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 1, FALL 2011
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ABOUT PBIS SEEDS

We are pleased to present the first volume of PBIS: Seeing Excellence Emerge in our Districts and Schools (PBIS SEEDS) 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. In this volume, we present examples that schools and districts in Mississippi have used to address the critical elements of school-wide expectations, the referral process, reinforcement, teaching, family involvement, and using data for long-term change. These, and the other critical elements for implementing school-wide positive behavioral interventions and supports with fidelity, are more fully described on pages 5 and 6.

Implementing school-wide positive behavioral interventions and supports is neither a quick nor easy process. Those who are implementing well must carefully consider the needs and capacity of their schools and develop an approach to address all critical elements in a way that works for them. They then engage in team-based activities to meet those needs and determine the effectiveness of their actions.

PBIS SEEDS is designed to share activities and strategies used by schools in Mississippi. The activities described in this volume are pieces of the larger efforts of schools and districts that are seeing the results of their PBIS efforts. They are specific ways to meet particular needs identified within the larger school improvement processes. These products were selected from more than 30 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 products for the next volume of PBIS SEEDS.

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 SWPBIS

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

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

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

**Using Data for Long-Term Change**
- Link SWPBIS 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**

- Increases the likelihood that desired behaviors will be repeated
- Focuses staff and student attention on desired behaviors
- Fosters a positive school climate
- Increases 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).

**SWPBIS 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 SWPBIS 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.
Newton County Middle School sent a team to the two-day New Team PBIS training to develop a better understanding of the systems change necessary to fully implement SWPBIS (Tier 1). Throughout the training, the PBIS team (consisting of teachers, staff members, students, family members and administrators) came to the realization that the school was not using behavioral data and statistics in a meaningful way. In order to address this area of need, the team created a system for gathering, analyzing and using data to effect positive change within the school environment.

Newton County Middle School created a multi-year data table to illustrate the top 11 behaviors in the school over a three-year period. The purpose of this table is to provide the PBIS team and other stakeholders with information regarding areas of behavioral concern and improvement within the school settings and for the last year on the bus. With this information, the PBIS team and other stakeholders can specifically target areas of concern with research-based interventions and measure whether the intervention was successful, needs to be adjusted, or needs to be replaced. This information is shared at least monthly with the entire faculty/staff to ensure all stakeholders are informed of current data trends.

Collecting and providing an illustration of multi-year data allows a school community to focus specifically on the areas of concern and to celebrate success. Decisions based on data are more likely to be implemented and effective. Prior to the implementation of SWPBIS, 2007–08, Newton County Middle School reported 657 office discipline referrals. After implementation, 2008–09 and 2009–10, Newton County Middle School reported 276 and 427 (2009-10 was first year to include bus and Saturday School), respectively. Therefore, discipline referrals dropped 62.5% initially and 42% since implementing SWPBIS.
2007-2010 Comparison of Top Discipline Problems at Newton County Middle School:

A discipline report rendered by STI Office Software specified the top eleven discipline occurrences (See Table 1) as: disruptions, tardies, chewing gum or drinking/eating, cell phone, dress code, fighting, skipping class, profane language, bus behavior and being rude. The year 2007 reflects data prior to PBS implementation. The years 2008-Present reflects data since PBS implementation. Bus referrals and absence from Saturday School were noted for the first time in the 2009-10 data. There were 657 discipline referrals out of the 180 days of school during the 2007-08 school year; 276 during the 2008-09 school year; and 427 (135 newly accounted for) during the 2009-10 school year. Therefore discipline referrals dropped by 62.5 initially and at present 42% since implementation of PBS.
WHY IT WAS DEVELOPED

The Newton County High School SWPBIS team (consisting of teachers, staff members, students, administrators and family members) attended the two-day New Team PBIS training, and through the training created their systems for school-wide discipline (Tier 1). After creating their systems and the review of data, they discovered an increase in the school's dropout rate (Tier 2). To continue learning and create positive, structured and consistent systems, they attended additional training and created the idea of the “Cougar Commitment to Graduate.”

DESCRIPTION OF PRODUCT

The “Cougar Commitment to Graduate” is a commitment from each student in the school to graduate with their class. First, the SWPBIS team solicited businesses in the community through a letter from the principal explaining the goal to “adopt” a class at Newton County High School. This adoption requires the business to follow/support the class until graduation. Second, the principal spoke to each class and emphasized the importance of a high school degree, distributed the “10 Reasons to Graduate” flyer from MDE’s “Get on the Bus” campaign, presented the class a “Commitment to Graduate” banner, and explained the significance of their signature on the banner. Lastly, every student in the class signed the banner demonstrating their personnel commitment to graduating with their class. All of the banners are displayed in the hallways of the school. After each class graduates, their banner will be placed on the wall above the graduating class pictures.

IMPACT

Students were very excited about signing their names and displaying the banners. They are unique and reflective of each class’s graduation theme. They also provide a visual reminder to students of the personal commitment to graduate they made to themselves, their families and their peers. It also reinforces the expectation that all students are expected to graduate and that the school and community are there to support their goal. As this was the first year of implementation, the dropout data for this year is incomplete but yearly data will be collected and analyzed to evaluate this intervention.
The Cougar Commitment to Graduate

The Cougar Commitment is a positive behavior response to an increasing drop-out rate at Newton County High School. The idea came from a group of teachers and a principal who attended a workshop. After the workshop they created the idea of “The Cougar Commitment”.

Upon investigating the cost of the banners needed for each class, the principal decided to solicit donations and support from local businesses. The concept was to mail selected businesses inclusive of positive role models to come in and speak to classes with their sponsoring banner (see attached letter to businesses). The corporate sponsor would “adopt” a class and follow/support the class until their graduation. Secondary to soliciting businesses, a teacher found an online printing company, and the school obtained 4 banners for about $100. However, after all was said and done, the superintendent said he could get the banners donated by a school supply company.

The end result was a great success! The students responded favorably. They absolutely loved placing their signatures on their class banner (indicative of their “Cougar Commitment to Graduate”). The banners were unique and reflective of their PBS freshman year school theme (see banners below). Prior to signing the banner the principal spoke to the freshman class (see attached principal notes). After students signed the banner using various colors of permanent markers, they were given fluorescent copies of “The 10 Reasons to Graduate” (see attached; compliments of MDE Get on the Bus Campaign) to place in their view binders as a reminder of their “Cougar Commitment.” Future plans are to place the banners above the senior composite pictures lining the school’s entry hallway.
10 Reasons to Graduate

1. More choices!
A high school diploma is your first step toward choosing your own future.

2. More opportunity!
The more degrees you have – from high-school to college and beyond – the more opportunity you’ll have.

3. More friends!
School is where your friends are and where the fun is. Find friends who share your interests and goals.

4. More money!
On average, people with high school diplomas earn about $9,200 per year more than dropouts. Over a 30-year career, that’s $276,000 more!

5. More fun!
School isn’t just about, well…school. There are lots of opportunities to take part in sports, clubs and other activities.

