Flowood Elementary School

102 Winner Circle
Flowood, MS 39232
Flowood Elementary School

- 531 Students
- K-5
- Demographics:
  - 127 Black
  - 27 Asian
  - 343 White
  - 30 Hispanics
  - 4 Other
<table>
<thead>
<tr>
<th>Name</th>
<th>Role/Position</th>
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<tbody>
<tr>
<td>Lindsay Besinger</td>
<td>Student Incentives</td>
</tr>
<tr>
<td>Brandi Biard</td>
<td>Book of Products, Team Leader</td>
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<tr>
<td>Tammy Dahbour</td>
<td>Parent</td>
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<tr>
<td>Amy Dennis</td>
<td>Student Incentives</td>
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<tr>
<td>Charlene Fowler</td>
<td>PBIS Coach</td>
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<tr>
<td>Beth Johnston</td>
<td>Special Education Teacher</td>
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<td>Kathy Martin</td>
<td>Teacher Incentives</td>
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<tr>
<td>Candice Perkins</td>
<td>Community Involvement</td>
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<td>Sarah Margaret Rowan</td>
<td>Publicity</td>
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<tr>
<td>Becky Trammel</td>
<td>Cool Tools, Counselor</td>
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<tr>
<td>Rebecca Ulrich</td>
<td>Publicity</td>
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<tr>
<td>Kevin Vance</td>
<td>Data</td>
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<tr>
<td>Leigh Ann Weaver</td>
<td>Big Events, Team Leader</td>
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<tr>
<td>Jennifer Winkler</td>
<td>Recorder</td>
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Our School Motto

I AM READY
I AM RESPECTFUL
I AM RESPONSIBLE
I AM A FLOWOOD KID!
**HALLWAY RULES**

- **Ready**
  - Line up in a timely manner.
  - Keep hands, feet, and objects to self.
- **Respectful**
  - Remain quiet.
- **Responsible**
  - Walk to the right.

**Our School Wide “Give Me” 5**

**Restroom Code of Behavior**

- **Ready**
  - Enter and exit as quickly as possible.
- **Respectful**
  - Give each other privacy.
- **Responsible**
  - Flush the toilets when finished using them.
  - Keep the bathroom clean.
  - Use 2 and 2 (2 squirts of soap and 2 pulls of paper).

**Rules for the Restroom**

- Quiet
- Be Still
- Hands Free
- Listen
- Eyes on Me

**Rules for the Hallway**

Specific Rules for Specific Settings
Developing a System for Teaching Appropriate Behavior

Behavior system developed using different methods school-wide. Methods such as classroom signs, the use of cougar coupons, the PBIS cart, etc.
Developing a System for Teaching Appropriate Behavior

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- Cougar coupons are given when students are found being Ready, Respectful, and/or Responsible.
Developing a System for Teaching Appropriate Behavior

Behavior system developed using different methods school-wide. Methods such as classroom signs, the use of cougar coupons, the PBIS cart, PBIS Big events, etc.

- Cougar coupons can then be used to “purchase” items from the PBIS cart.
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- Students without any office referrals get rewarded with a PBIS Big Event.
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PBIS Big Event
80s Dance Party
Cool Tools Lesson Plan
January 2012

Topic: Self-Control

Definition of Self-Control – Choosing to do what you should do, not what you want to do.

Kindergarten – Second Grade
Questions to ask students for discussion (Choose 3 Questions)
1. What are some ways you can show self-control at school, at home, on the bus, etc.?
2. Why do we practice self-control?
3. How do you think having self-control might help you be successful?
4. Have you ever had to break a bad habit such as suck your thumb, bite your nails, sleep with a blanket, etc.? Did it take self-control?

Activity
We are going to play a little game of charades with common times we lose control or find conflict in our classroom.
(Teacher) Act out several common situations in your classroom where there tends to be conflict or need for self-control. (ex. Lining up quietly, walking down the hallway, keeping hands to self, playing games, etc.) When kids guess the situation, write it on the board.
When you have several situations written on the board, talk about these 4 different ways to choose self-control.
1. Ignore-walk away from the situation and cool off.
2. Talk it Out-use calm words and take turns talking about the situation with everyone involved.
3. Agree on an outcome-Choose a solution that works for everyone.
4. Discuss as a Class.

Third Grade – Fifth Grade
Discussion Questions (Choose 2 Questions)
1. What are some situations that are challenging to practice self-control?
2. Brainstorm ways you can show self-control.
3. Put the definition of self-control in your own words.

