student of the Month.” Not only was this a hard chore in picking just one student, but we were only able to recognize a very small portion of our population throughout the entire year. This year we expanded the recognition to include recognizing one student per grade each month. This helps the students feel that they have a better chance of earning this special honor.

DESCRIPTION OF PRODUCT

The teachers in each grade vote on whom they would like to choose for “Student of the Month.” They use Google docs as a tool to convey this information to administration. This Google doc also helps to keep an ongoing record in an easy manner. In order to decide which student(s) might be eligible for this honor, they have a list of criteria:

- Attendance and tardiness
- Giving their best effort in class
- Demonstrating their PAWS expectations on a consistent basis
On the first of each month, the administrators host a breakfast for the honorees. At the breakfast the students get a certificate along with a goody bag filled with lots of fun treats. A picture is taken of each student that is displayed all year on the bulletin boards to spotlight these outstanding students.

IMPACT

The “Student of the Month” award in each grade has had a positive impact at our school! Students are celebrating each other’s successes by congratulating those that have been chosen. This promotes respect and being happy for others when good things happen to them. It is also allowing some students to look at their own behavior and self-correct so that they too may have a chance at this positive experience.
PRODUCT: YOU’VE BEEN ‘STACHED!

WHY IT WAS DEVELOPED:
Our PBIS team wanted to find a way to get teachers to “buy-in” to our PBIS system. We also wanted to create a sense of community within the classrooms.

DESCRIPTION:
One kindergarten class and one first grade class is chosen as Class of the Month. Classes are chosen by students displaying positive behaviors and teachers are “caught” teaching and/or re-teaching school-wide rules and expectations. The class of the month gets a mustache sign hung over their classroom doorway stating, “You’ve Been ‘Stached” along with a letter stating why their class was chosen as Class of the Month. Teachers are rewarded with an extra 30-minute break and students receive an ice cream party and movie. A class picture is taken with students and teachers wearing mustaches and posted on our school website and in the local newspaper.
IMPACT:

We have more teachers reinforcing our school-wide rules. Students are also motivated to exhibit appropriate behaviors in all parts of the school. The students and teachers love coming to school each month and seeing who has been “stached”.
REINFORCEMENT SYSTEM

SHANNON HIGH SCHOOL

LEE COUNTY SCHOOL DISTRICT

SHANNON, MS

PRODUCT: THE WALL OF CHAMPIONS!

WHY IT WAS DEVELOPED:

Shannon High School’s Wall of Champions was created by members of our PBIS team. It was developed as a student and staff reinforcer to meet the need of praising those who have gone above and beyond at meeting “The Raider Way”.

DESCRIPTION:

Teachers and Students of the Month for the entire year have their names and pictures posted on the wall. We have our Teacher of the Year posted, along with the high scorers on our various state tests. We also have our students who received top scores and the names of those that had proficient scores. It is located in our main hall where it can be viewed by all students, staff, and family members.

IMPACT:
The Wall of Champions has had a very positive impact on our students and staff as evidenced by daily occurrences of students viewing the wall and asking how they can be added. Teachers have commented that they “feel fancy” being on The Wall of Champions. Even staff from other schools have complemented our wall and said they would like to start one in their schools. Students who find their picture or name on the wall have a sense of pride that they have achieved such a great accomplishment at our school.
WHY IT WAS DEVELOPED:

Recently our school consolidated with another district. The consolidation has had both successes and challenges. In an effort to highlight the successes of student and faculty, the Examples of Excellence (EOE) program was created. The development of the EOE program was a collaboration between the Starkville High School PBIS team and our administration.

EOE recognizes and celebrates the positive relationships established between students and teachers in and outside the classroom.

DESCRIPTION OF PRODUCT:

Each month, each department nominates one student as an example of excellence in character, academics, athletics, arts, leadership, etc. That student then chooses a member of the faculty or staff that he or she feels has made a positive impact on his/her life or education. Students and teachers are invited to share a catered lunch where they express their mutual appreciation. Each student and teacher is
recognized with a certificate. All attendees take a group picture and the picture is displayed on a wall dedicated to the EOE program. During the presentation, each student and staff/teacher shares a personal moment. Parents and members of the community are invited to attend the luncheon to celebrate as well. This event builds respect, appreciation, and a positive school culture in the SHS Jacket Nation.