6. More time!
Dropouts often have to get more than one job to make ends meet. Who has time for that?

7. More to see and do!
Dropping out is a good way to get stuck where you are – for life. If you want to get out and see the world, get a high school diploma.

8. Less trouble!
Staying in school helps you stay out of trouble. Dropouts have a higher risk of getting pregnant or in trouble with the law.

9. Less work!
It’s true. Staying in school is the best way to avoid low-paying jobs that involve hard manual labor.

10. A better future!
High school dropouts are more likely than graduates to be unemployed, in poor health, living in poverty, on public assistance, and single parents with dropouts of their own. You can do better!

The Cougar Commitment

No matter what it takes, my Cougar Commitment is to graduate!!

Get on the Bus MDE Campaign
The Cougar Commitment

Mr. Stringer will:

Schedule a day to have an assembly or to go into a core class such as English or Math for each grade level (9, 10, 11, 12).

List Dates & Periods:

9th: _______________________             10th: ________________________
11th: _______________________             12th: ________________________

Speak briefly …..

... emphasize the importance of obtaining a HS degree

... tell students to take a “10 Reasons to Graduate” flyer; ask them to pick a color they like and to place the flyer on the outside of their view-binder folder (wait on them to do this to emphasize importance)

... give a personal testimony/share a story of someone who was tempted to quit HS

... emphasize that YOU personally will be available to help them in whatever way you can to achieve the goal of graduating from HS

... present the “Class of ______ Cougar Commitment” banner

... emphasize that the “Class of ______” is going to have the highest percentage of students to ever graduate from NC

... tell students that the banner with their signature will be displayed on “The Commitment Wall” at entry of school

... challenge students to take the Cougar Commitment seriously by signing a “special banner” designed for their class

... let students gather around and sign the banner with a permanent marker of their color choice

FOLLOW-UP:
Hang banners on Commitment Wall...
HS Cougar Connection should talk about The Cougar Commitment...
Hang banner at corner of stage during graduation ceremony...
Place banners above senior class composite at completion date!
WHY IT WAS DEVELOPED

This product was developed by the PBIS team during a team meeting after the review of school data assisted them in recognizing safety issues at the school and on the school bus. As a part of implementation of SWPBIS, it is important to explicitly teach the behaviors you expect to see. The SWPBIS team wrote this lesson plan to ensure consistent instruction across classrooms.

DESCRIPTION OF PRODUCT

The Social Skills Lesson Plans are developed with the following components:

- Review of school-wide expectations (I am safe, kind, respectful and ready to learn.)
- Specific periods to collect data to determine impact of the intervention
- Context – where the expected behavior should be demonstrated
- Introduction of lesson, specifically why it is important to learn the expectations
- Show – modeling examples and non-examples
- Guided practice – students demonstrate appropriate behavior
- Guided discussion – students discuss why it is important to demonstrate expectations
- Performance feedback – reinforce students displaying appropriate behavior

IMPACT

There was an “ah-ha” moment for teachers at Newton County Elementary School when teaching this lesson. Teaching the expectations and social skills with the same structure and meaning as academics allowed the students to develop an understanding of the significance of the school-wide expectations. Administrators report the following benefits:

- Decrease in minor classroom behaviors
- Decrease in bus referrals
- Decrease in office discipline referrals
- Increase in instructional time
- Increase in staff motivation to implement PBIS
Newton County Elementary School-Wide
Social Skill Lesson Plan with Emphasis on Bus Expectations
Reaching every child, every day, in every way!

Expectations from the NCES Matrix-I am:

- safe
- kind
- respectful
- ready to learn

Period of Implementation: October 18th, 2010-May 27th, 2011
Skills involved: safety, kindness, respectability, and readiness to learn
This means I will:

- Promote safety to and from campus.
- Be kind and acceptable of people around me.
- Respectful of others.
- Exhibit a spirit of readiness to learn.

Context: Bus, inclusive of Field Trips

Introduction TELL:
1. Today, we are going to talk about the proper behavior, when riding a bus.
2. Who is in charge on the bus?
3. Why do you suppose it is important that he/she is in charge?
4. We are going to talk about ways Cougars can be safe, kind, respectful, as well as ready to learn, even while on the school bus! Even if you are a car-rider, there are times you will ride (or have ridden) a bus to and from a field trip.

SHOW
Teacher Model:
- While in the classroom, line your students up and discuss how you expect your class to approach the bus when loading, including walking on the sidewalk, with low volume.
- Take your students to an empty bus on campus. Explain the need to approach a bus carefully, making sure a bus is fully stopped and the doors have opened for entry.
- Load your students. Refer to the NCES Bus Expectations Matrix and teach each expectation, while students are seated.

Guided PRACTICE
Role Play
Example:
Have a designated student enter the bus with a backpack. Proceed to instruct the students how to manage the backpack within the Cougar Expectations guidelines.

Example:
We are on a field trip and headed toward the interstate and Susie’s mom is in the front yard. Susie waves to mom (hand inside the window).

Non-example (Teacher role-plays non-examples): I see my friend as we pass an intersection; do I wave with my hand like this, (outside the window)? When does my hand ever extend out the window while riding as a passenger? (NEVER!)
**Example:**
Kyle is excited about the trip and wants Kelsey to turn around and play rock, paper, scissors, and Kelsey doesn’t.

**Non-Example (Teacher role-plays non-examples):**
Dave wants to play burn-out by slapping Steven’s hand and the bus driver is not looking. What expectation SHOULD Steven and Dave maintain?

**Non-Example (Teacher role-plays non-examples):**
Jessica has a long ponytail and she is sitting in front of Jack. Jack decides to pull Jessica’s hair. What expectation should Jack remember?

**Non-Example (Teacher role-plays non-examples):**
Stephanie is sitting quietly on the bus and someone throws something on the bus. She wants to throw it back in the direction in which it came. What expectation should she exemplify?

**Example:**
Lauren says, “thank you” to the bus driver as she exits the bus from the field trip.

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**Guided Discussion:** When is it acceptable to stand-up in the bus? (When the bus is completely stopped). What if the bus is stopped in a traffic jam, is it okay to stand up? (NO!) When a teacher is on the bus, who should you listen to in addition to the bus driver? What manners do you use toward the bus driver?

**PERFORMANCE FEEDBACK:**
(If you have seen any other non-compliant behavior in reference to the bus, begin to use teacher-led examples). Give positive reinforcements to students who maintain the attitude of being safe, kind, respectful, and ready to learn during this exercise.

Remind students their safety is important to you, as their educator. Bus referrals are taking the attention of the bus driver away from the road and the hazards of the road. It is important to you that every bus stays “rolling” on the PBS wall in the cafeteria.

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*Remember to take advantage of opportunities to re-teach expectations as you “catch a Cougar being… safe, kind, respectful, and ready to learn”.*

*Reinforce each student with a Tootsie Roll as he/she exhibits the expectations as part of the “Keep Your Bus Rolling” initiative.*
Newton County Elementary
School-Wide Social Skill Lesson Plan

Review Expectations from our Matrix:
I am safe, kind, respectful, and ready to learn!

