

65th CONFERENCE ON EXCEPTIONAL CHILDREN

**GRADUATION:
The Measure of Tomorrow**

**Maintaining a Successful
Secondary PBIS Program**

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

November 18-20, 2015

Shelby High School

Respect Others – Accept Responsibility

230 E. Dixon Blvd., Shelby, NC 28152
704 - 476 - 8325

PBIS Team Information

- Andy Bridges – Math
- Celeste Burkhardt - Math
- Carmen Davis – English
- Tisha Dedmon – Parent
- Johnny Hatcher - Alternative Learning
- Mark Heffelfinger – CTE
- Jon Ledford – History
- Jackson Martin – CTE
- Crystal Miller – Health/P.E.
- Jim Prevost – Administration
- Andrea Richardson – Exceptional Children
- Shelley Skidmore – Cafeteria
- Lori Stites – World Languages
- Audrey Tate – Student Services/Counseling
- Lori Toney – Media Specialist

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Area Demographics

2013 U.S. Census Information for Shelby Municipality

- population 20,325
- median income \$32,070
- individuals below poverty level 29.1%
- educational attainment high school or higher 86%

Cleveland County Schools District

- 29 total schools
- 14,985 students at end of 2014 - 2015



School Demographics



One of four high schools is the district.

89 Faculty/Support Staff Members

Currently serving 846 students, 9th – 12th grades

☛ 9th - 247 10th - 232 11th - 177
12th - 190

☛ 418 African- American 345 Caucasian
8 Asian 38 Multi-racial 37 Hispanic

☛ 284 reduced lunch 523 free lunch

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Tier I Implementation

Establishing and Teaching Expectations for Students



- Matrix signage, faculty/student-made videos, and lesson plans are in place to teach and remind expectations in all school areas.
- School-wide and grade-level assemblies are held throughout the year to explain and promote behavior expectations, address safety issues, and equip students for dealing with social issues (bullying, sexting, cyber safety, etc.).
- Teachers teach and reinforce social skills in the individual classrooms through provided and personal lesson plans.
- Homerooms are used to deliver social skill lessons and encourage conversations about behaviors, choices, and consequences.
- Administration announces the PBIS slogan daily, "Remember to ROAR like Golden Lions today, respect others and accept responsibility."

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Tier I Implementation

Establishing and Teaching Expectations with Faculty

- Teachers new to Shelby High School receive orientation materials to introduce PBIS tenets and expectations.
- All faculty receives an SHS PBIS handbook with information on teaching and reinforcing expectations, discipline policies, reward schedules, and tips for maintaining student-teacher relationships.
- PBIS team reviews expectations and strategies with faculty at the beginning of the year to teach and model PBIS tenets.
- PBIS "refresher courses" for faculty are offered through PLC's during the school day.
- Scenario-based activities are used in PLC after-school meetings.
- PBIS team meets a minimum of once a month to review data and for planning purposes. Information is made available for faculty through email.

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Tier I Implementation

Student Recognition

- Students receive tickets in participating teachers' classrooms recognizing positive behaviors; these are used for rewards based on teacher's discretion.
- Events are organized at the three-weeks (ROAR Reminder), six-weeks (Reward), and nine-weeks (Celebration) marks to recognize students who do not receive major referrals within a given timeframe.
- Faculty nominates a student of the month. Winners are recognized with announcements, names on marquee, and photo displayed in school lobby.
- Students provide input for PBIS events and programs regularly through surveys, Student Council participation, and small group discussions.

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**PBIS 2nd Quarter
Celebration**

Student vs. Faculty Basketball Game
(Concessions will be sold.)
Friday, January 23rd
during 4th block

**Students with
no ODR's 10/29 - 1/16
are invited to attend.**

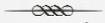
ROAR Reminder


 You made it three weeks without an ODR!
 Keep on ROARing!
 Good for 5 points on a quiz or test, 100 homework
 grade, or one day grace on assignment.
 Expires 10/28/15
 Name _____


Slushies all around!
 PBIS 6 weeks - 4th Quarter Reward
 (No ODR's 3/27 - 5/18)
 Thursday, May 21st
 Student Lounge during Lunches

