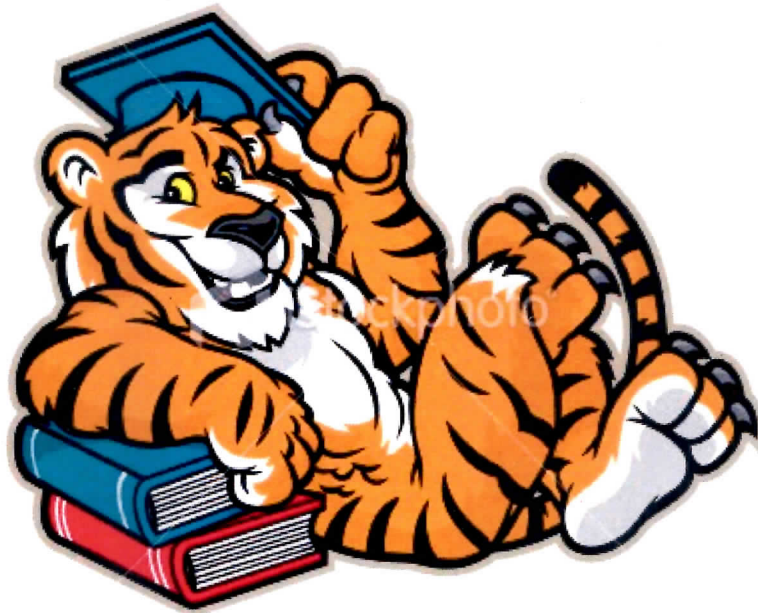


MYTON ELEMENTARY SCHOOL

PBIS

Good behavior isn't magic. It's a skill, just like anything else.



Myton Tigers Behavior Expectations:

- **Be Respectful**
- **Be Responsible**
- **Be Ready**

INTRODUCTION

This document was put together for all teachers, staff and administration at Myton Elementary School. It's purpose is to explain the school-wide positive behavioral interventions and support (PBIS) plan at Myton Elementary. This is a living document, meaning that it should and can be updated as needed.

Many individuals have worked together to put this together to devise a [universal](#) system of supports for [all students](#) in the school (Tier 1). These supports include:

- [Clearly defined behavior expectations](#)
- [Teaching these expectations to students](#)
- [Acknowledging appropriate behavior](#)
- [Correcting inappropriate behavior](#)

This PBIS is school-wide and means that staff members support appropriate behavior in the classroom and non-classroom (bathrooms, assemblies, hallways) areas. This support is a process from Tier 1 for all students to Tier 2 for a small group of students to Tier 3 for individual students. [The overall goal is to create an environment that sets up all students for success.](#) Once this system is in place and functioning, it will be evaluated to find which non-classroom areas or specific behaviors may need additional support and teaching.

[For a school-wide system to work effectively, it is important that each staff member reads and understands this document. Questions or concerns may be addressed at staff meetings.](#)

PBIS OVERVIEW

1- Overall Theme of the PBIS Plan is that Myton Elementary School will have three behavioral expectations for all of the school:

* Be Respectful * Be Responsible * Be Ready *

2- Each classroom/teacher will use these three behavior expectations for their classroom rules and expectations. They will have them displayed in their classrooms.

3- Based on the theme, a [Behavior Matrix](#) was put together with settings, events, or routines in the left column with behavioral expectations in the left column. Each matrix junction (box) contains the behavior indicators, or what the behavior expectation looks like in that particular setting or event.

4- An important aspect of the PBIS Plan is the understanding that appropriate behavior and social competence is a skill that requires direct teaching to students just like math and reading. There should not be an assumption that students will learn social behavior automatically or pick it up as they go through life. It is critical to teach for understanding to have it be effective.

Teachers will use the [lesson plans](#) to instruct students on each of the areas on the Behavior Matrix to help them understand what the expectations for and behavior indicators are for each particular setting or event.