Period of Implementation: November 29th-December 17th
Specific Skill: I can accept that other people are different from me.
This means I will:
• Be respectful, and accept that people are different from me.
• Use only kind words, not put downs, or tease others.
• Remain a safe Cougar at all times.
• Be ready to learn about different cultures and the impact in our world.

Context: All settings

Introduction TELL-
1. “Today we are going to talk about BEING RESPECTFUL, kind, safe, and ready to learn by accepting that everyone is different.”
2. Initiate discussion of likes and differences i.e. between a square/circle; triangle/circle, each having its own function…circle/ball, squares/street signs, etc.
3. Ask students to think of a time when someone made fun of them because they were different in some way and how that made them feel. Give students the opportunity to share. (Have optional examples ready).
4. Discuss what it would be like if their family, classroom, school, Newton County, etc., only included people who looked alike, sounded alike, dressed alike, and only liked doing the same thing.
5. End discussion by stressing that it is OK to be different and that our differences should be celebrated because that is what makes us unique individuals.

• WHAT DOES ACCEPTANCE OF OTHERS DIFFERENCES LOOK LIKE?
• HOW WILL YOU KNOW YOU ARE ACCEPTING OTHERS REGARDLESS OF THEIR CLOTHES, COLOR OF THEIR SKIN, SKILLS, HAIR, HOW THEY TALK, ETC.?

SHOW-
Teacher Model:
Teacher: Give an example when you or someone you know demonstrated RESPECT by accepting a person's differences. How would that person have known they were accepted for who they are not what they look like or what they can do? Share a non-example of how you, a friend, or a family member was not respected for their difference(s).
Guided PRACTICE-

Role Play: Look for opportunities for students to role-play accepting individual differences.

Example: Playground: A group of girls are hanging out. Jodi walks up and joins the group. Jodi is in the same grade but she is taller and bigger than all the other girls. The other girls speak to Jodi and involve her in the discussion.

Non-example (Teacher role-plays non-examples): A group of girls are in the restroom at the sink. They are looking in the mirror, washing their hands. Jodi walks in. Jodi is in the same grade but she is taller and bigger that the other girls. As she is washing her hands, the girls start laughing and looking at Jodi and whispering to each other. Jodi overhears one of the girls say to Patty, “Jodi could never be a top girl—she’s too big!”

Student Example: Ask students to role play real life examples and discuss.

PERFORMANCE FEEDBACK:
Give kids positive specific feedback (w/Cougar Buck) as you notice kids respecting differences and helping others, and generally, respecting others no matter what their race, age, gender, religion etc.

RE-TEACH  Review and Practice Throughout the Week:
Throughout the week think of problems that are most apt to happen, as well as discuss problems that occur. Provide support and be solution oriented, such as “We are all different from each other and that’s ok. It’s not ok to make fun of someone because they are different.” And ask, “How could you have been respectful and helped the situation.”

PRE-CORRECT YOUR STUDENTS TO OBSERVE THIS SKILL IN OTHERS.

1. Lollipop Activity-
Ask your class: Cougars are…? (response) safe, kind, respectful and ready to learn. Reinforce each student in the classroom with a Lollipop.
Discuss: What is the same about all of the lollipops (the inside is the same; they have a hard shell on the outside, etc.)? What is different about all the lollipops (the color, the taste, etc.)? What is different about us (our skin color, our size, our hair color, etc.)? What is the same about us (we all have a heart on the inside, etc.)?

Tag the discussion to include positive feedback to include school-wide expectations and how we can be positive as Newton County Elementary Little Cougars.

December’s Character Word:

Fairness - doing what is right to make sure others are not treated badly.
WHY IT WAS DEVELOPED

Making sure expectations and rules are understood by students is an essential part of the SWPBIS process. Part of this is ensuring that expectations and rules are posted in all classrooms and other school settings. However, what happens when children can’t read the posted expectations or rules? Teaching becomes an even more critical piece of the SWPBIS process. Kindergarten teachers at Pelahatchie Elementary School have embedded the classroom rules into the curriculum by teaching them during the already-occurring guided and shared reading times in the kindergarten classroom. By emphasizing the vocabulary during these times, teachers were able to not only ensure students knew expectations and rules, but also began expanding their sight word vocabulary of words and phrases they would see around the school.

DESCRIPTION OF PRODUCT

As a part of shared and guided reading times, the teacher reads the classroom rules aloud, pauses when she comes to a high-frequency word, and allows the students to read the word independently. The Classroom Rules poster was used to highlight specific sight words the students would be learning throughout the school year. Students are also able to go to the poster and individually identify the words that are included in the Mississippi Curriculum Frameworks.

IMPACT

By embedding the classroom rules into the curriculum, teachers have more opportunity to redirect behaviors and frequently re-teach classroom rules. Students begin to understand the connection between appropriate classroom behavior and the opportunity for everyone in the classroom to be able to learn. Teachers also reported that incorporating the classroom rules into existing practices actually increased instructional time and created a more positive classroom environment.
Classroom Rules

Polite
Treat others kindly (in a way you would like to be treated).

Responsible
Have materials and supplies ready to work.

Integrity
Follow teacher’s directions.

Determined
Do your best.

Excellence
Smile and be positive about learning.
WHY IT WAS DEVELOPED

One of the ways SWPBIS teams review data is by location of the most discipline problems. In reviewing data and bus referrals from the current and previous school years, the Newton County High School SWPBIS team, bus drivers, assistant principal and director of transportation determined an intervention was needed to address inappropriate behavior on the school bus. The team brainstormed different ways to evaluate each bus regularly to determine if improvements were being made. They then created a scoring sheet with a rubric to be used by the assistant principal to evaluate busses on a regular basis. The SWPBIS team wanted to have a consistent way to recognize those who best exhibit their school-wide PBIS expectations on the bus.

DESCRIPTION OF PRODUCT

The Yellow Dog Scoring Rubric has three areas of focus: safe and orderly environment, clean and neat environment, and the number of office discipline referrals generated by that bus. Each month, the bus (staff and students) with the highest rating receives the Yellow Dog Award. Reinforcements given with this award include a magnet for the side of the bus, a specially catered breakfast from the family volunteers at the Cougar Café, and the display of their photograph on the Yellow Dog Award board at the school.