Tier I Implementation

Staff Recognition



- Teachers receive treats during rewards and celebrations.
- Teachers receive birthday treats and acknowledgement.
- Students and faculty nominate a teacher of the month. Winners are recognized with announcements, names on marquee, free lunch from outside of school, and photo displayed in school lobby.
- Parents provide teachers with a monthly "snack-day."
- Clubs and groups are organized to recognize teachers in various ways during Teacher Appreciation Week such as small gifts, notes of appreciation, treats, etc.
- Students write notes of gratitude to teachers quarterly.
- Teachers provide input for PBIS events and programs and are invited to all PBIS meetings.

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Tier I Implementation

Student Interventions



- Students not eligible to attend PBIS events participate in social skills programs or presentations developed by counselors.
- Students with discipline referrals are assigned consequences according to a predetermined discipline rubric.
- Students assigned in-school suspension complete a behavioral inventory, reflections, and receive counseling.
- Teachers use a broad spectrum of classroom management practices and strategic tools to meet the needs of individual students and classes as a whole. Some examples are parental contacts, conferences, mediation, modified time-out, and referrals to counselor.
- Students who have been in ISS or have a minimum of two referrals within the first nine weeks are offered a faculty mentor. The mentor acts as an advocate and support for the student as needed, but mostly maintains a non-academic yet formal relationship with the student.

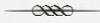
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Discipline Rubric



Tier I Implementation

Data Results



Implementation Inventory Results for Universal Procedures

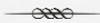
- School-wide Practices: 100%
- School-wide systems to support universal interventions: 100%
- School-wide data based decision making: 100%
- School-wide percentage: 100%
- Level of implementation: Level 4
- 2014 – 2015 SET Results 100%
- 2014 – 2015 Discipline Referrals – ODR's: 1996
Avg. per day: 9.24

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Behavior Matrix

	Respect Others	Accept Responsibility
CLASSROOM	<ul style="list-style-type: none"> • Treat yourself and others with kindness. • Talk only at appropriate times. • Use appropriate language, tone, and volume. • Keep hands, feet, and objects to yourself. • Leave room and materials ready for next class. 	<ul style="list-style-type: none"> • Be on time and prepared. • Listen to all instructions. • Complete assignments. • Be engaged and do your best. • Refrain from eating and drinking.
HALL	<ul style="list-style-type: none"> • Use appropriate language, tone, and volume. • Keep hands, feet, and objects to yourself. • Refrain from affectionate displays. 	<ul style="list-style-type: none"> • Keep hallways clean. • Walk at appropriate pace. • Stay to the right and keep moving.
CAFETERIA	<ul style="list-style-type: none"> • Wait your turn in line. • Be considerate and courteous. • Use appropriate language, tone, and volume. • Use good manners. 	<ul style="list-style-type: none"> • Pay for all items. • Stay seated while eating. • Leave area clean and neat. • Recycle and throw away trash. • Finish all food and drinks before leaving.
RESTROOM	<ul style="list-style-type: none"> • Keep restroom clean. • Keep walls free of graffiti. • • Keep restroom tobacco and drug 	<ul style="list-style-type: none"> • Use restroom in vicinity for its intended purpose. • • Flush toilets, and turn off faucets

Matrix continued



	Respect Others	Accept Responsibility
BUS	<ul style="list-style-type: none"> • Treat others and bus driver with kindness. • Use appropriate language, tone, and volume. • Take care of bus and school property. 	<ul style="list-style-type: none"> • Sit in assigned seat or area. • Remain seated. • Keep food, drinks, and gum off the bus.
MEDIA CENTER	<ul style="list-style-type: none"> • Use appropriate language, tone, and volume. • Keep area free of food and drinks. • Return materials to their proper places or bring them to the front desk. • Follow the Acceptable Use Policy for computers. 	<ul style="list-style-type: none"> • Present pass at front desk upon arrival. • Return books on time. • Pay fines on time.
BEFORE & AFTER SCHOOL	<ul style="list-style-type: none"> • Wait patiently for halls to open. • Use appropriate language, tone, and volume. • Refrain from affectionate displays. 	<ul style="list-style-type: none"> • Enter and exit premises promptly. • Stay in designated areas.

