PBIS SEEDS

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

REACH MS

Realizing Excellence for ALL Children in Mississippi

MISSISSIPPI'S STATE PERSONNEL DEVELOPMENT GRANT

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

VOLUME 6, SPRING 2016

REACH MS: MISSISSIPPI'S STATE PERSONNEL DEVELOPMENT GRANT

DEPARTMENT OF CURRICULUM, INSTRUCTION AND SPECIAL EDUCATION
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REACH MS
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VOLUME 6, SPRING 2016

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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 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. 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!

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

ABOUT REACH MS

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

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

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

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

ABOUT PBIS

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

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

WHAT ARE THE CRITICAL ELEMENTS?

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

Using Data for Long-Term Change

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

ABC's of Behavior Interventions and Consequences

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

Expectations

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

Rules for Specific Settings

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

Teaching

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

Reinforcement

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

Office Discipline Referrals

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

PBIS Team

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

Faculty and Family Involvement

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

USING DATA FOR LONG-TERM CHANGE

RANKIN COUNTY DISTRICT PBIS TEAM

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, dropout prevention director, director of counselors, and a 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 ODRs and teacher nomination, but we had no scheduled time to do it. Therefore, some students were being missed until they had many ODRs.

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.

Rankin County School District

Unleashing the Possibilities

High School Graduation Predictor

The High School Graduation Predictor will be conducted 3 times per year. Data to be collected are:

Grade Level
Date of Birth
GPA
Office Discipline Referrals – 3-5
Core Grades: F
Attendance - 5
SATP2 failures
ACT scores
The dates of the predictor are as follows:

- September 2, 2014 (Due to Charlotte Christian & cc Charlene Fowler 9/19 by 4:00)
- January 5, 2015 (Due to Charlotte Christian &cc Charlene Fowler 1/23 by 4:00)
- April 27, 2015 (Due to Charlotte Christian & cc Charlene Fowler 5/15 by 4:00)

Once the predictor is completed and students have been identified, the following steps should be taken:

- ☐ Compile data using Graduation Plan Predictor Template
- ☐ Complete Individual High School Graduation Predictor Form
- ☐ Develop a High School Student Graduation Team
- ☐ Academic interventions if needed
- ☐ Attendance strategies if needed
- ☐ Discipline strategies if needed

The mission of the Rankin County School District is to prepare every student with the cognitive and social skills necessary to be productive members of an ever-changing global society.

Individual High School Graduation Predictor

Today's Date_____ Student MSIS #_____

Student Name_____DOB_____ Age_____Grade_____

Counselor_____Career Cluster_____

Student's attendance: Absences_____ Tardy_____ Check outs_____

Number of grades retained: _____ Specific grades retained:_____ _____

SATP2 Scores: Algebra I P F Biology I P F English II P F U. S. History P F

ACT sub-scores (17 or greater): Math_____ Science_____ English_____ Reading_____

Number of ODR's (Office Discipline Referrals) _____ OSS _____ ISS _____Other

Plan Notes: _____

_____

_____

_____

_____

_____

_____Attach current quick lookup report from PowerSchool
_____Attach current log entry report from PowerSchool
_____Documented classroom strategies form attached
_____Parent contact sheet attached
_____Cumulative Folder Sheet attached
_____Yes _____No Recommending opt out

High School Student Graduation Team:

_____ _____

_____ _____

_____ _____

Revised 08/2014

EXPECTATIONS AND RULES

DELISLE ELEMENTARY SCHOOL

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 YouTube, 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: www.youtube.com/watch?v=vq7-GDdsTXE

Keep Calm and Pirate On

CAFE, HALLWAY, BATHROOM, AND THE BUS

KEEP CALM, PIRATE ON

Delisle
Elementary
Academics
Attendance

EXPECTATIONS AND RULES

PARKVIEW ELEMENTARY SCHOOL

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 2015-16 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. 2011 – 96 office discipline referrals
Sept. 2012 – 65 office discipline referrals
Sept. 2013 – 20 office discipline referrals
Sept. 2014 – 13 office discipline referrals
Sept. 2015 – 32 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.

PARKVIEW ELEMENTARY SCHOOL'S MUSTANG CODE
Hallway
Expectations
Be Responsible
• Walk on the right side.
• Uses inside voices.
• Report directly to class.
Be Respectful
• Use inside voices.
• Use appropriate language.
Be Safe
• Walk two feet behind two feet.
• Hands behind your back.
• Keep hands, feet, and objects to yourself.

PARKVIEW ELEMENTARY SCHOOL'S MUSTANG CODE
Dining Hall
Expectations
Be Responsible
• Be polite to others.
• Eat your food.
• Keep your area clean.
• Throw away trash.
Be Respectful
• Talk quietly to your neighbor after eating.
• Use appropriate language.
Be Safe
• Keep hands, feet, and objects to yourself.

PARKVIEW ELEMENTARY SCHOOL'S MUSTANG CODE
Bus
Expectations
Be Responsible
• Follow bus rules.
• Stay in seat.
• Be at the stop on time.
Be Respectful
• Use appropriate language.
• Follow the driver's directions.
Be Safe
• Keep hands, feet, and objects to yourself and out of aisle.

PARKVIEW ELEMENTARY SCHOOL'S MUSTANG CODE
Expectations
Classroom
Hallway
Dining Hall
Bus
Bathroom
Be Responsible
• Be on time.
• Be prepared with paper and sharpened pencil.
• Complete assignments.
• Follow directions.
• Walk on the right side.
• Uses inside voices.
• Report directly to class.
• Be polite to others.
• Eat your food.
• Keep your area clean.
• Throw away trash.
• Follow bus rules.
• Stay in seat.
• Be at the stop on time.
• Use toilet.
• Flush toilet after use.
• Use one squirt of soap and one paper towel.
Be Respectful
• Use appropriate language.
• Raise hand for permission before speaking or getting out of seat.
• Use inside voices.
• Use appropriate language.
• Talk quietly to your neighbor after eating.
• Use appropriate language.
• Eat your own food.
• Use appropriate language.
• Follow the driver's directions.
• Flush toilet after use.
• Throw paper in trash can.
Be Safe
• Keep hands, feet, and objects to yourself.
• Remain seated.
• Follow directions.
• Walk two feet behind two feet.
• Hands behind your back.
• Keep hands, feet, and objects to yourself.
• Keep hands, feet, and objects to yourself.
• Keep hands, feet, and objects to yourself and out of aisle.
• Enter and exit quietly.
• Look for feet under stall.
• Wash hands.