IMPACT

The Yellow Dog Award has brought attention to the need for appropriate behavior on the bus, especially involving safety issues. The bus drivers and students have begun working together to create a positive environment on the bus. The bus drivers have also reported that they feel a sense of belonging, community and part of the school personnel team. Before beginning the Yellow Dog Award, there was inconsistency at NCHS in monitoring bus referrals. During the first quarter of the 2010-11 school year, this program was developed and begun. Therefore, the data for referrals from the bus may be even higher than what is reported below.
### BUS ASSIGNMENTS (Rater will circle one):

<table>
<thead>
<tr>
<th>#</th>
<th>Name 1</th>
<th>#</th>
<th>Name 2</th>
<th>#</th>
<th>Name 3</th>
<th>#</th>
<th>Name 4</th>
<th>#</th>
<th>Name 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Dustin McGee/Tabitha Chaney</td>
<td>#9</td>
<td>Patty Ezell</td>
<td>#23</td>
<td>Tim Culpepper</td>
<td>#28</td>
<td>Randy Bishop</td>
<td>#33</td>
<td>Johnny Upton</td>
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<td>#2</td>
<td>Todd Brown</td>
<td>#18</td>
<td>Robbie Brown</td>
<td>#24</td>
<td>Rita Myers</td>
<td>#29</td>
<td>Cindy Windham</td>
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<td>Jim Savell</td>
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<td>Stacy Cook</td>
<td>#19</td>
<td>Becky Thorne</td>
<td>#25</td>
<td>Carleen Gilmore</td>
<td>#30</td>
<td>Toby Majure</td>
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<td>Pam Johnson</td>
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<td>#4</td>
<td>Johnny McMullen</td>
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<td>Larry Yates</td>
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<td>Robert Parker</td>
<td>#31</td>
<td>Susan Horne</td>
<td>#37</td>
<td>Tommy Jones</td>
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<td>#7</td>
<td>Bill Duncan</td>
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<td>Sidney Cook</td>
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<td>Neal Motley</td>
<td>#32</td>
<td>Bruce Horne</td>
<td>#38</td>
<td>Stacy Addy</td>
</tr>
</tbody>
</table>

### SAFE/ORDERLY ENVIRONMENT (Rater will circle score):

- Loading and unloading is orderly: 1 2 3 4 5 6 7 8 9 10 _______
- Seating (facing front; in assigned seats): 1 2 3 4 5 6 7 8 9 10 _______
- Clear Aisle (no feet, book bags, etc): 1 2 3 4 5 6 7 8 9 10 _______
- Volume Level (low voices used): 1 2 3 4 5 6 7 8 9 10 _______

**Special Notes:** ______________________________________________________

### CLEAN/NEAT ENVIRONMENT (Rater circle score):

- Floor area (free from trash, food, dirt, etc.): 1 2 3 4 5 6 7 8 9 10 _______
- Seats (no tears, holes, graffiti, writing, etc.): 1 2 3 4 5 6 7 8 9 10 _______
- Clear Windows (no marks, smudges, etc.): 1 2 3 4 5 6 7 8 9 10 _______
- Front of Bus Clean (stairs, trash, & driver areas): 1 2 3 4 5 6 7 8 9 10 _______

**Special Notes:** ______________________________________________________

### BUS DISCIPLINE (Office use only; circle one):

**Number of referrals:**

- 0 referrals = 10 points
- 1 referral = 9 points
- 2 referrals = 8 points
- 3 referrals = 7 points
- 4 referrals = 6 points
- 5 referrals = 5 points
- 6 referrals = 4 points
- 7 referrals = 3 points
- 8 referrals = 2 points
- 9 referrals = 1 point
- 10 referrals or more = 0

**Only positive interventions were required for this bus = 10 points**

**Negative interventions were required for this bus = 0 points**

**Special Notes:** ______________________________________________________

**OVERALL YELLOW DOG SCORE:**

- Month of: __________________________
- Rater’s Initials: __________
- Safe/Orderly Score: ________
- Clean/Neat Score: ________
- Discipline Score: ________

**TOTAL YELLOW DOG SCORE:** ________
PRODUCT: GOLDEN TICKETS – A SYSTEMATIC REINFORCEMENT SYSTEM FOR TEACHERS WHO DEMONSTRATE THE SWPBIS EXPECTATIONS

WHY IT WAS DEVELOPED

The faculty and staff at Northwest Rankin Elementary School use student tickets as a reinforcer for positive behaviors. They have seen the effectiveness of recognizing and rewarding students who are meeting their school-wide expectations. After thinking about this method of reinforcement, the SWPBIS team thought it would be a good idea to extend the same concept to faculty members as a way to recognize and reinforce them as well, helping to ensure that the level of faculty buy-in necessary for SWPBIS success was achieved.

DESCRIPTION OF PRODUCT

The principal and assistant principal utilize Golden Tickets for teachers as a way to reinforce demonstration of school-wide expectations created by the PBIS team. The administration reinforces positive behavior in faculty meetings by awarding Golden Tickets when a teacher carries out the set expectation. For example, in a staff meeting when the principal or PBIS team ask for help with an activity, the teacher volunteering to help would receive a Golden Ticket for being responsible. Faculty can use the tickets at the Faculty Store to purchase teaching aides, as well as certificates that can be purchased with tickets and redeemed for special privileges such as lunch off campus for one day.

IMPACT

Administrators report Golden Tickets have made an impact with faculty members. Because SWPBIS was new to the school this year, it was crucial to have the entire faculty on board with this new idea. Just as students are reinforced for meeting the expectations, Northwest Rankin Elementary School promotes the same positive behavior among its staff. In addition, students see faculty members being reinforced for positive behavior and realize that all at the school are working toward the same goal.
WHY IT WAS DEVELOPED

Prior to developing these products, this school had no discipline ladder in place. Decisions about behavior were handled on a case-by-case basis by teachers, with no consistent guidance available as to which behaviors were to be handled in the classroom and which were to be handled by the office. A referral process was created by the North Gulfport 7th grade SWPBIS team which consisted of teachers, students, family members and administrators. The purpose of the process was to develop a systematic, proactive, educative approach to discipline that provides an opportunity for teachers, family members and students to create a positive relationship regarding discipline. During this process, two tools were developed by the team: a Behavior Flowchart and a Classroom Tracking Form. These tools have facilitated the effective and consistent implementation of the SWPBIS discipline referral process at this school.

DESCRIPTION OF PRODUCT

A good discipline referral process provides structure and consistency for faculty and students regarding behavior within the school. Faculty should implement a discipline ladder when addressing inappropriate behavior in an attempt to decrease minor classroom infractions. The discipline ladder should be created with a hierarchy of interventions beginning with the least intrusive intervention (restate/re-teach expectation) to the most intrusive (office discipline referral). The purpose of the intervention is to replace undesirable minor classroom behaviors. In order to accomplish this objective, the SWPBIS team at North Gulfport 7th grade created a Behavior Flowchart containing a list of minor and major behaviors and the steps that should be taken by faculty to address those behaviors at their school in order to illustrate the steps in the school’s discipline ladder. The Classroom Tracking Form is used to document specific student behavior and the intervention implemented. This documentation may be used to demonstrate the success of a specific intervention or the need for more support and services. It also provides early notification to parents of behavior issues in the classroom.