Activity
Having self-control can benefit us in many different areas of our life. Today we’re going to look at some of those.
Divide the class into 4 groups. Give each group a piece of paper with one of these 4 words at the top: food, friends, school, home. Have students make 2 columns on their paper. One side is for choices you WANT to make and the other side is for choices you SHOULD make. Display these. Have groups discuss their choices and why self-control is always the best choice.

- Cool Tools lesson plans are distributed to the teachers once a month. They are based on a specific topic for that month.
Developing a System for Teaching Appropriate Behavior

Behavior system developed using different methods school-wide. Methods such as classroom signs, the use of cougar coupons, the PBIS cart, PBIS Big events, etc.

- Popsicle party for the bus with the most “golden tickets.”
Developing a Reinforcement System

- **Cougar Coupons** - Students receive cougar coupons when they are observed being Ready, Respectful, and Responsible.

- **Student Incentives** - Students can spend their cougar coupons at the school store or they can place them in the PBIS jar in their classroom. When the class has 250 coupons, they will receive a movie and pizza party as a class reward.

- **Teacher Incentives** - Classes observed being Ready, Respectful, and Responsible, as a whole, can earn their teachers cougar coupons. Teachers can then return these cougar coupons to the office for a teacher incentive.
Office Discipline Referral Process

1st Minor incident
- Complete tracking form.
- Conference with student.
- Re-teach behavioral objectives.

2nd Minor incident (same behavior)
- Complete tracking form.
- Recess detention and reflection.
- Re-teach behavioral objectives.

3rd Minor incident (within one month)
- Write office referral and attach 2 minor incident forms.

Is the incident major?

No

- Behavior Ceases.

Yes

Write Referral
- If generated by 3 minors, attach 2 minor incident forms.
- Bring to office.
- Administration will call for student.

Administration will follow-up with course of action and/or consequences.

Parent contacted. (1 day)
- Teacher provided administrative action. (1 day)
- Incident recorded in SWIS. (2 days)
Office Discipline Referral Process

Flowerd Elementary School
Minor and Major Offenses

Teacher managed behavior - A minor incident form is completed by the teacher and a copy is sent home for parent signature. Copies of the minor incident form are kept in a file by the classroom teacher as a record of the student's behavior.

These forms are used to analyze the behaviors of the students and the possible causes. On the third minor incident of the same behavior in one month, the classroom teacher writes an ODR (office discipline referral). Minor incs start every month. The teacher attaches the 2 minor incident forms to the ODR (office discipline referral) and turns in to the office.

Office managed behavior - A form is completed and parent contact is made by the person writing up the referral form. The form is sent home for the parent to sign and return. (It is imperative that all information is completed on these forms so data can be entered into SWIS.) An administrative consequence is given.

The minor incident forms as well as office discipline referrals are used to evaluate the needs of the student, as well as give the staff information about how to adjust systems in the school.

Teachers Managed
Minor offenses
- Defiance and Disrespect/Non-Compliance
- Class Disruption
- Inappropriate Language
- Physical Contact/Physical Aggression
- Property Misuse
- Technology Violation
- Inappropriate Location/Out of Bounds Area
- Lying/Cheating
- Preparedness
- Other

Office Managed
Major offenses
- Abusive Language/Inappropriate Language/Profanity
- Defiance/Disrespect/Insubordination
- Sustained Disruption
- Fighting/Physical Aggression
- Harassment/Bullying
- Property Damage/Vandalism/Stealing
- Use/possession of Combustibles
- Use/possession of Drugs/Alcohol/Tobacco
- Use/possession of Weapons

FLOWOOD ELEMENTARY SCHOOL
Classroom Minor Infraction Tracking Form

**Same Behavior**

Student __________________________ Teacher __________________________

Behavior: __________________________

1st Minor Incident: Conference with student and re-teach behavioral expectations.

☐ Sent minor infraction form Date: __________________________
☐ Returned signed form [Phone call if not returned] Date: __________________________

2nd Minor Incident: Recess Detention, Reflection and re-teach behavioral objectives.

Phone __________________________

☐ Sent minor infraction form Date: __________________________
☐ Returned signed form [Phone call if not returned] Date: __________________________

3rd Minor Incident: Write office referral and attach 2 minor referrals.

Revised September 3, 2010 - CWW

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Building Faculty, Staff and Family Involvement

Our wonderful parents volunteer to be in charge of the PBIS cart.
Building Faculty, Staff and Family Involvement

Our wonderful staff at the school also have their own Cougar Coupons to distribute.
Building Faculty, Staff and Family Involvement

- Our bus drivers have their own “golden tickets” they distribute. The bus with the most tickets at the end of the month get a reward.
Using Data for Long-Term Change

- Monthly data meetings with PBIS team
- Share monthly data with faculty
- Use data shared to make necessary school-wide changes