EXPECTATIONS AND RULES

ROUSE ELEMENTARY SCHOOL

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 kickoff event. Now that we had a solid school-wide understanding of the system, the team had a PBIS kickoff event involving the entire school to encourage all students, faculty and staff to take ownership of their roles in making PBIS a success.

DESCRIPTION OF PRODUCT

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 superheroes. We began with our chant, "Superheroes Make Good Choices." Our principals and counselors each held a sign with the words from the chant, and the students yelled 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 kickoff event. There was also marked improvement in behavior in all areas of the school.

Super
HEROES
make

Super Heroes Make Good Choices

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, 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, can 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.

Student Name: _____

Date: _____ Grade _____

Time _____

Please check the expectation that was not being followed.

_____ **Be Respectful** _____ **Be Responsible** _____ **Be Safe**

What were you doing? (Unacceptable Behavior)

_____
_____
_____

What should you have been doing?

_____
_____
_____

What could you have done differently?

_____
_____
_____

Mediator completes the following.

Intervention:

_____
_____
_____
_____

Parent Contact: **(An attempt to contact is not a contact.)**

_____ Contacted by phone: Date _____ Time _____
Name _____
Relation to Student _____

_____ Conference: Date _____ Time _____
With Whom _____
Relation to student _____

_____ Parent Letter **(Attach Copy)**

_____
Mediator's Signature

Additional Information may be supplied on the back of this form.

Behaviors during completion of "Stop and Think" form:

☐ Acceptable ☐ Unacceptable

Apology Practiced Successfully:

Making an Apology: 1. Look at the person, 2. Use a serious, sincere voice, 3. Say, "I'm sorry for or I want to apologize for …," 4. Explain how you plan to do better in the future; 5. Say, "Thanks for listening."

☐ Yes ☐ No

Office Copy – White Homeroom Teacher's Copy – Yellow

When three "Stop and Think" forms have been completed, a teacher may attach the white copies to an office referral the 4th time for the same unacceptable behavior. This form should be completed for Level 1 behaviors only.

TEACHING

NEWTON COUNTY ELEMENTARY SCHOOL

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 and 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.

Newton County Elementary School-Wide
Social Skill Lesson Plan
College and Career Edition
Reaching every child, every day, in every way.

Expectations from the NCES Matrix-I am: • **safe** • **kind** • **respectful** • **ready to learn.**
Period of Implementation: November 30th-December 18th **Skills involved: safety, kindness, respectability, and readiness to learn, applied to College and Careers** This means I will: • Promote safety. • Be kind and acceptable of people different than me. • Respectful of myself and those around me. • Exhibit a spirit of readiness to learn.
Context: All settings
Introduction TELL: 1. Brainstorm likes and dislikes. 2. Brainstorm career ideas. 3. Ask-What would make you a good _____ (suggested occupation)?
SHOW Read How Santa Got His Job Say-Santa knew he didn't want an inside job, so he explored different careers. Allow Discussion Read Maybe you should fly a jet! Maybe you should be a vet! Say-Some careers require a college degree and some require other skills. For example-On the cafeteria wall, you will find pictures of teachers and staff at NCES. A college degree is required to become a teacher. Say-Some colleges offer degrees for education and others may not. Take a look at the career wall at lunch and see what colleges the staff at NCES attended.
Guided PRACTICE Complete the Elf Application (for lower grades) Complete the Help Wanted handout (for upper grades) Brainstorms occupations and the characteristics of each.
Discuss How does our Code of Conduct as Little Cougars apply to a job and even filling out an application in the future? Safe-discuss safety standards Kind-to whom? Fellow employees? Customers? Respectful-how can we show respect in the work place? Ready to Learn-are we on time for work?

Remember…Little Cougars are…
safe, kind, respectful, and ready to learn!

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.

AL YANKOVIC
My New Teacher and Me!

NEWTON COUNTY SCHOOLS
714-49

PRODUCT: FRIDAY CONNECTIONS

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 upperclassmen 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.

COUNTY SCHOOLS
74
35

TEACHING

STONEBRIDGE ELEMENTARY SCHOOL

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 2013-14 (the year prior to SWPBIS implementation) totaled 136. At the end of 2014-15 (first year of SWPBIS implementation) we had decreased our ODRs to 65.

Cool Tool of the Week: Classroom Rules & Procedures

NAME OF THE SKILL: Classroom Rules and Procedures
SCHOOL-WIDE EXPECTATION: Students will be prepared, accept responsibility, respect others, and keep safe in the classroom.
DATE TO BE TAUGHT: First week of school

DISCUSS THE PURPOSE OF THE LESSON AND WHY IT IS IMPORTANT: TTW introduce ad discuss the rules and procedures.

1. TTW will ask: Why do we come to class? *To learn.* Why is it important that we learn?
Possible Student Answers: *So we can become better readers. So we can count money when we go in a store. So we can get good jobs when we grow up. So we can become better writers.*

2. TTW will ask: Why is it important that we have classroom rules?
Possible Student Answers: *So we won't hurt ourselves or others. So we can hear the teacher when she is telling us important things. So we can get our work finished in a timely manner and move on to learn something new. So we will not disturb others trying to do their best.*

3. TTW state the rule and the skill: What does being prepared, responsible, respectful, and safe look/sound like in the classroom? ***Prepared*** *means using time wisely and having materials ready.* ***Responsible*** *means working hard and doing your best.* ***Respectful*** *means following teacher directions and treating others kindly.* ***Safe*** *means staying in your space and using materials correctly.*

TEACHING EXAMPLES: TTW demonstrate the rule and/or procedure.