IMPACT

Administrators and faculty report the following benefits of their new Behavior Flowchart and Classroom Tracking Form:

- Increase in consistency and structure when addressing disciplinary infractions (minor and major)
- Decrease in inappropriate student behavior (ODRs)
- Increase in instructional time
- Increase in meaningful family involvement
- Increase in positive student – faculty interactions

Prior to creating the Classroom Tracking Form and the steps for the discipline ladder for minor classroom offenses, parents were not being notified of behavior infractions until the student received an office discipline referral (ODR). Once they received the ODR, it was too late to try to implement an intervention. By notifying the parents early in the process, they can participate with the school in determining which intervention may be the most successful in teaching the student the appropriate behavior. Implementing PBIS has helped create a system that allows family members to support and participate in the interventions that are used to improve their child’s behavior within the school before the student receives an office discipline referral.
Behavior Flow Chart

Minor vs. Major Behavior

Minor Behaviors
- Talking
- Off Task
- Interrupting Instruction
- Inappropriate Language/Comments
- Chewing Gum
- Note Passing
- Out of Seat
- Tardy
- Running in Hallway
- Littering
- Disruptive
- Failing to follow rules/directives
- Not Prepared
- Not Doing Classwork
- Sleeping

Minor Infraction Procedure:
Step 1 - Restate/Re-Teach Expectation
Step 2 - Parent/Guardian Contact & Other Intervention If Needed
Step 3 - Alternate Assignment
Step 4 - Office Referral
**Classroom Behavior Tracking Form MUST be completed and attached to Discipline Report.

Major Behaviors
- Stealing
- Fighting/assault/physical aggression.
- Use/possession of alcohol or drugs
- Weapons
- Threats
- Sexual Harassment
- Serious Disruption
- Harassment/Bullying
- Inappropriate Touching
- Unsafe Activities
- Vandalism
- Chronic Minor Behavior

Major Infraction Procedure:
Step 1 - Complete Discipline Report
Step 2 - Contact office if needed immediately.
Step 3 - Administrator will handle discipline per district handbook.
Step 4 - Teacher will receive pink copy of discipline report.
# Classroom Behavior Tracking Form

**Student:**
**Grade:**
**Teacher:**

## (Step 1) Restate/Re-teach Expectation

**Date:** ____________  **Time:** ____________

### Rebel Code Violation:

- [ ] Ready
- [ ] Respectful
- [ ] Responsible

### Location:

- [ ] Classroom
- [ ] Cafeteria
- [ ] Other ___________
- [ ] Hallway

### Specific Behavior:

- [ ] Food in Class
- [ ] Disruption (Talking, Singing, Shouting, Not Working, Making Distracting Noises/Movements, Horseplay, etc.)
- [ ] Minor Disrespect/Defiance
- [ ] Gum Chewing
- [ ] Electronic Device/Phone (Teacher to turn in to Office)
- [ ] Other Minor Violation: ________________________

### Intervention: (Circle ALL that apply.)

1. Student Conference
2. Re-teach Expectation
3. Seating Change
4. Letter to Parent
5. Phone Parent
6. Parent Conference
7. Loss of Class Privilege
8. Alternate Assignment
9. Sent to Rm# ______
10. Refer to Counselor
11. Other:__________________

**Parent Contact (Optional):** Phone ________  Letter ________  Conference ________

**Comments:**
_____________________ _______________________________________________________________
________________________________________________________________________________________

**Teacher Initials:** ____________  **Student Initials:** ____________

## (Step 2) Contact Parent/Guardian

**Date:** ____________  **Time:** ____________

### Rebel Code Violation:

- [ ] Ready
- [ ] Respectful
- [ ] Responsible

### Location:

- [ ] Classroom
- [ ] Cafeteria
- [ ] Other ___________
- [ ] Hallway

### Specific Behavior:

- [ ] Food in Class
- [ ] Disruption (Talking, Singing, Shouting, Not Working, Making Distracting Noises/Movements, Horseplay, etc.)
- [ ] Minor Disrespect/Defiance
- [ ] Gum Chewing
- [ ] Electronic Device/Phone (Teacher to turn in to Office)
- [ ] Other Minor Violation: ________________________

### Intervention: (Circle ALL that apply.)

12. Student Conference
13. Re-teach Expectation
14. Seating Change
15. Letter to Parent
16. Phone Parent
17. Parent Conference
18. Loss of Class Privilege
19. Alternate Assignment
20. Sent to Rm# ______
21. Refer to Counselor
22. Other:__________________

**Parent Contact (Optional):** Phone ________  Letter ________  Conference ________

**Comments:**
________________________________________________________________________________________

**Teacher Initials:** ____________  **Student Initials:** ____________

**Student:**
**Grade:**
**Teacher:**
(Step 3) Alternate Assignment  Date: ____________  Time: ____________

Rebel Code Violation:  
- Ready  
- Respectful  
- Responsible  

Location:  
- Classroom  
- Cafeteria  
- Bus Drive  
- Hallway  
- Other ___________

Specific Behavior:  
- Food in Class  
- Disruption (Talking, Singing, Shouting, Not Working, Making Distracting Noises/Movements, Horseplay, etc.)  
- Minor Disrespect/Defiance  
- Gum Chewing  
- Electronic Device/Phone (Teacher to turn in to Office)  
- Other Minor Violation: ________________________

Location:  
- Classroom  
- Cafeteria  
- Bus Drive  
- Hallway  
- Other ___________

Specific Behavior:  
- Food in Class  
- Disruption (Talking, Singing, Shouting, Not Working, Making Distracting Noises/Movements, Horseplay, etc.)  
- Minor Disrespect/Defiance  
- Gum Chewing  
- Electronic Device/Phone (Teacher to turn in to Office)  
- Other Minor Violation: ________________________

Intervention:  
23. Student Conference  
24. Re-teach Expectation  
25. Seating Change  
26. Letter to Parent  
27. Phone Parent  
28. Parent Conference  
29. Loss of Class Privilege  
30. Alternate Assignment  
31. Sent to Rm# __________  
32. Refer to Counselor  
33. Other: ________________________

Parent Contact (Optional):  
Phone __________  Letter __________  Conference __________

Comments:  
____________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Teacher Initials: ____________  Student Initials: ____________

(Step 4) Office Referral  Date: ____________  Time: ____________

Rebel Code Violation:  
- Ready  
- Respectful  
- Responsible  

Location:  
- Classroom  
- Cafeteria  
- Bus Drive  
- Hallway  
- Other ___________

Specific Behavior:  
- Food in Class  
- Disruption (Talking, Singing, Shouting, Not Working, Making Distracting Noises/Movements, Horseplay, etc.)  
- Minor Disrespect/Defiance  
- Gum Chewing  
- Electronic Device/Phone (Teacher to turn in to Office)  
- Other Minor Violation: ________________________

Intervention:  
34. Student Conference  
35. Re-teach Expectation  
36. Seating Change  
37. Letter to Parent  
38. Phone Parent  
39. Parent Conference  
40. Loss of Class Privilege  
41. Alternate Assignment  
42. Sent to Rm# __________  
43. Refer to Counselor  
44. Other: ________________________

Parent Contact (Optional):  
Phone __________  Letter __________  Conference __________

Comments:  
____________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Teacher Initials: ____________  Student Initials: ____________

***Write Referral and attach this Tracking Form to the Office Discipline Referral.***
**Discipline Referral Process**

**Minor Infractions: (Disobeying classroom/school expectations)**

**Examples:** Sleeping in class, class disruption, chewing gum, uncooperative behavior, willful disobedience, electronic devices, talking, out of seat, not doing work, food in class, etc.