**IMPACT:**

According to the results from a climate survey administered in October 2015 to faculty via e-mail, 94.1% of faculty found the Examples of Excellence program to be very positive.
REINFORCEMENT SYSTEM

SUDDUTH ELEMENTARY SCHOOL

STARKVILLE-OKTIBBEHA CONSOLIDATED SCHOOL DISTRICT

STARKVILLE, MS

PRODUCT: BEHAVIOR BASHES

WHY IT WAS DEVELOPED:

After reviewing our SWIS data, the SWPBIS team set one of our school goals to lower ODR’s each school year. In order to meet this goal, the team decided to have celebrations each nine weeks for students with no ODR’s. We call these celebrations Behavior Bashes.

DESCRIPTION OF PRODUCT:

We begin the school year with a Back to School Bash that every student is allowed to attend. The purpose of the first Behavior Bash is to introduce the school rules and discuss how the students get to attend the Behavior Bashes. Our first Behavior Bash this year was a DJ dance party. He was very encouraging of good behavior and following the school rules. Some of the Behavior Bashes that we have include a school pep rally, glow dance party, staff volleyball game, and movie and pajama day.
IMPACT:

The PBIS team believes that these Behavior Bashes promote positive behavior and outcomes that align with our goals as a PBIS model school. The impact on our students has been positive. The team really wanted to find a way to reward students who follow the rules on a regular basis and the Behavior Bashes are a great way to meet this need. We talk about the Behavior Bashes every day on the announcements and really get the students excited. We also want to impact the students who do not get to come to the Behavior Bash. We do this by meeting with them during the Behavior Bash to discuss school rules and completing a lesson on the school rules or a character education trait.
REINFORCEMENT

T.J. HARRIS UPPER ELEMENTARY SCHOOL

MERIDIAN PUBLIC SCHOOLS

MERIDIAN, MS

PRODUCT: NO FLEX ZONE

WHY IT WAS DEVELOPED:

T.J. Harris Upper Elementary PBIS Committee gives student incentive surveys at the beginning of each year and uses the responses to plan the activities offered throughout the year. These incentives include student selected items in our school store, dances, parties, and other privileges. After noticing an increase in our office discipline referrals in the middle of the year, we decided that our students obviously weren’t interested in our planned incentives anymore.

DESCRIPTION OF PRODUCT:

Our students are very interested in music and at the time of the survey most of the students were in to a song entitled “No Flex Zone.” The students defined flex zone as relating to your own personal space and others entering your space were to act according to your rules. We in turn connected that to our school being a “No Flex Zone.” The students who refrained from “flexing” were allowed to participate in our No Flex Zone rotation stations. The stations were created based on a student survey. As a motivational tool, each student was given a ticket that admitted them into the Zone of their choice. The “No Flex Zones” included the following student selected stations: cup cake decorating, sports cosmetology, rap, cheerleading, line dancing, graph designs, and art. Each station was led by volunteers from Meridian High School
or Meridian Community College. The volunteers were very complimentary of our students’ behavior.

**IMPACT:**

Our office discipline referrals decreased during the month of the No Flex Zone Stations. The students who weren’t able to attend were very apologetic and communicated remorse in not being able to participate. Although this event takes a lot of planning and volunteers, we will offer it every year because of student demand.
REINFORCEMENT

WINONA ELEMENTARY SCHOOL

WINONA SCHOOL DISTRICT

WINONA, MS

PRODUCT: TIGER PAW BINGO

WHY IT WAS DEVELOPED:

Our Tiger Paw Bingo program evolved from a visit by our PBIS Team to Sudduth Elementary School in Starkville, MS, a REACH MS PBIS model site. The Tiger Paw Bingo program is designed to increase consistent use of strategies for positive teaching and reinforcement with individual students throughout the school day.

DESCRIPTION OF PRODUCT:

Each day three random staff members will have two laminated Tiger Paws to give to deserving students who are exhibiting our expectations of “Respectful, Responsible, and Ready.” This could be in the hallway, classroom, cafeteria, playground etc. Paws are rewarded by 1:00 each day. At the time the student receives the laminated paw, he/she will show the paw to his/her teacher. The teacher will allow the student to wear a tiger paw button that is in the classroom for the rest of the day. The student will then go to the office, turn in their laminated paw and draw a number out of a bucket. The name of the tiger paw recipient is written on a bingo grid according to the number drawn by the student. A letter is sent home with the child that
informs the parents that their child has been “CAUGHT BEING GOOD!” When enough students have been added to reach 10 in a row, those 10 students will be rewarded by the PBIS Team.

