Newton County High School

16255 Highway 503
Decatur, MS  39327
Becoming a model school takes enthusiasm, effort, and belief in the program. Growing from a rudimentary beginning, we have grown to incorporate positive behavior in all areas of our school. We have been a model school site for four years and are striving to remain so.
This year, we had a major revamping of our PBIS team with a new team leader and several new team members. We often ask for ideas and suggestions from our staff and students.

Share your ideas and thoughts with us. We really want to hear from you!!!!!

If you have a suggestion or idea for Positive Behavior, please see a Positive Cougar Committee member. We want and value your input!!!!!!!
Newton County High School

Mission Statement

As Cougars we will **Respect** others and ourselves, be **Responsible** for our actions, and have **Self-Control** in everything that we do.

PBS-2008/09
Teaching Appropriate Behavior
In Everything We Do

Orientation Handbook Review

POSITIVE BEHAVIOR

SCHOOL-WIDE EXPECTATIONS
Respect
Responsibility
Self-Control

We Will Respect Others and Ourselves, Be Responsible for Our Actions and Have Self-Control in Everything We Do.

During break we will:
Respect others and self
Maintain Self Control
Throw away trash
Leave break only at bell time
**Break is a privilege

While in the hallway we will:
Respect others and self
Stay on the right side
Talk softly
Keep our hands and feet to ourselves
Keep hallway clean

When in the restroom we will:
Respect others and self
Throw away trash
Keep restroom "graffiti" free
Return to class promptly
Use good manners

When in the cafeteria we will:
Respect others and self
Stay in a single line
Talk softly
Keep our area clean
Use good manners

When we are on the bus we will:
Respect others and self
Sit and stay in assigned seat
Talk softly
Keep bus clean
In The Classrooms

Mrs. Mahon (Science Teacher) promotes RESPONSIBILITY in the classrooms by having designated areas for students to turn in papers, and pickup papers. She also promotes RESPONSIBILITY with a reminder board. The students are responsible to knowing when assignments are due. Mrs. Mahon also promotes RESPECT for other people’s property by providing areas for student’s to check-out and check-in supplies such as staplers, pencils, calculators, and books. Students are expected to take care of any items that do not belong to them and return them when they are finished. One way she promotes POSITIVE behavior is by displaying the high scorers on the board. In the lab, she promotes RESPONSIBILITY by assigning students roles to perform. Students are to RESPECT the lab, lab equipment, and other students. Students are required to have SELF-CONTROL in the lab to prevent any accidents.
In Halls, Restrooms, and Cafeteria

- **Cougars Roar**
  - Respect
  - Responsibility
  - Self-Control

- **Hallway Rules**
  - Respect Others and Self
  - Stay on the Right Side
  - Talk Softly
  - Keep Hallway Clean
  - Keep Your Hands and Feet to Yourself

- **Break Time Rules**
  - Respect Others and Self
  - Maintain Self Control
  - Throw Away Trash
  - Leave Break Only at Bell Time
  - Book is a Privilege

- **Restroom Rules**
  - Respect Others and Self
  - Throw Away Trash
  - Keep Restroom Graffiti Free
  - Return to Class Promptly
  - Use Good Manners

- **Expectations Displays**
Group Activities

- Groups discuss positive traits and characters
- Teacher provides each student with the name of a classmate
- Each student writes a short note about the positive character of the student whose name was given

Bell Ringers

- Students set goals on teacher-provided table
- Journaling about life obstacles and best practices for overcoming them
- Discussion on importance of community service and possible ideas

Special Event Lessons

- Veterans Day program – illustrating respect and responsibility for country
- Guest speaker for the Senior English Classes – enlightening students on the importance of respect, responsibility, and self-control in the workplace
- Career Fair with guest speakers from various career fields – speaking to grades 9 – 12 on the imports of respect, responsibility, and self-control in the workplace.
Through Our Yearbook

Yearbook Cover
Reinforcement System
Data Based

• Student VIP lunches with fabulous desserts
• Jean Day
• Free out-of-school day for proficient and advanced scores on state tests
• Free snack or drink at break for positive behavior
Discipline Referral