**Handled by:** School personnel in charge of the setting in which the problem behavior occurs.

**Procedure for Handling Minor Infractions:**

1. Complete all four steps of the Classroom Behavior Tracking Form.
   A. **Step 1**-Re-state/re-teach school expectation and provide warning.
   B. **Step 2**-Parent/Guardian Contact
   C. **Step 3**-Alternate Assignment (Respect Assignment)
   D. **Step 4**-Office Referral
2. Once a teacher reaches Step 4 with a student the teacher should complete a discipline report and attach the Classroom Behavior Tracking Form and turn in to administration.
3. Any Discipline Report for a MINOR infraction **MUST** have a Classroom Behavior Tracking form attached before turning in to the office.

****EXCEPTION:** Electronic Devices/Phones are not allowed at school and should be taken up and turned into the office immediately. No warning is necessary. A teacher can still document the occurrence on the Classroom Behavior Tracking Form, but the device **MUST** be turned in to the office for parent/guardian pick-up after 4 p.m.

**SUMMARY:** (3) Strikes and you’re out! The 4th Minor Infraction results in a Discipline Report to the administrators.

**Major Infractions: (Automatic Discipline Report)**

**Examples:** (Major Disrespect, Threats, Fist Fighting, Property Damage, Stealing, Off Limits, Drug Possession, etc.)

**Handled By:** Administration

Procedure:

1. Contact Office for Administrator (If Needed)
2. Complete a Discipline Report

**Please see Referral Process Flowchart for help determining Minor and Major behaviors.**
OFFICE DISCIPLINE REFERRALS

PRODUCT: PARENTAL NOTIFICATION OF LEVEL 1 BEHAVIORS FORM

WHY IT WAS DEVELOPED

After participating in the two-day PBIS New Team workshop, the PBIS team (consisting of administrators, teachers, school staff, students and family members) began to create Rawls Springs Attendance Center’s systems to address behavior on a school-wide level (Tier 1). One of the tasks was to generate an exhaustive list that clarified classroom level behaviors (minor, level 1) and administrative level behaviors (major). The second step was to craft a consistent structured response (discipline ladder) for each of the levels of behavior, with the emphasis on teaching the expected behavior and providing the student with the support and services necessary to be successful. A draft of the document was shared with the entire faculty and was finalized on a district level to build consistency within the school district. However, the faculty felt it was important to ensure families were consistently made aware of these level 1 behaviors of concern early, before they escalated into more serious behaviors. Therefore, in order to document these minor behaviors and the classroom interventions used, and to inform parents early about what was happening for their child, the Parent Notification of Level 1 Behaviors was created.

DESCRIPTION OF PRODUCT

The Parent Notification of Level 1 Behaviors is a method for officially notifying family members of minor classroom behaviors of concern (called “level 1 behaviors” at Rawls Springs Attendance Center) that their children are exhibiting, as well as the specific intervention the teacher has implemented to replace those undesirable behaviors. The purpose of the notification form is to provide an early communication system between the family and the school to support the student in their effort to learn appropriate behaviors. To distinguish the form from other forms and notifications, the document is printed on a specific color that is not used for any other paper communication sent home to family members. The notification includes the school’s discipline ladder showing a hierarchy of interventions used at the school, beginning with the least intrusive intervention (restate/re-teach expectation) and culminating with the most intrusive (office discipline referral). The Parent Notification of Level 1 Behaviors form clearly indicates where on the discipline ladder the student is at that point in time.

IMPACT

According to school administrators, creating an efficient and effective office discipline referral processes has impacted the school in the following areas:

• Increase in consistency and structure when addressing disciplinary infractions (minor and major)
• Decrease in inappropriate student behavior (ODRs)
• Increase in instructional time
• Increase in meaningful family involvement
• Increase in positive student – family – faculty interactions
Rawls Springs Attendance Center

Parent Notification of Level I Behaviors

Date: __________________________________________

To the Parents of ________________________________________________:

This is to inform you of your child’s Level I behavior at school. Please look over the areas that have been checked and discuss them with your child. Then sign on the line provided and return this note as soon as possible. (Level I behaviors are also listed in the Forrest County School District handbook.)

☐ 1. Unacceptable talking or loud noises
   ☐ Talks excessively in class
   ☐ Disruptive in class

☐ 2. Display of verbal or physical disrespect to other students

☐ 3. Distractive items

☐ 4. Eating, drinking, or chewing gum in class without permission

☐ 5. Unauthorized movement on the school campus

☐ 6. Unacceptable contact with others

☐ 7. Running

☐ 8. Unauthorized use of a computer or any school equipment

☐ 9. Throwing objects

☐ 10. Unnecessary comments

☐ 11. Littering

☐ 12. Disregarding instructions
   ☐ Does not follow directions
   ☐ Does not bring books/pencils/supplies to class
   ☐ Does not pay attention
   ☐ Does not complete classwork
   ☐ Does not do homework

☐ 13. Writing on unapproved surfaces

☐ 14. Argumentative

☐ 15. Lying

☐ 16. Stealing or borrowing without permission

☐ 17. Copying homework or test

☐ 18. Promoting or instigating a fight

☐ 19. Out of area

☐ 20. Forgery (grades K – 3)

Teacher Signature/Class: _____________ _________________________________________ ____________

Additional comments on back

Parent Signature: ________________________________ ________________________________________________

Comments: ___________________________________________________________________________________

_____________________________________________________________________________________________

RSAC Discipline Ladder and documentation:

Step 1: Conference with the student (warning) – Date______________________ Student signature: _______________________

Step 2: Recess detention – Date(s): ______________________________________________________________________________

Step 3: Parent Notification form sent: ____________________________________ _________________________________________
(Step may be repeated as needed; may be combined with Step 4.)

Step 4: Classroom discipline (may be combined with Step 3.) _____________________________________________________________
________________________________________________________________________________________________________________
______________________________________________________________________ ______________________________________

Step 5: Optional: Office Discipline Referral. Behavior may become Level 2 (Continued Level 1 Behavior).

Additional information and documentation may be on back.

Teachers: Retain a copy of this notification for your records.
WHY IT WAS DEVELOPED

Newton County School District began participating in the original State Personnel Development Grant in 2005. At that time, a requirement of all participating districts was to host Family Leadership Academies. These leadership academies provided professional development to family members regarding school-wide Positive Behavior Intervention and Supports (PBIS), parenting with PBIS, team-building and how to be an effective team member.

Janine Vincent, the parent liaison for the district, provided excellent leadership, and Newton County’s Family Leadership Team became a very high-performing team, producing a wide variety of ways for families to be involved in the school district. The number of volunteers grew to be so large that the Family Leadership Team, in conjunction with the parent liaison, school administrators and district administrators, felt specific systems needed to be developed to ensure the following: 1) volunteers were being used to their highest potential, 2) volunteers understood their roles and responsibilities and 3) student safety and confidentiality were emphasized.

