

**South Hardin
Middle
School
PBIS**



Table of Contents

Mission and Vision	pg. 2
PBIS Team Roles	pg. 3
Active Supervision	pg. 4
School-Wide Behavior Expectations	pg. 5-7
Building-Wide Voice Levels	pg. 8
Lesson Plans	pg. 9
Acknowledgement System	pg. 10-12
Major Behaviors and Consequences Menu	pg. 13
Teacher FAQ	pg. 14

What We Believe is Best for Students...

South Hardin Middle School Vision:

SHMS will collaborate with students, staff, families, and communities through respect and maintaining accountability while persevering through challenges to create measurable growth.

South Hardin Middle School Purpose for PBIS:

To create a safe and positive school culture where students are empowered to learn and grow.

South Hardin Middle **PBIS** Vision:

To prepare students academically, socially, and emotionally for the future, equipping them with life-long skills, by a commitment to fostering a culture of respect, responsibility, and readiness within the school community.

South Hardin Middle School PBIS Mission:

To create a positive, predictable and safe environment. We will:

- Use common and consistent language
- Use data to guide decision making
- Provide a continuum of support for all students
- Continue to learn and use best practices in behavior support.

When a child doesn't know how to read, we teach.

When a child doesn't know how to add, we teach.

When a child doesn't know how to spell, we teach.

When a child doesn't know how to behave, we teach.

PBIS Team

All grade levels and areas within the building have representation on the PBIS team and are provided with the opportunity for input.

The PBIS team will meet regularly to examine data and discover trends. This is done by using multiple data points, primarily through the PBIS program and JMC. The team will plan professional learning based on trends discovered in data, develop lesson plans for common areas, and determine other PBIS supports for students and adults as needed.

This team also set dates to plan celebrations, acknowledgments, and re-teaching opportunities.

Team Member	Representation
Crystal Reinertson	Principal
Kristin Kiley	School Counselor
Courtney Friest	Success Center Para
Ellen Mesch	Special Ed
Becca Jensen	Literacy
Lily Ellingson	7th and 8th Science
Nicole Briggs	Literacy
Kristine Topp	7th and 8th Math
Kathy Murphy	Art and PE
Ann Clemons	6th Math

Teacher and Staff Responsibilities

Teachers and staff will teach, model, and address expectations outlined in the matrix throughout the year.

Teachers and staff will acknowledge student behaviors that meet expectations outlined in the behavior matrix.

Teachers and staff will follow the six components of School-Wide PBIS:

1. Define the expectations and routines in a way that's observable, acknowledgeable, and teachable.
2. Teach behaviors and routines directly in all settings.
3. Actively monitor behavior.
4. Acknowledge appropriate behavior.
5. Review data to make decisions.
6. Correct behavioral errors.

Active Supervision - Map

Active supervision looks like: Being in your location by the assigned time and staying the full time, engaged in what students are doing, talking with them and building relationships, giving both positive and corrective feedback to students, or using the time to find students to acknowledge through our system.

Active supervision does not look like: Teachers being late to assigned areas or leaving early, looking at a phone or sending emails while supervising, reading the

newspaper/book/other, ignoring behaviors rather than addressing them, or not giving positive and corrective feedback to students.

South Hardin Middle School

School-Wide PBIS Behavior Expectations

South Hardin Middle School has developed a behavior matrix which includes our school-wide behavior expectations. The school-wide expectations are: *We show we are responsible, respectful, Safe and Doing our Best (Tiger Pride)*.

Each expectation is then broken down into different categories (locations) with an explanation of how each expectation should look for that specific location (see lesson plans).

During the first week of school, students are introduced to PBIS and the common school-wide expectations. Teachers and staff will discuss the expectations in every classroom. During this time, students will also be taught specific lessons on the expected behaviors for each location around school. Frequent modeling of appropriate behaviors throughout the year by teachers and staff will be a critical component of ensuring student success with the new expectations.

SHMS common expectations: Responsible, Respectful, Safe, and Do your Best.

Behavior Matrix (Common Areas)

Classroom Behavior Matrix (Classroom)

PBIS Lesson plans

Lesson plans that structure how the staff teaches the expected behaviors from our school-wide behavior matrix have been developed.

They are taught using examples taken from classroom and non-classroom settings and situations. There are a variety of ways that our school-wide expectations are taught; picture sorts, teacher modeling, student modeling, videos, and much more. We also provide students with practice opportunities.

We decide which lesson plans to teach based on data we have gathered and feedback from staff members.