Tier 2 Implementation

Systems of Practice and Organizational Structures

- Freshman Academy teachers meet regularly with the Academy Director and counselor to discuss students that are struggling academically and/or behaviorally. A conference is scheduled for the student and faculty and parents are welcome to attend. Strategies are agreed upon to address the issue(s) and a contract made with the student.
- Behavior contracts are used with students whose repeat behaviors earn them referrals. Contracts are agreed upon by and endorsed by an administrator, the student and a parent/guardian.
- Faculty are encouraged to make referrals to the SSMT team to address students who do not respond to interventions and strategies at the classroom level.
- Students who have been in ISS or have a minimum of two referrals within the first nine weeks are offered a faculty mentor. The mentor acts as an advocate and support for the student as needed, but mostly maintains a non-academic yet formal relationship with the student.

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Tier 3 Implementation

- The PBIS Data Manager shares discipline data at least monthly with the PBIS team.
- Students with six or more office referrals (red zone) are referred to the SSMT.
- The SSMT process allows the team to discuss, plan, and evaluate interventions for Tier 3 students.
- The SSMT process utilizes functional behavior assessments and behavior intervention plans.
- Students with mental health needs are referred to on-campus outpatient individual therapy.
- School staff collaborates with outside agencies (DSS, DJJ, Law Enforcement, etc.) to ensure continuity of services.
- Implementation Inventory results - SHS scored 100% in all tertiary subscales.

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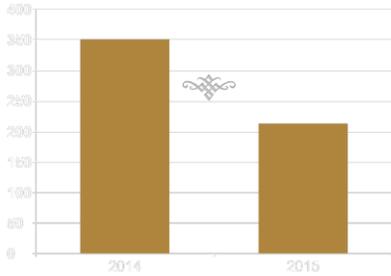
Integration of Initiatives

MTSS - Identified 9th grade students (8th grade EOG scores below level III) were given the Aimsweb assessment, a universal screening that is data-based. Comprehension and fluency is measured. The data from this screening was used to address students' specific reading deficiencies and interventions put in place for each individual.

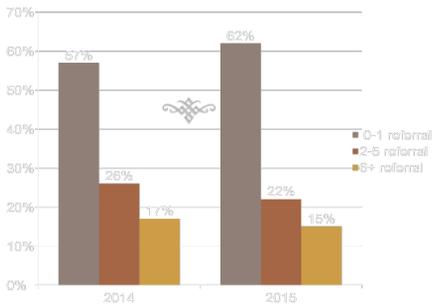
Bullying Prevention Program - This program is introduced to the student body in an assembly with speakers teaching the curriculum and drama students performing skits. After the assembly, students discuss and sign an anti-bullying agreement and posters are displayed in student areas. Information regarding our anonymous hotline is also posted.

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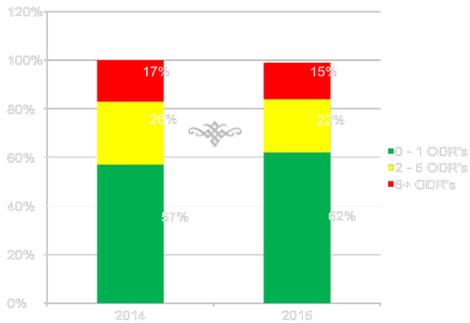
Outcome Data Showing Growth OSS 2014 - 2015



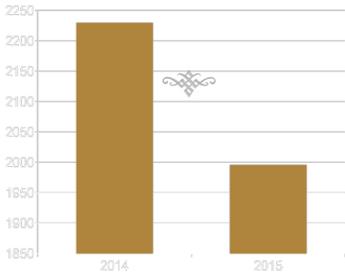
Office Referrals



Office Referrals



Total Office Referrals 2014 - 2015



Teacher Working Condition Survey Results



Graduation Rates



DISTRICT IMPLEMENTATION

- District PBIS Coaches' Meetings
- Participate in District Training Opportunities
 - TIPS II
 - PBIS Data Management System
 - Outcome Measures
- Utilize District PBIS Coordinator to assist with team needs.

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