TTW model the skill in the area of the classroom where the children are expected to use it. TTW model at least two positive examples and one non-example/negative example of the skill (do not use a student to model negative examples.)

Procedures for the classroom include but are not limited to: morning routine, lining up for transition, transition between activities/lessons/centers, how to ask questions when help is needed, handling supplies, submitting work, working independently, etc.

Sample Teaching Example: Managing Supplies
Positive #1: TT and TSW model putting up supplies before transitioning to another activity or location. TTW say, "In the classroom we are responsible for keeping a neat and orderly area by returning items to their proper place after using them. This helps us keep track of our supplies to ensure we are always prepared to use them when they are needed."
Positive #2: TT and TSW model using a dry erase marker or glue stick and recapping the item tightly before returning it to it's proper place. TTW say, "In the classroom we leave our supplies as good as we found them. This includes putting caps back on (glue sticks, red pens, Crayola markers, dry erase markers, etc.) or closing the containers (crayons, calculators, white glue, boxed manipulatives) before they are returned to their place. This helps us to make sure that we have enough supplies to enjoy all year."
Negative #1: TTW model tapping pencils. TTW say, "In the classroom we should use our pencil for writing only. Tapping pencils is not respectful to others because it makes noise that disturbs them while they are trying to work, listen, and/or learn."

KID ACTIVITIES/ROLE-PLAYS: TTW engage students in role-playing appropriate use of the rules and procedures.

1. TTW choose some students to participate in acting out a brief scenario.

2. TTW coach students on key expectations and skills as needed

3. TTW use lots of encouragement and allow students to practice it as much as necessary. It is better that the class sees that sometimes it takes a little practice to effectively learn a new behavior. Research shows that it takes 3 weeks to learn a new behavior.

FOLLOW-UP ACTIVITIES: TTW review with reinforcement activities in the weeks following the lesson.

1. Continue to monitor and model classroom behavior and encourage appropriate displays of the skill. Re-teach procedures and expectations as needed. Use Bulldog Bucks to reinforce positive example behaviors.

2. Highly monitor at the beginning of the school year with lots of positive reinforcement and acknowledgment. Watch for "Teachable Moments" to strengthen concepts.

3. Other follow up activities might include a drawing, poster, or poetry activity relative to the behavior and recognition of students who demonstrate the rule in an outstanding manner.

4. Ask students what the appropriate procedure or behavior would be for scenarios as they actually occur/develop in the classroom.

Classroom Management Tips:
- Be consistent and fair in the enforcement of consequences and distribution of rewards.
- Do not yell or embarrass the students. Understand that the students learn to respect you by your words and actions.
- Address behavioral issues when the time is appropriate. Use your judgment to decide if a topic/issue should be addressed in front of the class (because the class would benefit from the discussion) or privately with the student.
- Communicate regularly with parents regarding their child's behavior. Bring to their attention both negative behavior AND positive behavior.

TEACHING

T.J. HARRIS UPPER ELEMENTARY SCHOOL

PRODUCT: ANCHOR BEHAVIOR CHARTS

WHY IT WAS DEVELOPED

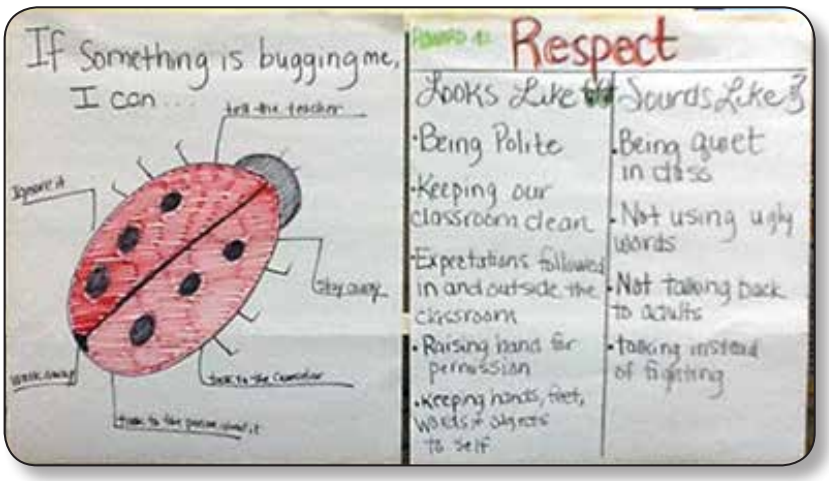
The T.J. Harris Upper Elementary PBIS Committee recognized the impact discipline has on academic success. Our team is constantly brainstorming creative ways for teaching, modeling and re-teaching appropriate behavior/expectations. Our discipline data showed an increase in office referrals for students 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

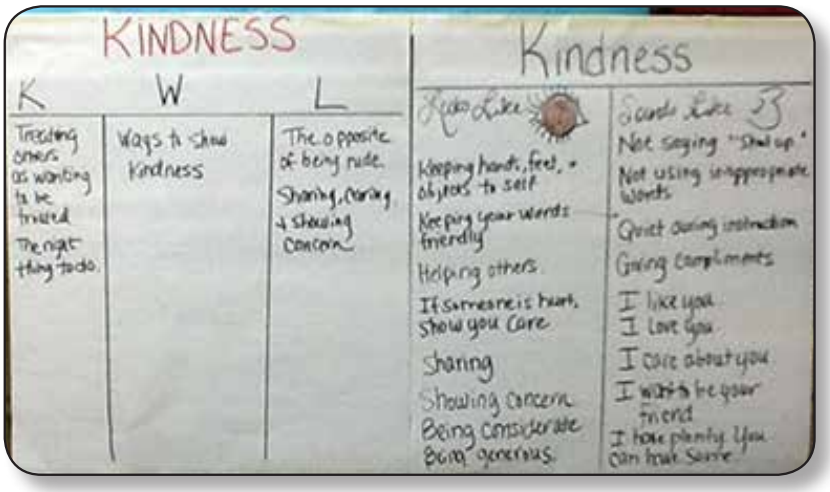
Anchor charts are often used in our academic lessons as instructional tools. Creating anchor charts is an interactive way for teachers and students to readily access needed information. We decided to teach respect and peaceful problem solving through anchor charts. The anchor chart lessons are taught 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.