5- A [schedule](#) for teaching lesson plans has been constructed so that all students at Myton Elementary will be on the same time-line of instruction.

6- Periodically throughout the school year [lesson reviews](#) will be given and have been included on the schedule.

7- [Signs](#) with the expectations will be posted throughout the school at the designated areas to remind students what is expected for each of the settings or events.

8- A comparison will be made with expectations from the [Behavior Matrix](#) to our [school policy handbook](#) to check for [consistency](#) and any changes that may need to be made.

9- Teachers and staff will use the [Student Behavior Management Flowchart](#) to appropriately manage problem behavior.

10- At the middle of the year and end of the year a meeting will be held to [review data and staff observations to make any necessary changes](#).

Behavior Matrix

	Be Respectful	Be Responsible	Be Ready
Hallways	<ul style="list-style-type: none"> * Keep hands, feet and objects to self * Walk quietly * Enter classrooms respectfully * Walk to the right * Stay in personal space 	<ul style="list-style-type: none"> * Walk at all times * Keep hallways clean * Wave to greet people * Voice level 0 or 1 * Hats off 	<ul style="list-style-type: none"> * Go straight to your destination * Enjoy wall display with your eyes
Restrooms	<ul style="list-style-type: none"> * Respect others' privacy * Respect school property 	<ul style="list-style-type: none"> * Flush * Wash your hands * Clean up after yourself * Let an adult know about any problems * Voice level 0 or 1 	<ul style="list-style-type: none"> * Wait your turn * Be prompt * Go back to class when you're done
Lunchroom	<ul style="list-style-type: none"> * Use good table manners * Take good care of your lunch card * Raise your hand if you need something * Be respectful of lunch staff 	<ul style="list-style-type: none"> * Stay in your seat * Only eat or touch your own food * Clean up after yourself * Voice level 0 or 1 * Share food only with permission 	<ul style="list-style-type: none"> * Sit by class * Bring what you need * Leave all food in lunchroom
Recess	<ul style="list-style-type: none"> * Include others * Play safely with others * Use respectful verbal and physical behaviors * Use the bathroom before you go outside * Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> * Return equipment * Use equipment properly * Follow safety rules * Food stays off the playground * Let an adult know if there are any problems 	<ul style="list-style-type: none"> * Line up by class * Dress for the weather * Wait in line quietly until you're dismissed * Hurry inside when the bell rings
Assemblies	<ul style="list-style-type: none"> * Politely applaud * Keep hands and feet to self * Arrive empty handed 	<ul style="list-style-type: none"> * Watch and listen quietly * Sit and wait quietly for dismissal directions * Sit in designated spot 	<ul style="list-style-type: none"> * Use the restroom before the program * Sit on your bottom
Arrival/Dismissal	<ul style="list-style-type: none"> * Use indoor voices * Remove hats/hoods upon arrival * Greet people kindly 	<ul style="list-style-type: none"> * Enter through appropriate door * Leave through assigned exit when the bell rings * Go directly to your bus or pick up area 	<ul style="list-style-type: none"> * Arrive on time * Bring expected supplies to school * Take home what you need * Know your bus number

Library	<ul style="list-style-type: none"> * Keep hands, feet, and objects to yourself * Be respectful of books and library property * Enter and exit in a line * Stay in personal space * Wait patiently to check books out 	<ul style="list-style-type: none"> * Return books on time * Voice level 0 or 1 * Follow adult directions * Sit on the rug 	<ul style="list-style-type: none"> * Go back to class when you are excused * Only bring what you are supposed to
Computer Lab	<ul style="list-style-type: none"> * Only use your assigned computer * Respect computer and equipment * Do not bring food or drink * Listen to the teacher 	<ul style="list-style-type: none"> * Raise your hand if you need help * Voice level 0 or 1 	<ul style="list-style-type: none"> * Have what you need ready * Go back to class when you are excused
Breakfast	<ul style="list-style-type: none"> * Keep hands, feet, and objects to yourself * Walk quietly to the gym * Sit on the steps if you're not eating * Line up politely to get breakfast * Sit where you are supposed to 	<ul style="list-style-type: none"> * Voice level 0 or 1 * Put your backpacks & coats by the wall * Clean up after yourself * Raise your hand to be excused 	<ul style="list-style-type: none"> * Wait patiently in the entryway until breakfast time * Use the correct door when leaving

