

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 5, SPRING 2014

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REACH MS: MISSISSIPPI'S STATE PERSONNEL DEVELOPMENT GRANT

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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 PBISB 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

ALCORN CENTRAL HIGH SCHOOL

ALCORN COUNTY SCHOOL DISTRICT

GLEN, MISS.

PRODUCT: BLOCK 101

Description:

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.

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.

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.

FRANKLIN ACADEMY MEDICAL SCIENCES AND WELLNESS SCHOOL

COLUMBUS MUNICIPAL SCHOOL DISTRICT

COLUMBUS, MISS.

PRODUCT: CLASSROOM MINOR INCIDENT TRACKING FORM

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.

USING DATA FOR LONG-TERM CHANGE

NEWTON COUNTY ELEMENTARY SCHOOL

NEWTON COUNTY SCHOOL DISTRICT

DECATUR, MISS.

PRODUCT: NEWTON COUNTY ELEMENTARY PBIS STUDENT SURVEY

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 the 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 reinforcers” 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.

USING DATA FOR LONG-TERM CHANGE

SOUTH PONTOTOC ELEMENTARY SCHOOL

PONTOTOC COUNTY SCHOOL DISTRICT

PONTOTOC, MISS.

PRODUCT: USING DATA TO CREATE COUGAR CRUISERS BUS REINFORCER

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 the 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.

EXPECTATIONS AND RULES

EXPECTATIONS AND RULES

YAZOO CITY ALTERNATIVE LEARNING CENTER (ALC)

YAZOO CITY SCHOOL DISTRICT

YAZOO CITY, MISS.

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.

TEACHING

TEACHING

AMANDA ELZY JUNIOR HIGH SCHOOL

LEFLORE COUNTY SCHOOL DISTRICT

GREENWOOD, MISS.

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.

TEACHING

NEWTON COUNTY SCHOOL DISTRICT PBIS TEAM

NEWTON COUNTY SCHOOL DISTRICT

DECATUR, MISS.

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 the 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.

TEACHING

NORTH PONTOTOC UPPER ELEMENTARY SCHOOL

PONTOTOC COUNTY SCHOOL DISTRICT

ECRU, 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 the 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%.

TEACHING

OAKLAND HEIGHTS ELEMENTARY/CRESTWOOD ELEMENTARY SCHOOLS

BEHAVIOR INTERVENTION SOCIAL SKILLS GROUP

MERIDIAN PUBLIC SCHOOLS

MERIDIAN, MISS. PRODUCT: QUILT-MAKERS PROJECT

Why It Was Developed:

Meridian Public School District's behavior interventionist 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 the Product:

A specially selected group of behavior interventionist Mrs. 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.

TEACHING

PISGAH ELEMENTARY SCHOOL

RANKIN COUNTY SCHOOL DISTRICT

BRANDON, MISS.

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 the 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>

REINFORCEMENT

REINFORCEMENT

FLOWOOD ELEMENTARY SCHOOL

RANKIN COUNTY SCHOOL DISTRICT

FLOWOOD, MISS.

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.

REINFORCEMENT

NEWTON COUNTY HIGH SCHOOL

NEWTON COUNTY SCHOOL DISTRICT

DECATUR, MISS.

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 the 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.

REINFORCEMENT

NORTHWEST RANKIN ELEMENTARY SCHOOL

RANKIN COUNTY SCHOOL DISTRICT

BRANDON, MISS.

PRODUCT: SIXTH GRADE AUCTION

Why It Was Developed:

In the 2013-14 school year, we incorporated sixth grade into our elementary school. For many years, we were a K–5 school, and the addition of older children have required us 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 items for sixth graders, and it still seemed ineffective. 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

MERIDIAN PUBLIC SCHOOL DISTRICT

MERIDIAN, MISS.

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 the 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 the following month to use toward a reward option they want 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.

REINFORCEMENT

SHANNON HIGH SCHOOL

LEE COUNTY SCHOOL DISTRICT

SHANNON, MISS.

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.

REINFORCEMENT

WARD-STEWART ELEMENTARY SCHOOL

STARKVILLE SCHOOL DISTRICT

STARKVILLE, MISS. PRODUCT: WARD-STEWART PRINCIPALS 100 CLUB

Why It Was Developed:

The Principals 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 Principals 100 Club.

Description of Product:

Principals 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 Principals 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.

OFFICE DISCIPLINE REFERRAL

OFFICE DISCIPLINE REFERRAL

SUDDUTH ELEMENTARY SCHOOL

STARKVILLE SCHOOL DISTRICT

STARKVILLE, MISS.

PRODUCT: OFFICE DISCIPLINE REFERRAL AND SWIS

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.

SWPBIS TEAM

SWPBIS TEAM

RANKIN COUNTY DISTRICT LEADERSHIP TEAM

RANKIN COUNTY SCHOOL DISTRICT

BRANDON, MISS.

PRODUCT: RANKIN COUNTY SCHOOL DISTRICT TEAM LEADER MEETINGS

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 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.