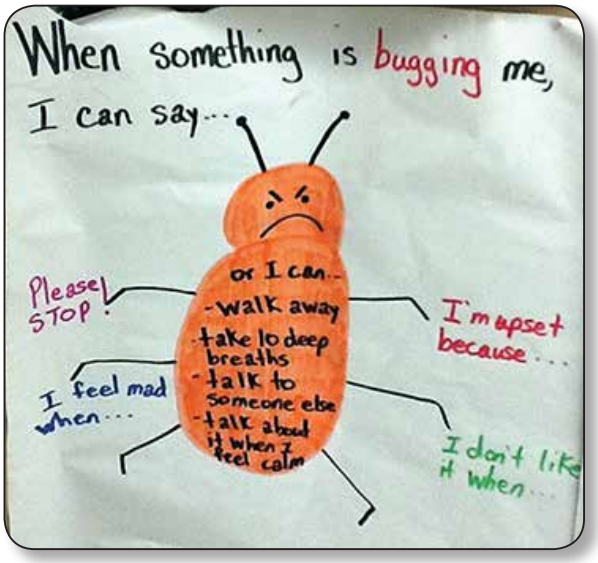
IMPACT

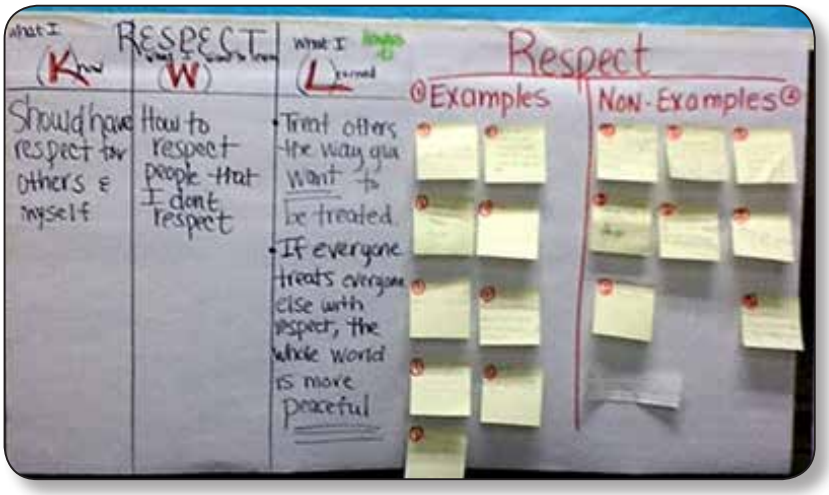
Though these lessons are ongoing, we have seen a positive impact in our school environment so far. Students are eagerly participating in the discussion and creation of the anchor charts. After one month of implementation, our discipline data showed a decrease in office referrals related to solving problems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


If Something is bugging me, I can...
Respect
Looks Like
Sounds Like
Being Polite
Keeping our classroom clean
Expectations followed in and outside the classroom
Raising hand for permission
Keeping hands, feet, words & objects to self
Being quiet in class
Not using ugly words
Not talking back to adults
talking instead of fighting

RESPECT
Looks Like
Sounds Like
looking into someone's eyes
people waiting their turn
sharing
people helping each other
being kind
careful listening
"Excuse me!"
"Please"
"Thank you"
"No, thank you"
Speaking clearly
Kind, cheerful voices


KINDNESS
K
W
L
Treating others as wanting to be treated
The right thing to do.
Ways to show kindness
The opposite of being rude.
Sharing, caring & showing concern
Kindness
Keeping hands, feet, & objects to self
Keeping your words friendly
Helping others
If someone is hurt, show you care
Sharing
Showing concern
Being considerate
Being generous
Not saying "Shut up"
Not using inappropriate words
Quiet during instruction
Giving compliments
I like you
I love you
I care about you
I want to be your friend
I have plenty you can have some


When something is bugging me, I can say...
or I can...
-walk away
-take 10 deep breaths
-talk to someone else
-talk about it when I feel calm
Please STOP!
I'm upset because...
I feel mad when...
I don't like it when...


RESPECT
K
W
L
Should have respect for others & myself
How to respect people that I dont respect
Treat others the way you want to be treated
If everyone treats everyone else with respect, the whole world is more peaceful
Respect
Examples
Non-Examples