IMPACT:
Our school has experienced tremendous success in the reduction of Office Discipline Referrals since we began implementing PBIS. We have already had 445 fewer infractions this year than during the previous school year.
OFFICE DISCIPLINE REFERRAL
OFFICE DISCIPLINE REFERRALS

SUDDUTH ELEMENTARY SCHOOL

STARKVILLE- OKTIBBEHA CONSOLIDATED SCHOOL DISTRICT

STARKVILLE, MS

PRODUCT: MINOR INFRACTION SHEET

WHY IT WAS DEVELOPED:

Sudduth Elementary uses a Minor Infraction Sheet as part of our discipline process that was developed by the SWPBIS team. This form addresses the critical element of PBIS: Office Discipline Referrals. The purpose of our minor infraction sheet is to allow teachers to address minor disruptions in the classroom before writing an Office Discipline Referral (ODR) on a student and to decrease the number of ODRs.

DESCRIPTION OF PRODUCT:

There is a process for using the minor infractions form. Students must have 3 documented minor infractions and the teacher must have documented 3 disciplinary actions before completing an ODR. In the middle of the minor infraction sheet, we have listed some common classroom expectations that fall under minor behavior. At the bottom of our minor infraction sheet, we have listed disciplinary actions that the teacher can choose from: time out, parent contact - phone call, counselor consultation, parent conference, or implement a behavior strategy. On the back of our minor infraction sheet, we have listed behavior strategies that our
teachers can use. For each minor infraction documented, the teacher must apply one of the
disciplinary actions. We have chosen to require that one of those disciplinary actions be a
parent contact/parent conference. If a parent cannot be reached, the teacher completes a
social worker referral form to request a home visit. If the issues are not resolved and the
student has 3 documented minor infractions and 3 documented disciplinary actions, the
teacher completes an ODR and turns it in to an administrator.

**IMPACT:**

The use of the minor infractions form has reduced the number of ODRs submitted involving
behaviors that are minor and can be handled in the classroom. It has also promoted more
communication with parents concerning behavior and school expectations.
FACULTY AND FAMILY INVOLVEMENT
FACULTY AND FAMILY INVOLVEMENT

NEWTON COUNTY ELEMENTARY SCHOOL

NEWTON COUNTY SCHOOL DISTRICT

DECATUR, MS

PRODUCT: “WHAT’S YOUR WHY?”

WHY IT WAS DEVELOPED:

Upon reviewing the campus’ data during the summer, the Newton County Elementary PBIS Leadership Team concluded it was time to utilize one of our greatest resources – our parents, guardians, and community leaders – and include them in our Cougar Cash Friday monthly drawings.

DESCRIPTION OF PRODUCT:

We thought by asking one of our volunteers to “MC” the drawing event and re-teach the expectations on a regular basis during the scheduled times while in the cafeteria for lunch, we could more greatly reinforce the “why” of the campus expectations. Oftentimes when we teach the expectations the underlying “why” or message may be left off or not heard. Through the volunteers we have found the students more clearly grasp the intended meaning of the “why” and the importance of meeting the campus expectations. Recently, a volunteer stated, “I only hire individuals who show respect in the interview.” He also gave examples of what
“respect” looks like in an interview. The students quickly connected the statement, “Little Cougars are...safe, kind, respectful, and ready to learn,” to future ambitions; thus, learning the “real why” of the expectations our Little Cougars are taught daily. In addition, the grade level communities are challenged to make a positive difference in society by being good citizens at school, further promoting accountability among students.