Lesson Plans have been developed for classroom, pods/hallways, restrooms, lunchroom, and bus expectations. They can all be found in the Staff Quick Links Document.

[Classroom Expectations Lesson](#)

[Cafeteria Lesson Plan](#)

[Restroom Lesson Plan](#)

[Hallway Lesson Plan](#)

[Bus Waiting Area Lesson Plan](#)

South Hardin Middle School Acknowledgement System

What is the purpose of providing positive feedback to students?

- Helps to create a positive culture
- Creates positive adult-student interactions and relationships
- Helps to maintain expected behaviors

- Everyone requires regular and frequent feedback
- Formal feedback helps to encourage desired outcomes
- The ratio of positive to negative interactions should be at least 5:1
- Maintain student's respect and dignity

What does it mean to give positive feedback to students?

When you observe students being responsible, respectful, and having self-control, acknowledge them by giving specific positive verbal feedback such as:

- "You are taking responsibility for your learning by being prepared with your chromebook being charged."
- "You were a respectful leader in helping another student with finding their class."
- "You showed great self-control out in the pod area during independent work time. Way to lead by example."

The key to making this program work is for all teachers and staff in the building to be aware of the program and use the same vocabulary. Try to stay away from "I" statements, I appreciate when, I like how...

What is the purpose of drawings and recognitions/rewards?

PBIS recognizes the positive behavior of ALL students. The offering of a recognition/reward gives us a chance to give positive feedback to a student. This allows for both relationship building, as well as an opportunity to provide positive examples of expected behaviors. Behaviorists suggest a good ratio to positively impact behavior is 5 positives for every 1 negative; thus, positive reinforcement will be a critical aspect of getting the behavior outcomes we desire with PBIS.

How will the acknowledgment system work?

Class points - Teachers can give any class a point to every student if they observe the entire class demonstrating one of the Tiger Pride expectations. Simply by recording it on the PBIS program or filling out the Tiger Pride tickets for each student. The tickets then would need to be placed in the box in the office or the Success Center.

Individual Points/Tickets - As a staff member, please remind the student to write their name on the paper Tiger Pride ticket.

When a student earns a Tiger Pride Point, make sure to give the student feedback about what the student was doing that earned them a ticket. Again, this offers the opportunity to build relationships, as well as a way to create a direct link between their actions and your recognition.

When a student earns a Tiger Pride Ticket, he/she will be responsible to hang on to it until they can drop it off in the box in the office or the Success Center. It will be entered into the program for their points. Students can check their Tiger Pride Points account before or after school and at lunch while at school. They will be able to purchase a reward from the Tiger Shop online once a week. The reward they chose will be delivered to them at lunch on Fridays.

Sub Teacher Points/Tickets - When a classroom teacher will have a guest teacher, they should make their classroom tickets available in an easy to find location. If they choose not to use the Tiger Pride Tickets the sub teacher can write down the student names for the teacher to input when he/she returns. The sub teachers will get an [information sheet](#) from the office, giving a brief overview of Tiger Pride and how to acknowledge positive choices with Tiger Pride Points/Tickets. The sub teachers will also have the ability to do the "Double Point" option. This is when a sub (only) can award a student 2 points when they want to

recognize a student for following one of the Tiger Pride. If the sub teacher uses the tickets. He/She will need to mark on the ticket "Double Point Value". Students should place these tickets in the office during non-instructional time for them to be entered that day.

Tiger Pride Rankings

Students will be able to accumulate their points over their time span at the middle school. Once they reach each milestone they will be recognized with a bracelet and certificate at our quarterly assemblies for making a difference here at BMS.

TIGER TRACKS: PBIS Rank System

Level	Rank Name	Points	Color
1	Rookie Tiger	250 pts	red
2	Lead Tiger	500 pts	black
3	Respectful Tiger	750 pts	silver
4	Responsible Tiger	1000 pts	blue
5	Committed Tiger	1250 pts	yellow
6	Honorable Tiger	1500 pts	green
7	Trusted Tiger	1750 pts	orange
8	Driven Tiger	2000 pts	pink
9	Champion Tiger	2250 pts	teal
10	Legendary Tiger	2500 pts	glow in dark

PBIS Major Behaviors and Consequence Menu

SHMS PBIS team recognizes that there is a continuum of strategies teachers can and should use to respond to student behavior.

Behavior Matrix- Use this document to determine if a student behavior is minor or major.

SHMS Flow Chart- Use this document to understand the three different levels of major and minor behaviors and possible teacher responses.

Special Education Considerations

Students with behavior goals on their IEP will have their behavior monitored and tracked with their Special Education teacher.