REINFORCEMENT

GRENADA UPPER ELEMENTARY SCHOOL

PRODUCT: CLASS OF THE WEEK

WHY IT WAS DEVELOPED

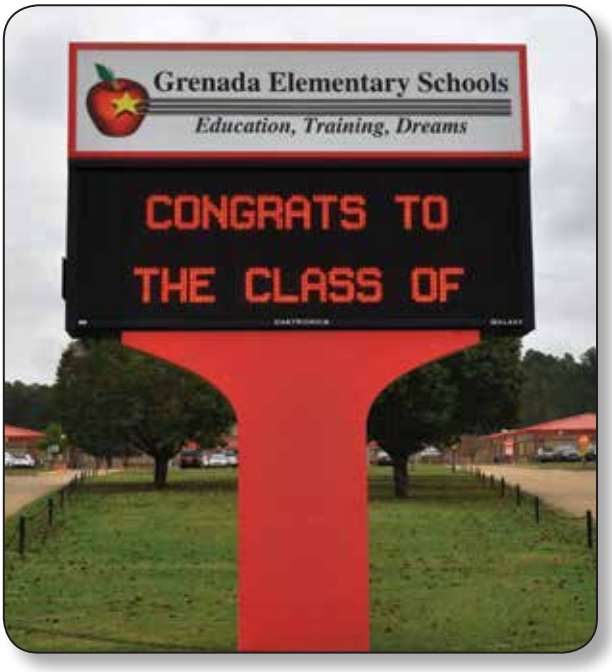
The Class of the Week recognition was developed so that a class and teacher could be recognized together for following PBIS expectations. Since teachers/staff throughout the building are the ones who do the nominating of fellow teachers and their classes, it encourages all teachers and staff to look 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, teachers given preferred parking at the front of the school, students given an ice cream party, and the teacher and her class 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.



Class of the Week Nomination Form

Date _____

I would like to nominate _____ for class of the week.
(Teacher's Name)

Reason nominated:

_____
_____
_____
_____
_____
_____

Please mention the PBIS "Common Setting" and rule(s) and/or the teacher's creative lesson, etc. that is the reason for this nomination. Nominations can also be based on student(s) from a classroom that are caught exhibiting the PBIS school rules. Also, a teacher can nominate themselves or other classrooms. Please turn in forms to the mailbox by the front office by 4:00 on Thursday afternoon.

_____
Your Name

If selected, the class of the week can look forward to being recognized in the following ways:

*Preferred parking for their teacher in front of the building designated by a special sign
*Reserved tables in the cafeteria
*Recognition on the digital school sign at the entrance to the elementary schools that reads "Mr./Ms./Mrs. _____ and her students are being recognized as class of the week at GUES"
*Recognized on the large bulletin board across from the office
*Intercom announcement of winner
*Class of the Week sign for "outside your classroom door"

REINFORCEMENT

LONGLEAF ELEMENTARY SCHOOL

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 nine weeks to the students on the Top Branch at that time. At the end of the nine weeks, a "Branch Bonanza" is held to reward the Top Branch Champions for that nine 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, as well as 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.

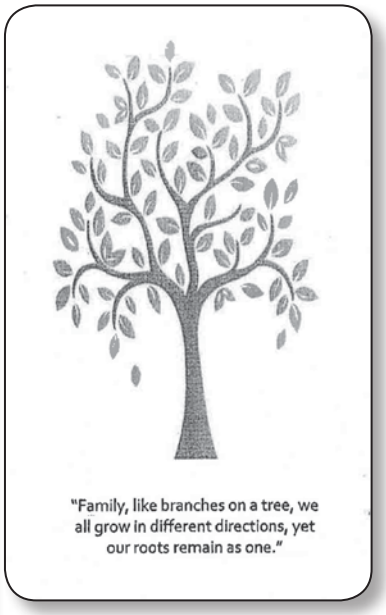
TOTARA

CAMELLIA

PALM

MAGNOLIA

CEDAR


"Family, like branches on a tree, we all grow in different directions, yet our roots remain as one."

Dr. Thompson

REINFORCEMENT

NORTHWEST RANKIN ELEMENTARY SCHOOL

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.

SUPER STARS

Superstar
Congratulations!

NWRE SPOTLIGHT
Above and Beyond

Superstar
Congratulations!

MAKING A DIFFERENCE

NORTH WEST COUGARS
NORTH WEST COUGARS
NORTH WEST COUGARS
STUDENT of the MONTH

REINFORCEMENT

ROUSE ELEMENTARY SCHOOL

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 OF PRODUCT

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."

you've been stached!

you've been stached!

REINFORCEMENT

SHANNON HIGH SCHOOL

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 OF PRODUCT

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 pictures or names on the wall have a sense of pride that they have achieved such a great accomplishment at our school.

Wall of Champions
Shannon High School '15-'16
Teachers and Students of the Month
SHS Teacher of the Year
Mrs. Aprylle Downing

Top Scores on State Tests
Our Top "5"
SATP2 "Advanced"

Wall of Champions
Shannon High School '15-'16
Teachers and Students of the Month
Top Scores on State Tests

REINFORCEMENT

STARKVILLE HIGH SCHOOL

PRODUCT: EXAMPLES OF EXCELLENCE!

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 email, 94.1% of faculty found the Examples of Excellence program to be very positive.

Starkville High School

Examples of Excellence

REINFORCEMENT

SUDDUTH ELEMENTARY SCHOOL

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 theses 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.

SUDDUTH ELEMENTARY SCHOOL
STARKVILLE-OKTIBBEHA CONSOLIDATED SCHOOL DISTRICT
STARKVILLE, MISS.

REINFORCEMENT

T.J. HARRIS UPPER ELEMENTARY SCHOOL

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.

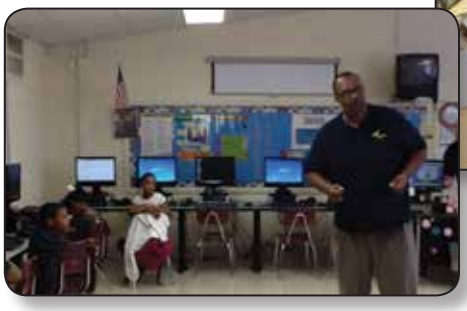
DESCRIPTION OF PRODUCT

Our students are very interested in music, and at the time of the survey, most of the students were into a song titled "No Flex Zone." The students defined flex zone as relating to your own personal space and others entering your space acting 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: cupcake 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.

T.J. HARRIS UPPER ELEMENTARY SCHOOL
MERIDIAN PUBLIC SCHOOLS
MERIDIAN, MISS.