Schedule for Teaching Behavior (using the lesson plans)

August 24, 2022 – September 2, 2022

- Teach Hallway, Lunchroom, and Arrival/Dismissal behavioral expectations by Friday, August 26th
- Teach Restroom, Breakfast, and Recess behavioral expectations by Wednesday, August 31st
- Teach Assemblies, Library, and Computer Lab behavioral expectations by Friday, September 2nd
- Teach classroom behavioral expectations as many times as possible

October 3 – October 27, 2022 (End of first quarter)

- Teach/Review all school-wide behavioral expectations during this time

February 6 – February 28, 2023

- Teach/Review all school-wide behavioral expectations during this time

March 1 – May 19, 2023

- Teach/Review all school-wide and behavioral expectations as needed

Review School-wide Behavioral Expectations at Monday Morning Assembly:

- November 28, 2022 (After Thanksgiving Break)
- January 3, 2023 (After Winter Break)
- February 22, 2023
- April 10, 2023 (After April Break)

Data and Observation Reviews - January 27, 2023 and May 12, 2023

Lesson Plan - Hallway Expectations

“Today we are going to talk about ways to be respectful, responsible, and ready in the hallway. What are some ways to do that?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate hallway behavior:	Inappropriate hallway behavior:
<ul style="list-style-type: none"> ● Keep hands, feet, and objects to self ● Walk quietly ● Enter classrooms respectfully ● Walk to the right ● Stay in personal space ● Keep hallways clean ● Wave to greet people ● Hats off ● Voice level 0 or 1 ● Go straight to your destination ● Enjoy wall display with your eyes 	<ul style="list-style-type: none"> ● Running, skipping, walking backward ● Walking to the left or the middle ● Touching, getting in another’s face, pushing, tripping ● Speaking loudly or yelling ● Whistling ● Shouting out to friends ● Touching other people ● Wearing hats ● Touching the displays ● Chewing gum or candy

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to walk in the hallway?
- Is it okay to walk on the left?
- Is it okay to keep your hands and feet to yourself?
- Is it okay to wave silently at friends?
- Is it okay to whisper in the hallway?
- Is it okay to be carrying your hat?
- Is it okay to look at the displays on the wall?
- Is it okay to touch the displays?

(You can do unison response or individual turns or a combination thereof. It’s important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate:

Demonstrations: I am going to show you some ways of being respectful, responsible and ready and some ways of not being respectful, responsible, and ready in the hallway. I want you to watch and tell if I am doing it right or wrong. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Lesson Plan - Restroom Expectations

“Today we are going to talk about ways to be respectful, responsible, and ready in the restroom. What are some ways to do that?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate restroom behavior:	Inappropriate restroom behavior:
<ul style="list-style-type: none">● Respect others' privacy● Respect school property● Flush● Wash your hands● Clean up after yourself● Keeping your hands and feet to yourself● Let an adult know about any problems● Wait your turn● Be prompt● Voice level 0 or 1● Go back to class when done	<ul style="list-style-type: none">● Not washing hands● Not flushing to toilet● Running and pushing● Speaking loudly or yelling● Splashing the water● Dropping paper towels on the floor● Touching others● Looking over or under the stalls or through the cracks● Hanging out in the bathroom

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to splash the water?
- Is it okay to turn off the water after washing our hands?
- Is it okay to keep your hands and feet to yourself?
- Is it okay to forget to flush the toilet?
- Is it okay to peek over the stalls?
- Is it okay to throw your trash on the floor?
- Is it okay to yell in the bathroom?
- Is it okay to go back to class right away when you're finished?