DESCRIPTION OF PRODUCT

The Newton County School District’s volunteer process includes the following steps, which are completed prior to volunteering:

1. Volunteers complete an application that includes the following:
   a. Areas of interest/talent (areas created with input from teachers)
   b. Available time(s)
   c. Confidentiality requirements
   d. Authorization to complete a background check
2. Training on the Volunteer Handbook
3. Certificate of completion with a copy of all certificates being placed on the “Volunteer Wall” in the school

IMPACT

The volunteer system created in Newton County School District has created a framework for family members to be welcomed in a meaningful way, aligned volunteers in areas that are truly beneficial to student growth, and supported the district’s safe school initiative. The number of volunteers has continued to grow throughout the district. This involvement included the WATCH D.O.G.S. Program—a volunteer process that utilizes positive male family and community members within the school day—and Cougar Cards—a positive note card sent home from the teacher.
Volunteer Name: ____________________________________________  
Best Contact Number(s): _____________________________________  
Email Address: ______________________________________________  

<table>
<thead>
<tr>
<th>Child(ren)</th>
<th>Grade</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Check areas in which you would like to volunteer:  

<table>
<thead>
<tr>
<th>Activity</th>
<th>MTW</th>
<th>THF</th>
<th>Best Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist in the classroom</td>
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<tr>
<td>Clerical Assistance</td>
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<tr>
<td>Assist in the cafeteria</td>
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<tr>
<td>Assist in the teacher workroom</td>
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<tr>
<td>Assist in Art class</td>
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<tr>
<td>Assist in P.E. class</td>
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<td>Assist in Library</td>
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<td>Assist in the Computer Lab</td>
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<tr>
<td>Assist in the Music Class</td>
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<tr>
<td>Assist in Tutoring/Resource Room</td>
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<td>Assist with Fund Raisers</td>
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<td>Assist at Recess</td>
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<tr>
<td>Read to Classes</td>
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<tr>
<td>Mentor</td>
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<tr>
<td>Test Monitor/Proctor</td>
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<tr>
<td>Career Day</td>
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<tr>
<td>Cougar Cash-in Days</td>
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<tr>
<td>Book Fair Days</td>
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<tr>
<td>Other (please list)</td>
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</table>

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Empowering All Students To Thrive!
Welcome!

Volunteers have played and will continue to play an important and valuable role in Newton County Schools. Students, teachers, staff, parents, and the community benefit from the work of individuals like you who freely share their talents and resources. We also know that as a volunteer, you, too, will be rewarded. You’ll get the reward of knowing you helped make a difference in children’s lives.

This handbook is directed to volunteers who are parents, grandparents, college students, retired persons, former teachers and administrators, persons of every educational level, to anyone willing to devote a portion of his or her time to one of the most important systems in any community—public schools. Because we want you to get the most out of your volunteer experience, we want to make sure you are an informed volunteer. One hour a week, one day a week, one day on a special project—your efforts make a difference for students.

You are appreciated! Teachers and staff know they are fortunate to work with so many committed volunteers. Volunteers in schools help in many different ways: classrooms, playgrounds, libraries, offices, field trips, team sports, and special projects. We shouldered to think that a single day without volunteers in our schools would be like! On behalf of the teachers, staff, and students, “Thank you, we cannot do it without your help.”

Child Neglect and Abuse Reporting

School volunteers are considered mandatory reporters of suspected child neglect and abuse. If a student discloses that they are in a dangerous situation or if you have reason to suspect neglect or abuse, please report it immediately and privately to the teacher or principal at the campus site.

Screening

All prospective volunteers will be screening on a regular basis need to complete a Volunteer Registration Form, Background Check Form and a Confidentiality Form.

Tobacco Use

The use of tobacco products is prohibited on any school grounds in the Newton County School District.

General Information

- Pick up designated areas at each school.
- Vending machines are available in the teachers’ workrooms.
- Cell phones should be silenced during volunteer hours.

Have Fun—Enjoy getting to know the children and know that you are a vital part of a team that will insure each student’s success.

Watch D.O.G.S. (Dads of Great Students)

Anyone interested in learning more about becoming a Watch D.O.G.S. representative for a campus may call:
Newton County Elementary School Office: 601-635-2936
Newton County High School Office: 601-635-3347
The Parent Center: 601-635-4002

Volunteers are seldom paid; not because they are worthless, but because they are PRICELESS.
—Author unknown
Who is Doing the Teaching?

If you are volunteering in a classroom, make sure you and the teacher are clear on your responsibilities and that you are both comfortable with your duties. The real value for a teacher in having a volunteer is to free the teacher to teach. If you are spending more time making copies or prep materials than it is satisfying to you, then talk with the teacher about other ways you can help as well.

Language

Just as we expect students to refrain from using inappropriate language while at school, we also expect the same from teachers, staff, and volunteers. Most adults realize how easily children pick up on what we say. But, keep in mind that what is a harmless slang term to you may be offensive to another adult or student.

Our Commitment to You

While there are certain expectations from volunteers to help things run smoothly, we realize you also have expectations from school staff. We are committed to working with you to make sure volunteering is rewarding for everyone.

Our commitment to you involves:

Volunteer Orientation
Volunteer orientation is required for all individuals volunteering in the Newton County School District. This session provides general information about volunteer roles and responsibilities and provides you with a handbook of reference. You will also meet with the volunteer coordinator, teacher, and/or principal for the campus’ specific information.

Efficiency

We respect your time commitment and will make every effort to utilize your time efficiently. If you have any questions or suggestions to help us, please share them.

Interests and Talents

We want to make the best match we can between volunteer opportunities and your interests and talents. Let school personnel or the volunteer coordinator know how you can best contribute. Your input may lead to the development of additional volunteer opportunities.

Discipline or Behavior Problems
As a school volunteer you may notice students displaying school or classroom expectations. Your responsibility is to call such matters to the attention of the teacher or other supervising school personnel. Never take corrective measures into your own hands. However, inform us if you see that a child is in danger of being harmed.

There are many ways in which school is alike; but because school must fulfill educational needs of students from many diverse backgrounds, each school has a personality or culture of its own. Volunteers should be informed about the school’s general discipline procedures to avoid any misunderstanding.

Treat all children fairly and with respect. Remember that you have been asked to sign a confidentiality form. What you hear or observe about students or staff while volunteering in a school is private. Even a seemingly harmless comment repeated to another can be misunderstood. All volunteers must strictly follow the curriculum guidelines set forth by the Mississippi Department of Education and the Newton County School District.

Sign In Procedure and Security

Volunteers are required to sign in at the office. When you leave the campus you need to sign out. Signing in each time you volunteer also allows school personnel to document volunteer hours and to locate you immediately in case of an emergency. You will be given a volunteer sticker to wear while at school. For everyone’s safety, it’s important to know who you are and why you are at school.

Supervision

Volunteers perform under the direction/supervision of school personnel. If you assist a student or students outside the classroom, you should not be taken to any area except that specified by the teacher or principal.

At no time should a volunteer be in the student bathrooms alone with a student.