REINFORCEMENT

WINONA ELEMENTARY SCHOOL

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, Miss., 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 p.m. 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 his/her 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.

5-6
Pawsitive Behavior
Positive Teachers Create... Positive Students!
WELL DONE is better than WELL SAID
-Benjamin Franklin
W.E.S.

OFFICE DISCIPLINE REFERRALS

SUDDUTH ELEMENTARY SCHOOL

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 Sheet. Students must have three documented minor infractions, and the teacher must have documented three 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 the 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 three documented minor infractions and three 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.

Sudduth Elementary School Discipline Log – Minor Infraction Sheet

Student _____

Teacher _____

Grade _____

Student must have 3 documented minor infractions and teacher must have documented 3 disciplinary actions before completing an office discipline referral. One MUST be parent contact/parent conference. If parent cannot be reached, complete a social worker referral form.

Classroom Expectations	Dates of Minor Infractions and Brief Explanation		
1. Follow directions.			
2. Keep the school clean and orderly.			
3. Keep hands, feet, and objects to self.			
4. Use kind and respectful words and actions.			
5. Sit, stand, and walk in a quiet, orderly manner.			

Teacher Disciplinary Action	Dates of Disciplinary Actions		
1. Time Out			
2. Parent Contact – Phone Call			
3. Counselor Consultation			
4. Parent Conference			
5. Implement a new strategy using Amie Dean's toolkit or other behavior strategy			

Attach this sheet with the office discipline referral (ODR). Mark Multiple Minor Infractions on the ODR.

FACULTY AND FAMILY INVOLVEMENT

NEWTON COUNTY ELEMENTARY SCHOOL

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 emcee 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 emcee 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 emcee 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.

COUGAR PRIDE

FACULTY AND FAMILY INVOLVEMENT

ROUSE ELEMENTARY SCHOOL

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 displaying 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.

Respect

FACULTY AND FAMILY INVOLVEMENT

WARD STEWART ELEMENTARY

PRODUCT: "DONUT YOU KNOW WE LOVE YOU?"

WHY IT WAS DEVELOPED

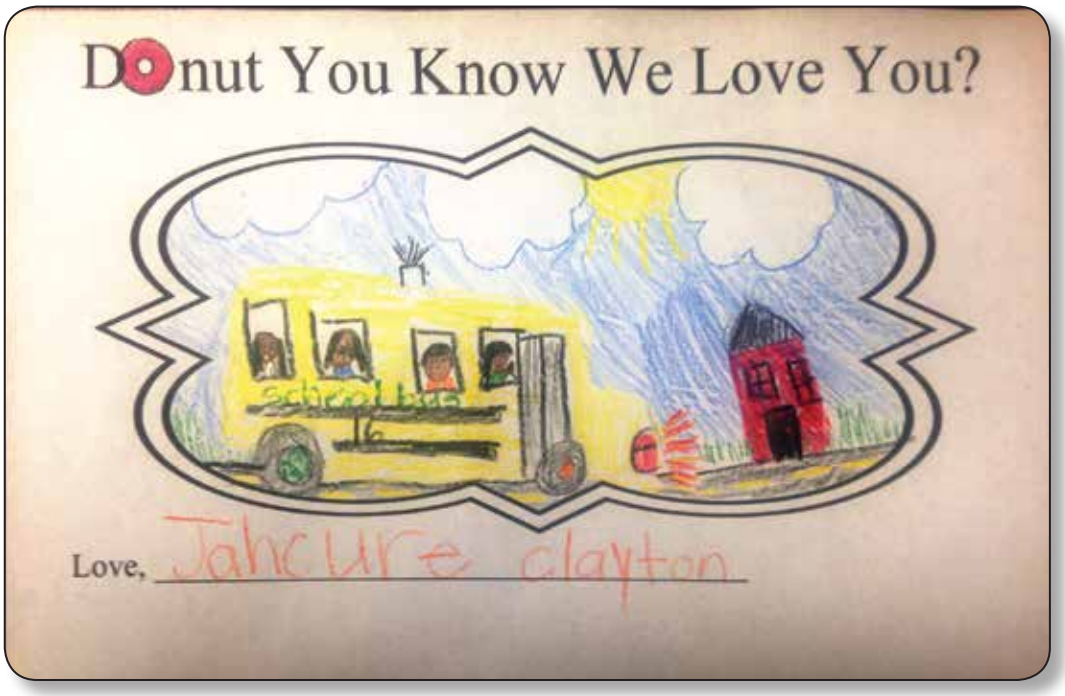
After reviewing the yearly data and discovering the steady increase of bus referrals all year, the PBIS committee decided to extend our PBIS incentive system to the bus drivers. We wanted to show our appreciation to them for starting the students' day off on a good "note" and ending it on one, as well.

DESCRIPTION OF PRODUCT

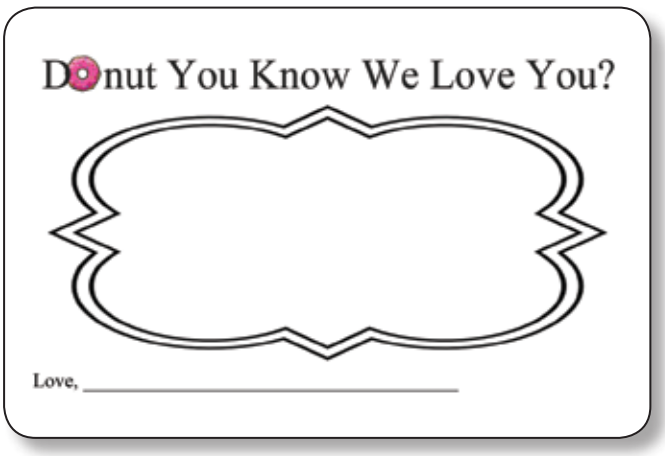
Each month bus drivers are given Shipley's donuts holes with a picture and a kind note written by a student. Our assistant principal delivers the donut holes to each bus driver and thanks them for their hard work that month. As the person responsible for handling bus referrals, our hope is that this 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.