**IMPACT:**

At the conclusion of the re-teaching, the volunteer leads students in applause for the winners of the drawings (each student is given the opportunity to place one buck in the drawing), as students select prizes from the display. Top winners of AR or Character are recognized and are asked to “draw” the winning ticket. The “MC” also takes the opportunity to interview the student and gets positive feedback for the “community.” “What did you read this month?” If bus discipline is an issue, the MC takes the opportunity to teach the “why” for safety while on the bus. The PBIS team has noted a significant drop in referrals and a greater sense of understanding the meaning of our expectations since the implementation of our “why” initiative.
FACULTY AND FAMILY INVOLVEMENT

ROUSE ELEMENTARY SCHOOL

RANKIN COUNTY SCHOOL DISTRICT

BRANDON, MS

PRODUCT: “I AM RESPECTFUL”

WHY IT WAS DEVELOPED:

After conducting an end of the year survey on Survey Monkey, our teachers wanted a school-wide focus on a different character trait each month of the school year. During the month of September, our focus was on showing respect. Teachers and administrators chose respect because it is one of our school-wide expectations and our motto begins with “I Am Respectful”.

DESCRIPTION OF PRODUCT:

Each week, teachers chose how they wanted students to practice showing respect, such as being a good listener, using good manners, and helping others. The counselors developed lessons each week to address the chosen act of showing respect. Students were rewarded with Bulldog Bucks to spend in our PBIS store when the faculty and staff saw them displayed respectful behaviors. We also created a character trait bulletin board to reinforce the character trait of the month. Each month, different classes display their artwork depicting the character trait for the month.
After the lessons on respect, students were given an activity to take home to complete with their families about ways they show respect to their family members. The students were also asked to write a sentence about someone they respect. Students returned the activity to school and they were displayed in the hallways.

**IMPACT:**

Since teachers were involved in the process, they were eager to implement the activity and reinforce the counselors’ lessons with their students in the classroom. The family activity created the opportunity for family members to discuss respect at school and in the home environment.
FACULTY AND FAMILY INVOLVEMENT
WARD STEWART ELEMENTARY
STARKVILLE-OKTIBBEHA CONSOLIDATED SCHOOL DISTRICT
STARKVILLE, MS
PRODUCT: “DONUT YOU KNOW WE LOVE YOU?”

WHY IT WAS DEVELOPED:
After reviewing the yearly data and discovering the steady increase of bus referrals all year, the PBIS committee decided to extend our PBIS incentive system to the bus drivers. We wanted to show our appreciation to them for starting the student’s day off on a good “note” and ending it on one as well.

DESCRIPTION OF PRODUCT:
Each month bus drivers are given Shipley’s donuts holes with a picture and a kind note written by a student. Our Assistant Principal delivers the donut holes to each bus driver and thanks them for their hard work that month. As the person responsible for handling bus referrals, our hope is that this increases their interactions and they are more positive ones overall.

IMPACT:
The impact has been an increase in communication and recognition of all bus drivers at Ward-Stewart Elementary. We have less bus referrals this year than we had last year at this point in the year. We believe this successful trend will continue as the bus becomes a more positive and peaceful place for everyone.
REACH MS SERVICES - PROFESSIONAL DEVELOPMENT OPPORTUNITIES

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 10 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 11, 2016**. 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
   11, 2016. 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
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

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

   **Alcorn Central High School (grades 9-12)**  
   Alcorn County School District  
   Contact: Twila Bridges, Team Leader  
   662.286.8720; tbridges@alcornschools.org

2. **Pontotoc County**  
   (Tupelo Area)

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

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

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

   **Pontotoc Middle School (grade 5-6)**  
   Pontotoc City School District  
   Contact: Gwyn Russell, Principal  
   662.489.6056; grussell@pontotoc.k12.ms.us

3. **Chickasaw County**  
   (Tupelo Area)

   **Houston Middle School (grades 6-8)**  
   Houston School District  
   Contact: Susan Weaver, Assistant Principal  
   662.456-3332; sweaver@houston.k12.ms.us

   **Houston Upper Elementary School (grades 3-5)**  
   Houston School District  
   Contact: John Ellison, Principal  
   662.456.3332; jellison@houston.k12.ms.us

   **Houston Lower Elementary School (grades K-2)**  
   Houston School District  
   Contact: Robert Winter, Principal  
   662.456.3323; rwinters@houston.k12.ms.us
4. **Leflore County**
   (Greenwood Area)

   **Bankston Elementary School (grades PK-6)**
   Greenwood School District
   Contact: Kirby Love, Principal
   662.455.7421; kirbylove@greenwood.k12.ms.us

5. **Oktibbeha County**
   (Starkville Area)

   **Ward Stewart Elementary School (grades 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 (grades 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 (grades K-6)**
   Vicksburg Warren School District
   Contact: Devona Dew, Assistant Principal
   601.638.3875; ddew@vwsd.k12.ms.us