(You can do unison response or individual turns or a combination thereof. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate:

Demonstrations: I am going to show you some ways of being respectful, responsible and ready and some ways of not being respectful, responsible, and ready in the restroom. I want you to watch and tell if I am doing it right or wrong. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Lesson Plan - Lunchroom Expectations

“Today we are going to talk about ways to be respectful, responsible, and ready in the lunchroom. What are some ways to do that?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate lunchroom behavior:	Inappropriate lunchroom behavior:
<ul style="list-style-type: none">• Keep hands, feet, and objects to self• Walk quietly• Bring what you need• Use good table manners• Take good care of your lunch card• Raise your hand if you need something• Be respectful of lunch staff• Stay in your seat• Only eat or touch your own food• Voice level 0 or 1• Share food only with permission• Sit by class• Leave all food in the lunchroom	<ul style="list-style-type: none">• Touching others• Running around• Talking with food in your mouth• Speaking loudly or yelling• Putting hands in other kids trays• Throwing food• Sitting where ever you want• Leaving trash behind• Taking food with you• Breaking your lunch card (you will have to buy a new one)

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to walk in the lunchroom?
- Is it okay to to have a voice level 0 or 1?
- Is it okay to keep your hands and feet to yourself?
- Is it okay to sit where ever you want?
- Is it okay to raise your hand and wait for help?
- Is it okay to get up without permission?
- Is it okay to yell to other people?
- Is it okay to clean up your own mess?
- Is it okay to stay in your own seat?
- Is it okay to get up and walk around?
- Is it okay to eat your own food?
- Is it okay to eat **other** people’s food?

(You can do unison response or individual turns or a combination thereof. It’s important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate:

Demonstrations: I am going to show you some ways of being respectful, responsible and ready and some ways of not being respectful, responsible, and ready in the lunchroom. I want you to watch and tell if I am doing it right or wrong. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Lesson Plan - Recess Expectations

“Today we are going to talk about ways to be respectful, responsible, and ready at recess. What are some ways to do that?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate recess behavior:	Inappropriate recess behavior:
<ul style="list-style-type: none">● Keep hands, feet, and objects to self● Use respectful verbal and physical behaviors● Take turns and wait patiently for your turn on the equipment● Follow the safety and snow rules● Include others● Play safely with others● Use the bathroom before you go outside● Return equipment● Use equipment properly● Food stays off the playground● Let an adult know if there are any problems● Line up by class● Dress for the weather● Wait in line quietly until you're dismissed	<ul style="list-style-type: none">● Pushing or hurting others● Walking up or jumping off the slide● Swearing● Ignoring the bell● Leaving balls or jump ropes on the playground● Throwing snow● Leaving trash on the ground

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to walk up the slide?
- Is it okay to slide down the slide?
- Is it okay to keep your hands and feet to yourself?
- Is it okay to swear at recess?
- Is it okay to wait your turn for the equipment?
- Is it okay to ignore the bell?
- Is it okay to use nice words to others?
- Is it okay to throw snow?
- Is it okay to pick up trash?
- Is it okay to ask for help?

(You can do unison response or individual turns or a combination thereof. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate:

Demonstrations: I am going to show you some ways of being respectful, responsible and ready and some ways of not being respectful, responsible, and ready at recess. I want you to watch and tell if I am doing it right or wrong. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Lesson Plan - Assembly Expectations

“Today we are going to talk about ways to be respectful, responsible, and ready at assemblies. What are some ways to do that?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate assembly behavior:	Inappropriate assembly behavior:
<ul style="list-style-type: none">● Keep hands, feet, and objects to self● Politely applaud● Arrive empty handed● Watch and listen quietly● Sit and wait quietly for dismissal directions● Sit in your designated spot● Use the restroom before it begins● Sit on your bottom	<ul style="list-style-type: none">● Touching others● Ignoring directions when given● Talking during the presentation or pledge● Booing or yelling angry words● Sitting anywhere● Wandering around the gym