FACULTY AND FAMILY INVOLVEMENT

FACULTY AND FAMILY INVOLVEMENT

NEWTON COUNTY PBIS FAMILY COMPONENT

NEWTON COUNTY SCHOOL DISTRICT

DECATUR, MISS.

PRODUCT: DIFFERENCE-MAKER K-12 FACULTY/FAMILY INITIATIVE – GET IN AND STAY IN

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 the 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 remind 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.

FACULTY AND FAMILY INVOLVEMENT
NORTH PONTOTOC UPPER ELEMENTARY SCHOOL
PONTOTOC COUNTY SCHOOL DISTRICT
ECRU, MISS.

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 the 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.

FACULTY AND FAMILY INVOLVEMENT
POPLAR SPRINGS ELEMENTARY SCHOOL
MERIDIAN SCHOOL DISTRICT
MERIDIAN, MISS.

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 for 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 the 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 are more eager to give out Panda Point to students and assist with planning for the student monthly 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 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!

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.

Critical Elements	Example of Products
Expectations and Rules	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.
Teaching	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.
Reinforcers	Pictures and plans from staff reinforcers, pictures and plans from student reinforcers, etc.
Referral Process	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.
Using Data for Long-Term Change	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
Building Faculty and Family Involvement	Examples of strategies used to enhance communication, motivation and meaningful involvement of faculty and family members - Please provide outcome data resulting from these efforts.

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

School/District: _____

Product ID: _____

Reviewer's Name: _____

Date: _____

PBIS SEEDS Evaluation Rubric

<p>CHECK THE CRITICAL ELEMENT REPRESENTED:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input type="checkbox"/> Basic behavioral principles</td> <td style="width: 50%; border: none;"><input type="checkbox"/> Interventions and consequences</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> School-wide expectations</td> <td style="border: none;"><input type="checkbox"/> Office discipline referral process</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Rules for specific settings</td> <td style="border: none;"><input type="checkbox"/> Teaming</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Teaching appropriate behaviors</td> <td style="border: none;"><input type="checkbox"/> Building faculty and family involvement</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Reinforcement system</td> <td style="border: none;"><input type="checkbox"/> Using data for long-term change</td> </tr> </table>												<input type="checkbox"/> Basic behavioral principles	<input type="checkbox"/> Interventions and consequences	<input type="checkbox"/> School-wide expectations	<input type="checkbox"/> Office discipline referral process	<input type="checkbox"/> Rules for specific settings	<input type="checkbox"/> Teaming	<input type="checkbox"/> Teaching appropriate behaviors	<input type="checkbox"/> Building faculty and family involvement	<input type="checkbox"/> Reinforcement system	<input type="checkbox"/> Using data for long-term change
<input type="checkbox"/> Basic behavioral principles	<input type="checkbox"/> Interventions and consequences																				
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<input type="checkbox"/> Teaching appropriate behaviors	<input type="checkbox"/> Building faculty and family involvement																				
<input type="checkbox"/> Reinforcement system	<input type="checkbox"/> Using data for long-term change																				
Rate the QUALITY of the product.	Poor/None		Average			Superior															
The product demonstrates quality practices relating to the critical element it represents.	0	1	2	3	4	5	6	7	8	9	10										
The rationale for developing the product/process is based on data or other supporting factors that are well-described.	0	1	2	3	4	5	6	7	8	9	10										
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."	0	1	2	3	4	5	6	7	8	9	10										
The submission includes a description of a development and/or implementation that is team-based.	0	1	2	3	4	5															
The product is inclusive of the needs of <u>all</u> students, including those with disabilities.	0	1	2	3	4	5															
The product demonstrates family engagement (development, implementation and/or evaluation).	0	1	2	3	4	5															
The suitability of product for print and Web distribution	0	1	2	3	4	5															
TOTAL SCORE (total of above):																					
<p>Comments:</p>																					

REACH MS PBIS Model Sites

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

662.324.4150; dbaker@starkville.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

Threadgill Elementary School (grades PK-6)

Greenwood School District

Contact: Lachada Robie, Principal

662.455.7440;

lachadarobie@greenwood.k12.ms.us

W.C. Williams Elementary School (grades 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 (grades 3-4)

***Tier 1 and Tier 2 Model Site**

Starkville School District

Contact: Diane Baker, Principal

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; dpope@leakesd.org

Leake County Elementary School (grades 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

(grades K-4)

Newton County School District

Contact: Tracy Holliman, Team Leader

601.635.2956; tholliman@newton.k12.ms.us

Newton County Middle School (grades 5-8)

Newton County School District

Contact: Sherry Akins, Team Leader

601.635.4261; sakins@newton.k12.ms.us

Newton County High School (grades 9-12)

Newton County School District

Contact: Sue Geter, Team Leader

601.635.3347; sgeter@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

Carver Middle School (grades 6-8)

Meridian Public School District

Contact: Tanika Lankford, Behavior Counselor

601.481.2089; tlankford@mpsdk12.net

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.