7. **Hinds County**
   (Jackson Area)

   **Brown Elementary School**
   Jackson Public School District
   Contact: Valerie Russell, Team Leader
   601.960.5325; vrussell@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 (grades Pre K–6)
Jackson Public Schools
Contact: Linda Bodam, Team Leader
601.987.3709; lbodam@jackson.k12.ms.us

Poindexter Elementary School (grades Pre K–5)
Jackson Public Schools
Contact: Jenelia Branson, Team Leader
601.960.5304; jbranson@jackson.k12.ms.us

Spann Elementary School (grades K–5)
Jackson Public Schools
Contact: Nicole Menotti, Principal
601.987.3532; nimenotti@jackson.k12.ms.us

8. Rankin County
   (Jackson Area)

Flowood Elementary School (grades K-5)
Rankin County School District
Contact: Lacey Kirkendall, Team Leader
601.992.6277; lacey.kuyrkendall@rcsd.ms

McLaurin Elementary School (grades PK-6)
Rankin County School District
Contact: Michelle Nowlin, Principal
601.845.2127; mnowlin@rcsd.k12.ms.us

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

Pelahatchie Elementary School (grades 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.byrd@rcsd.ms

Steen’s Creek Elementary School (grades 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 (grades PK–5)  
Leake County School District  
Contact: Donna Pope, Administrator  
601.267.9148; d pope@leakesd.org

10. **Newton County**  
(Meridian Area)

Newton County Elementary School (grades K-4)  
Newton County School District  
Contact: Tracy Holliman, Team Leader  
601.635.2956; tholliman@newton.k12.ms.us

11. **Lauderdale County**  
(Meridian Area)

Southeast Elementary School (grades PK–4)  
Lauderdale County School District  
Contact: Steven Holifield, Assistant Principal  
601.486.2500; sholifield@lauderdale.k12.ms.us

12. **Lamar County**  
(Hattiesburg Area)

Purvis Middle School (grades 6-8)  
Lamar County School District  
Contact: Melissa Knight, Team Leader  
601.794.1068; melissa.knight@lamarcountyschools.org
13. Forrest County
   (Hattiesburg Area)

   Dixie Attendance Center (grades K-8)
   Forrest County School District
   Contact: Quan O’Neal, Assistant Principal
   601.582.4890; qoneal@forrest.k12.ms.us

   South Forrest Attendance Center (grades K-8)
   Contact: Karen McCrary, Principal
   601.545.7714; kmccrary@forrest.k12.ms.us

   Rawls Springs Attendance Center (grades K-6)
   Forrest County School District
   Contact: Malia Triggs, Principal
   601.268.2217; mtriggs@forrest.k12.ms.us

   Earl Travillion Attendance Center (grades K-6)
   Forrest County School District
   Contact: Ashley Smith, Team Leader
   601.584.9303; asmith@forrest.k12.ms.us

   North Forrest Elementary (grades K-6)
   Forrest County School District
   Contact: Stacey Tapper, Team Leader
   601.584.6466; stapper@forrest.k12.ms.us

   Mary Bethune Alternative Center
   Hattiesburg Public School District
   Contact: Kizza Ramsey, Team Leader
   601.584.6311; kizza.ramsey@hattiesburgpsd.com

14. Pearl River County
   (Hattiesburg Area)

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

15. Harrison County
   (Gulfport Area)

   North Bay Elementary School (grades K-5)
   Biloxi School District
   Contact: Dr. Laurie Pitre, Principal
   228.435.6166; laurie.pitre@biloxischools.net

   Harper McCaughan Elementary School (grades 4-6)
   Long Beach School District
   Contact: Dr. Jenny Webber, Assistant Principal
   228.863.0478; webberj@lbsdk12.com
Delisle Elementary School (grades K-4)
Pass Christian School District
Contact: Mandy Lacy, Asst. Principal
228.255.6219; mlacy@pc.k12.ms.us

*If you would like to visit a school that is implementing school-wide PBIS, please contact one of these model sites. Each school listed has passed an external evaluation verifying implementation of PBIS; including all critical elements, with fidelity. More schools are being added to our list all the time, so visit www.usm.edu/reachms for the most up-to-date list of model sites.

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