Donut You Know We Love You?
Love, Jahcure clayton

SHIPLEY
DO-NUTS
MAKE LIFE DELICIOUS


Donut You Know We Love You?
Love,

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.

PBIS SEEDS CALL FOR SUBMISSIONS

Call for Submissions: *PBIS SEEDS*

REACH-MS is excited to announce an 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 twenty (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 ten 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 imbedded into the content with pictures (if you have them), video clips (less than 5 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 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 e-mail. There is no limit on the number of submissions, but each product must be submitted using a separate application.

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

APPLICATION FOR NEXT VOLUME OF PBIS SEEDS

PBIS SEEDS Application Cover Sheet

School District: _____ **School:** _____

Team Leader: _____ **Address:** _____

Email: _____ _____

Phone: _____

How many years has your school been implementing PBIS? _____

Submission Category (Critical Element): _____

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 1 typed page, double spaced/12 point font). You MUST include the following: 1) which critical element(s) the product addresses; 2) a title for your product; 3) a brief description of the product, 4) why it was developed (what unmet need did it address at your school, 5) who developed the product (i.e., administrator, teachers, family, students, etc.), and 6) what impact it has had on your school and/or district as you implement PBIS (we are looking for data to support impact, not just anecdotal information). ***For submission examples you may view previous versions of SEEDS here - www.usm.edu/reachms/pbis-seeds . You may also review the evaluation rubric for more information on how submissions will be rated.***

   ☐ The product you are nominating in electronic format. Please be aware that we will be publishing the selected products both in print and on our website. Therefore, products of poor visual quality cannot be accepted. Please make every effort to submit high quality electronic products that will do justice to your school and district!

   ☐ Date and time documents submitted via email: _____

2. **Fully complete this cover sheet, including all required information and signatures, and scan and e-mail it along with your product submission to REACHMS@usm.edu by no later than 5:00 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 MS Department of Education, and/or the U.S. Department of Education permission to use these products in products, trainings, and materials without further compensation.

_____ _____

Signature Date

RUBRIC FOR SUBMISSIONS TO PBIS SEEDS

School/District: _____ Product ID: _____

Reviewer's Name: _____ Date: _____

PBIS SEEDS Evaluation Rubric

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
- ❑ PBIS Team
- ❑ Building Faculty and Family Involvement
- ❑ Using Data for Long-Term Change

Rate the QUALITY of the product.	**Poor/None** 0 1 2 3 4 5 6 7 8 9 10 **Average Superior**
The product demonstrates quality practices relating to the critical element it represents.	
The rationale for **developing** the product/process is based on data or other supporting factors that are well-described.	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 all 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):	
Comments:	

REACH MS PBIS MODEL SITES

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

2. LEE COUNTY (TUPELO AREA)
Shannon High School (9-12)
Lee County School District
Contact: Carla Mooneyhan, Team Leader
662.767.9566; carla.mooneyhan@leecountyschools.us

3. PONTOTOC COUNTY (TUPELO AREA)
North Pontotoc Upper Elementary (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 (K-5)
Pontotoc County School District
Contact: Lisa Williamson, Principal
662.489.3476; lwilliamson@pcsd.k12.ms.us

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

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

4. CHICKASAW COUNTY (TUPELO AREA)
Houston Middle School (6-8)
Houston School District
Contact: Susan Weaver, Assistant Principal
662.456.3332; sweaver@houston.k12.ms.us

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

Houston Lower Elementary (K-2)
Houston School District
Contact: Robert Winter, Principal
662.456.3323; rwinters@houston.k12.ms.us

5. LEFLORE COUNTY (GREENWOOD AREA)
Bankston Elementary (PK-6)
Greenwood School District
Contact: Kirby Love, Principal
662.455.7421; kirbylove@greenwood.k12.ms.us

Threadgill Elementary (PK-6)
Greenwood School District
Contact: Lachada Robie, Principal
662.455.7440; lachadarobie@greenwood.k12.ms.us

W.C. Williams Elementary (K-6)
Greenwood School District
Contact: Charles Johnson, Principal
662.455.7445; charlesjohnson@greenwood.k12.ms.us

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

Sudduth Elementary (K-2)*
***Tier 1 and Tier 2 Model Site**
Starkville School District
Contact: Elizabeth Mosley, Principal
662.324.4150; emosley@starkville.k12.ms.us

7. YAZOO COUNTY (JACKSON AREA)
Yazoo City Alternative School
Yazoo City School District
Contact: Dorothy Fort, Principal
662.746.0985; dfort@yazoocity.k12.ms.us

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

9. 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 (PK-6)
Jackson Public Schools
Contact: Linda Bodam, Team Leader
601.987.3709; lbodam@jackson.k12.ms.us

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

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

10. MADISON COUNTY (JACKSON AREA)
Madison County School District
Madison Avenue Upper Elementary
Contact: Kim Hurst, Principal
601.856.6609; khurst@madison-schools.com

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

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

Northshore Elementary School (K-6)
Rankin County School District
Contact: Lee Pambianchi
601.992.5279; lee.pambianchi@rcsd.ms

Northwest Rankin Elementary (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 (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 Elementary School (K-2)
Rankin County School District
Contact: Dr. Pamela Simon Reed, Principal
601.939.4375; pamela.reedsimon@rcsd.ms

Richland High School
Rankin County School District
Contact: Brandy Byrd, Team Leader
601.939.5144; brandy.byrd@rcsd.ms

Steen's Creek Elementary School (K-2)
Rankin County School District
Contact: Catie Gunn, Principal
601.845.6577; cgunn@rcsd.ms

Stonebridge Elementary School (2-3)
Rankin County School District
Contact: Angela Nichols, Principal
601.824.3287; anichols@rcsd.ms