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to enter quietly and find your place?
- Is it okay to enter like a mob?
- Is it okay to follow instructions?
- Is it okay to keep your hands and feet to yourself?
- Is it okay to cheer politely?
- Is it okay to sit during the pledge?
- Is it okay to keep your feet quiet?
- Is it okay to sit where you want?
- Is it okay to sit with your class?

(You can do unison response or individual turns or a combination thereof. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate:

Demonstrations: I am going to show you some ways of being respectful, responsible and ready and some ways of not being respectful, responsible, and ready at assemblies. I want you to watch and tell if I am doing it right or wrong. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Lesson Plan - Arrival/Dismissal Expectations

“Today we are going to talk about ways to be respectful, responsible, and ready during arrivals and dismissals. What are some ways to do that?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate arrival/dismissal behavior:	Inappropriate arrival/dismissal behavior:
<ul style="list-style-type: none">● Use indoor voices● Remove hats/hoods upon arrival● Greet people kindly● Enter through the appropriate door● Arrive on time● Bring expected supplies to school● Leave through assigned exit when the bell rings● Go directly to your bus or pick up area● Know your bus number● Take home what you need	<ul style="list-style-type: none">● Running around● Hanging out in your classroom● Speaking loudly or yelling● Bringing toys to school● Standing in wrong line to be with friends● Touching and bothering other people

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to be hanging out in the hallway?
- Is it okay to use an indoor voice?
- Is it okay to keep your hands and feet to yourself?
- Is it okay to hurry and leave even if the bell has not rang?
- Is it okay to stand quietly in your line?
- Is it okay to bring toys to school?

(You can do unison response or individual turns or a combination thereof. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate:

Demonstrations: I am going to show you some ways of being respectful, responsible and ready and some ways of not being respectful, responsible, and ready during arrival and dismissal. I want you to watch and tell if I am doing it right or wrong. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Lesson Plan - Library Expectations

“Today we are going to talk about ways to be respectful, responsible, and ready in the library. What are some ways to do that?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate library behavior:	Inappropriate library behavior:
<ul style="list-style-type: none">● Keep hands, feet, and objects to self● Walk quietly● Enter library respectfully● Be respectful of books and library property● Enter and exit in a line● Stay in your personal space● Wait patiently to check books out● Return books on time● Voice level 0 or 1● Follow adult directions● Sit on the rug● Go back to class when you are excused● Only bring what you are supposed to	<ul style="list-style-type: none">● Running and messing around● Touching and pushing others● Entering as a mob● Speaking loudly or yelling● Not using manners● Ignoring adult directions● Sitting on the tables● Returning books late● Chewing gum or candy

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to walk in the library?
- Is it okay to touch others with objects like your book?
- Is it okay to keep your hands and feet to yourself?
- Is it okay to enter and exit in a line?
- Is it okay to whisper?
- Is it okay to sit on a table?
- Is it okay to follow adult directions?
- Is it okay to return books on time?
- Is it okay to push?
- Is it okay to stay in your personal space?
- Is it okay to yell?
- Is it okay to ask for help when looking for a book?