Newton County Middle/High School - Office Discipline Referral (ODR) Form

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Grade Level:</th>
<th>Reporting Staff:</th>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
</table>

**Conduct Code Violation (circle):**

<table>
<thead>
<tr>
<th>RESPECT</th>
<th>RESPONSIBILITY</th>
<th>SELF-CONTROL</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] RESPECT</td>
<td>[ ] RESPONSIBILITY</td>
<td>[ ] SELF-CONTROL</td>
</tr>
</tbody>
</table>

**Incident Location:**

**Minor Infractions (refer to classroom discipline steps before reporting to office):**

- [ ] Dress Code (specify: ____________)  
  - Lying
  - Inappropriate language/gestures
  - Forgery
  - Disrespectful behavior
  - Refusal to complete work during class
  - Eating/Chewing gum
  - Chronic sleeping
  - Other: ____________________________

**Major Infractions (Automatic ODR):**

- Fighting
- Disorderly conduct
- Possession of (circle one)
  - Knife, firearm, alcohol
  - Threat toward school property/personnel by (circle one)
  - Firearm, bomb, arson, violence, etc.
  - Other: ____________________________

**Other (Minor) Infractions - Automatic ODR per handbook:**

- [ ] Harassment/Teasing/Bullying
- [ ] Cheating
- [ ] Skipping class
- [ ] Electronics on campus (specify: ____________)

**I have made the following interventions (for minor infractions) before reporting the above named student to the principal's office:**

- [ ] Verbal warning with redirection of desired behavior
- [ ] Written warning with redirection of desired behavior
- [ ] Corporal punishment
- [ ] Other (specify: ____________)
  - example: seating change, loss of privilege(s)

**Staff/Teacher's Signature:** ______________________________________________________

**Additional Comments:**

___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________

**FOR OFFICE USE ONLY**

- [ ] Conference with student
- [ ] referred to counselor
- [ ] Parent contact
- [ ] ISS (Days: ________)
- [ ] Bus Suspension: (Days: ________)

I will not pull my teacher.
I will not pull my teacher.
I will not pull my teacher.
Positive Behavior

- Taught throughout the school year
- Taught in all areas of the school environment
  - Orientation
  - Classroom
  - Hallways
  - Cafeteria
  - Buses
  - Restrooms
  - Special Events
  - Parent Events

- Reinforced with positive consequences
  - Free snack
  - Jeans for a day
  - Day out of school
  - VIP lunches
  - Compliments and pats on back 😊
Building Faculty, Staff, and Community

- Reinforcement provided to all
  - Students
  - Teachers/Staff
  - Custodians
  - Cafeteria staff
  - Maintenance
  - Parents
  - Bus Drivers

Yellow Dog Award
For best behavior of students on the bus

Lunch for Teachers

Custodial Appreciative Comments from faculty & staff

Parent Appreciation
Students presenting parents who bring their children to school

Cafeteria Staff Appreciation - T-Shirts presented by PBIS Team
This year, we started a student PBIS Team, and here are two of their first projects. Mrs. Bounds gave us the idea for the Grand Behavior banner; the students put it together, and Mrs. Watson painted the zebra striped border—teachers and students working together for positive behavior!! Katy, the student on the far right, had the idea for the Valentine tree. We asked the student body to participate in a Valentine quote competition. The Valentine quotes had to incorporate elements of our PBIS mission statement. The winner won a 20 oz. box of chocolates. Katy created the tree, and she and the others typed the quotes on the hearts and put them on the tree.
Using Data for Long-Term Change

We use data from SWIS, the teachers, and students to try to make long-term changes. SWIS informs our team about ODRs; teachers and students inform us about things that may not be posted in SWIS. We use the data from SWIS to create reinforcements for positive behavior such as Jean Day for no ODRs and referrals to the TST for behavior modification.

An example of teacher/student data is cafeteria cleanliness or lack thereof. We are presently working on a positive reward to help correct that issue.

Our PBIS Team shares data with the faculty throughout the year in faculty meetings and emails.