12. LEAKE COUNTY (CARTHAGE AREA)
Leake Central Elementary School (PK-5)
Leake County School District
Contact: Donna Pope, Administrator
601.267.9148; dpope@leakesd.org

Leake County Elementary School (PK-6)
Leake County School District
Contact: Jennifer Nettles, Team Leader
601.253.2324; jnettles@leakesd.org

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

Newton County Middle School (5-8)
Newton County School District
Contact: Sherry Akins, Team Leader
601.635.4261; sakins@newton.k12.ms.us

Newton County High School (9-12)
Newton County School District
Contact: Sue Geter, Team Leader
601.635.3347; sgeter@newton.k12.ms.us

14. LAUDERDALE COUNTY (MERIDIAN AREA)
Southeast Elementary School (PK-4)
Lauderdale County School District
Contact: Steven Holifield, Assistant Principal
601.486.2500; sholifield@lauderdale.k12.ms.us

Carver Middle School (6-8)
Meridian Public School District
Contact: Tanika Lankford, Behavior Counselor
601.481.2089; tlankford@mpsdk12.net

15. LAMAR COUNTY (HATTIESBURG AREA)
Oak Grove Lower Elementary School (2-3)
Lamar County School District
Contact: Anna Morris, Team Leader
601.268.3862; anna.morris@lamarcountyschools.org

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

16. FORREST COUNTY (HATTIESBURG AREA)

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

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

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

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

North Forrest Elementary (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

17. PEARL RIVER COUNTY (HATTIESBURG AREA)

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

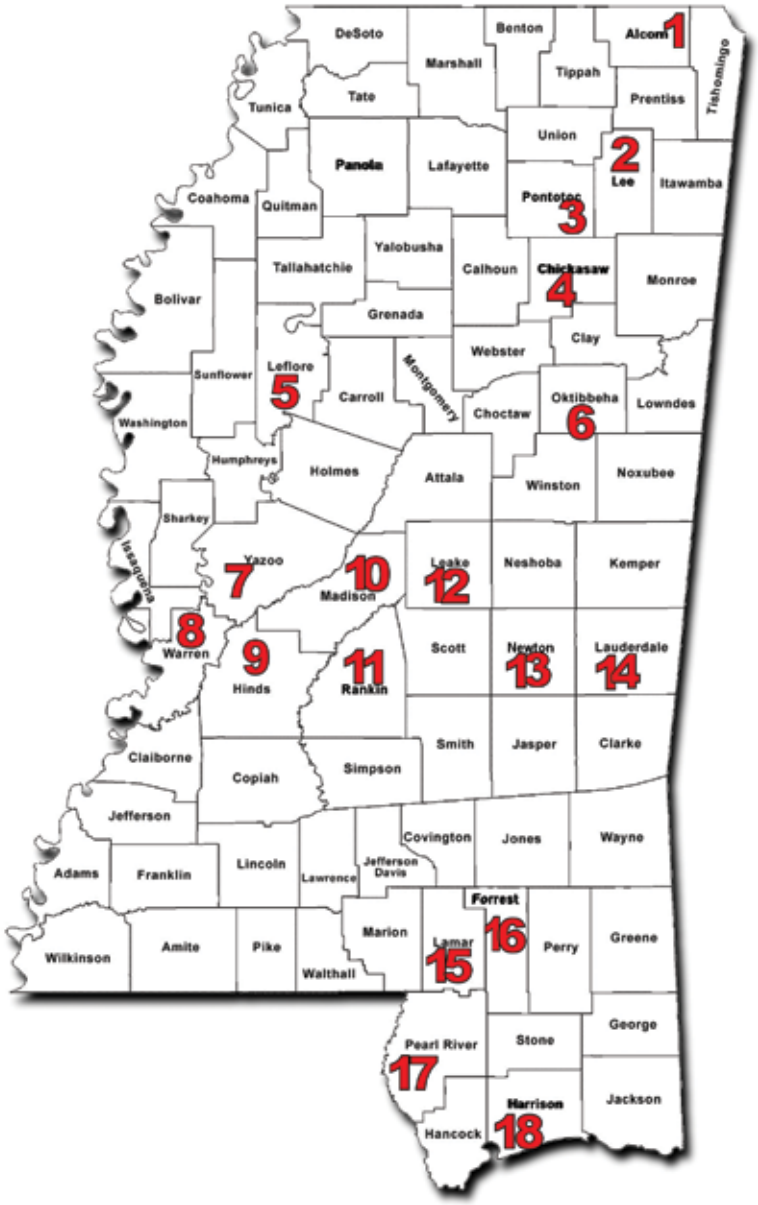
18. HARRISON COUNTY (GULFPORT AREA)

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

Harper McCaughan Elementary School (4-6)
Long Beach School District
Contact: Dr. Jenny Webber, Assistant Principal
228.863.0478; webberj@lbsdk12.com

W.J. Quarles Elementary School (K-3)
Long Beach School District
Contact: Wendy Hertz
228.864.3946; wendy.hertz@lbsdk12.com

Delisle Elementary School (K-4)
Pass Christian School District
Contact: Mandy Lacy, Assistant Principal
228.255.6219; mlacy@pc.k12.ms.us



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

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

REACHMS
MODEL SITE
Tier II Positive Behavioral Interventions & Supports

ONE IN A MINION

THIS IS WHAT

WILDCATS

I am Kind
I am Responsible
I am Ready

REACH MS: MISSISSIPPI'S STATE PERSONNEL DEVELOPMENT GRANT

DEPARTMENT OF CURRICULUM, INSTRUCTION AND SPECIAL EDUCATION

118 College Drive #5057
Hattiesburg, MS 39406-0001
Phone: 601.266.4693
Fax: 601.266.4691
Website: www.usm.edu/reachms
Email: REACHMS@usm.edu

AA/EOE/ADAI UC 74206.5057 3.16