(You can do unison response or individual turns or a combination thereof. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate:

Demonstrations: I am going to show you some ways of being respectful, responsible and ready and some ways of not being respectful, responsible, and ready in the library. I want you to watch and tell if I am doing it right or wrong. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Lesson Plan - Computer Lab Expectations

“Today we are going to talk about ways to be respectful, responsible, and ready in the computer lab. What are some ways to do that?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate computer lab behavior:	Inappropriate computer lab behavior:
<ul style="list-style-type: none">● Keep hands, feet, and objects to self● Only use your assigned computer● Respect computer and equipment● Do not bring in food or drink● Listen to the teacher● Raise your hand if you need help● Voice level 0 or 1● Have what you need ready● Go back to class when you are excused	<ul style="list-style-type: none">● Sitting in others' places● Walking around the room● Touching and bothering other people● Speaking loudly or yelling● Writing on the computer or table● Damaging the computer, keyboard, or other equipment

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to sit in your assigned seat?
- Is it okay to wander around the room?
- Is it okay to keep your hands and feet to yourself?
- Is it okay to holler out that you need help?
- Is it okay to be ready to listen to the teacher?
- Is it okay to bring a drink into class?
- Is it okay to pop the keys off of the keyboard?
- Is it okay to go back to class when you are excused?

(You can do unison response or individual turns or a combination thereof. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate:

Demonstrations: I am going to show you some ways of being respectful, responsible and ready and some ways of not being respectful, responsible, and ready in the computer lab. I want you to watch and tell if I am doing it right or wrong. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Lesson Plan - Breakfast Expectations

“Today we are going to talk about ways to be respectful, responsible, and ready at breakfast. What are some ways to do that?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate breakfast behavior:	Inappropriate breakfast behavior:
<ul style="list-style-type: none">• Wait patiently in the entryway until breakfast time• Walk quietly to the gym• Put your backpacks & coats by the wall• Those who are eating need to line up• Those not eating need to sit on the steps• Voice level 0 or 1• Clean up after yourself• Sit where you are supposed to be• Raise your hand to be excused• Leave through the appropriate exit	<ul style="list-style-type: none">• Running• Touching, getting in another's face, pushing, tripping• Speaking loudly or yelling• Leaving garbage on tables or floor• Sitting where ever you want• Wandering around the gym

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to walk in to breakfast?
- Is it okay to hurry to beat everyone else?
- Is it okay to keep your hands and feet to yourself?
- Is it okay to get breakfast later?
- Is it okay to raise your hand when you are finished?
- Is it okay to leave garbage on the table?
- Is it okay to sit on the steps?
- Is it okay to put your coat by the wall?

(You can do unison response or individual turns or a combination thereof. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate:

Demonstrations: I am going to show you some ways of being respectful, responsible and ready and some ways of not being respectful, responsible, and ready at breakfast. I want you to watch and tell if I am doing it right or wrong. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

PROCEDURES FOR ACKNOWLEDGING BEHAVIOR

At the individual student level:

- Adults in the building acknowledge appropriate student behavior with a “Positive Paw” cards and/or positive, specific verbal praise
- “Positive Paw” card is turned in to the office for a small prize
- “Positive Paw” card is then put into the classroom raffle box

At the classroom level:

- At the beginning of each week at the [Monday Morning Assembly](#), two (2) “Positive Paw” Cards are drawn from the each classroom raffle box
- The two (2) students whose Cards are drawn from the box receive a [Top Tiger coupon](#)
- Winners go to the office to choose one thing from the Office Store
- Each week the Top Tigers are listed in the [Wednesday Note](#) that goes home
- All “Positive Paw” Cards are kept for a quarterly drawing

At the grade level:

- At the quarterly school-wide PBIS assembly, the grade with the greatest number of “Positive Paw” Cards receives the [Tiger Pride Award](#) to hang in their classroom
- The winners of the Tiger Pride Award get an ice cream or pizza party

At the school level:

- All drawn “Positive Paw” Cards are [displayed in the hall](#) at the school
- At midway and the end of the school year, two students per grade are chosen from the “Positive Paw” Cards to receive the [individual Tiger Pride Awards](#)
- Individual Tiger Pride winners receive a certificate and large prize

[Monday Morning Assemblies](#) are a great way to:

- Celebrate individual and group achievements
- Allow the student council to learn leadership skills
- Acknowledge improvements in student behavior
- Review behavior expectations