Childcare

Parents/guardians are discouraged from bringing children with them to school while they volunteer. Everyone’s focus needs to be on the students who are enrolled in the school and involved in learning activities. There are ways to volunteer at home if childcare is unavailable. If you can volunteer during school hours, please share this with the volunteer coordinator.

Confidentiality

Remember that you have been asked to sign a confidentiality form. What you hear or observe about students or staff while volunteering in a school is private. Even a seemingly harmless comment repeated to another can be misunderstood. All volunteers must strictly follow the curriculum guidelines set forth by the Mississippi Department of Education and the Newton County School District.

Communication

It is one of the beauties of compensation of life, that no man can sincerely help a mother without helping himself. --Ralph Waldo Emerson

Do What Wear

It is one of the beauties of Compensation of life, that no man can sincerely help a mother without helping himself. --Ralph Waldo Emerson
**School Wide Positive Behavior Intervention and Support (SWPBIS) Two Day New Team Training**

- This 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.

**Tier 2 Training**

- This training provides the participant the opportunity to learn the Essential Elements of Mississippi’s Response to Intervention initiative regarding Tier 2 interventions, data collection and progress monitoring. 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.

**Data Day**

- This training provides the participant the opportunity to learn how to use data in order to make data driven decisions on a school-wide (Tier 1) and secondary (Tier 2 level). Participants will learn what school based data to collect in order to implement evidence-based interventions and progress monitor the intervention to determine its effectiveness.

**Webinars**

- The webinars are an opportunity to revisit the Critical Elements of SWPBIS and provide the participants a platform to brainstorm solutions to obstacles impeding progress of implementation.

**How to Create Meaningful Family Involvement**

- These trainings provide family members the opportunity to develop skills that will assist them in being effective team members at the school level and in reinforcing the PBIS process at home.
  - Introduction to SWPBIS
  - How to Be an Effective Team Member
  - Parenting with PBIS
  - Team Building
  - Webinars in partnership with the Mississippi Parent Training Information Center

For more information please visit our website [www.usm.edu/reachms](http://www.usm.edu/reachms) for training dates and locations.
REACH MS is excited to announce another 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: Seeing 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 ten (10) 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.**

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Example of Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations and Rules</td>
<td>Clearly and positively stated expectations and/or rules, pictures of creative ways to post expectations, rules and mission statements throughout your school and/or district, newsletter articles you've sent out with the expectations/rules in them, student planners with the expectations/rules described, etc.</td>
</tr>
<tr>
<td>Teaching</td>
<td>Lesson plans used for teaching the expectations/rules with pictures (if you have them), lesson plans where the expectation and/or rules have been imbedded into the content with pictures (if you have them), video clips (less than 5 minutes) of the teaching, etc.</td>
</tr>
<tr>
<td>Reinforcers</td>
<td>Pictures and plans from staff reinforcers, pictures and plans from student reinforcers, etc.</td>
</tr>
<tr>
<td>Referral Process</td>
<td>Referral process in narrative or visual form, definitions of problem behaviors, continuum of consequences, office discipline referral form, ODR graphs (by month, location, type of behavior, time of day), etc.</td>
</tr>
<tr>
<td>Using Data for Long Term Change</td>
<td>Your process for sharing data with stakeholders. Any complete data packages (graphs, charts etc...) showing a decrease in Office Discipline Referrals for a school year. Your process for using data for decision making.</td>
</tr>
<tr>
<td>Building faculty and family involvement</td>
<td>Examples of strategies used to enhance communication, motivation and meaningful involvement of faculty and family members. Please provide outcome data resulting from these efforts.</td>
</tr>
</tbody>
</table>

Submissions must be sent **electronically by October 31, 2011.** 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 by **January 31, 2012.** 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 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). 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 fax to 601-266-4691 no later than 5:00 p.m. on October 31, 2011. Only fully complete applications will be accepted (both electronic 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 ____________________________
PBIS SEEDS Evaluation Rubric

CHECK THE CRITICAL ELEMENT REPRESENTED:
- Basic Behavioral Principles
- School-wide expectations
- Rules for specific settings
- Teaching appropriate behaviors
- Reinforcement system
- Interventions and consequences
- Office discipline referral process
- Teaming
- Building faculty & family involvement
- Using data for long-term change

Rate the QUALITY of the product.

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

TOTAL SCORE (total of above):

Comments:
1 ALCORN COUNTY SCHOOL DISTRICT 
(GLEN, MS - CORINTH AREA)

Alcorn Central Elementary (grades K-4)
Contact: Brian Phelps, Team Leader
662.286.6899
bphelps@alcornschools.org

Alcorn Central Middle School (grades 5-8)
Contact: Ginger Lancaster, Team Leader
662.286.3674
glancas@alcornschools.org

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

2 NORTH PANOLA SCHOOL DISTRICT 
(BATESVILLE AREA)

Como Elementary School (grades Pre-K-4)
Contact: Rachel Williams, Team Leader
662.526.0396
rwilliams@npanola.k12.ms.us

3 PONTOTOC COUNTY SCHOOL DISTRICT 
(TUPELO AREA)

North Pontotoc Middle School (grades 6-8)
Contact: Libby Young, Principal
662.489.2479
lyoung@pcsd.k12.ms.us

South Pontotoc Elementary School (K-5)
Contact: Jimmy Flake, Principal
662.489.5925
jflake@pcsd.k12.ms.us

South Pontotoc Middle School (grades 6-8)
Contact: Lisa Williamson, Team Leader
662.489.2479
lwilliamson@pcsd.k12.ms.us

4 HOUSTON SCHOOL DISTRICT 
(HOUSTON, MISSISSIPPI - TUPELO AREA)

Houston Lower Elementary (grades K-2)
Contact: Emily Speck, Principal
662.456.5876
especk@houston.k12.ms.us

5 NEWTON COUNTY SCHOOL DISTRICT 
(DECATURE, MS - MERIDIAN AREA)

Newton County Elementary (grades K-4)
Contact: Suzanne Ross, Assistant Principal
601.635.2956
sross@newton.k12.ms.us

Newton County Middle School (grades 5-8)
Contact: Teresa McDill, Principal
601.635.4261
tmcdill@newton.k12.ms.us

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

6 RANKIN COUNTY SCHOOL DISTRICT 
(FLOWOOD, MCLAURIN, PELAHATCHIE, MS - JACKSON AREA)

Flowood Elementary (grades K-5)
Contact: Dr. Kathy Martin, Principal
601.992.6277
kmartin@rcsd.ms

McLaurin Elementary (grades Pre-K-6)
Contact: Michelle Nowlin, Principal
601.845.2127
mnowlin@rcsd.k12.ms.us

Northwest Rankin Elementary (grades K-5)
Contact: Kara Killough, Principal
601.992.0924
kara.killough@rcsd.ms

Pelahatchie Elementary (grades K-6)
Contact: Devona Dew, Principal
601.854.8060
ddew@rcsd.ms
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 SWPBIS and would like to be included as a model site, please contact us to schedule an on-site evaluation.