

Holly Shelter School Wide Behavior Plan (SBP)

School Name: **Holly Shelter Middle School**

Date: 9/30/2025

Mission Statement

Holly Shelter Middle School will provide a safe and engaging learning environment which will ensure success in the 21st century. This will be achieved with the cooperation of students, teachers, parents, and the community.

Guidelines for Success

School Guidelines for Success:

1. Focus on what to do (Instead of what not to do)
2. Emphasize Positive Behaviors and Intentions
3. Emphasize Empathy and Kindness
4. Be Positive & Patient

These characteristics are shared with students, staff, and our community in a variety of ways. Staff and students spend the first ten days of school during Homeroom examining our TRACK expectations and working to understand expectations within each area of school, and in each school setting.

This information is shared with parents and community within our Parent/Student Handbook and at times in our weekly parent/guardian phone calls and emails.

STOIC Guidelines

Document how the STOIC guidelines are to be used by all staff to evaluate and revise policies and procedures for common areas, schoolwide policies, and individual classrooms.

- S** Structure for success
- T** Teach expectations
- O** Observe and monitor
- I** Interact positively
- C** Correct fluently

Our guidelines are provided for staff, students, and parents through the use of our **TRACK** PBIS behavior matrix.

TRACK stands for Trustworthy, Respectful, Accountable, Consistent, and Kind, and was chosen to **TRACK** our Hurricane students as they move through their middle school years.

[Holly Shelter Middle School Behavior Matrix](#)

Schoolwide and Tier 2 Reinforcement Systems

Our MTSS Tiered behavioral interventions are served with a combination of services areas and faculty members. Our MTSS interventionist works with both our PBIS committee, as well as our CIS (Community In Schools) staff to identify students, and create plans for services for them. Currently we have a caseload of 100 students who exhibit behavioral concerns that are identified for Behavioral Support with our Student Support Team and CIS staff. Types of intervention include:

- Daily or weekly point sheets
- Small group services and counseling focusing on conflict resolution and emotional regulation around other topics
- School Wide PBIS recognition and support
- Daily, weekly, and quarterly rewards depending on individual student plans
- Classroom Break Passes
- Creation of Individual plans which are shared with classroom teachers

HSMS PBIS Training

Ratios of Positive Interactions

Our PBIS team has created templates for each grade level for increasing positive behavior recognition and rewards. Sixth grade students receive “Cane’s Cash” for following our TRACK expectations which were discussed earlier. Seventh and Eighth grade students have “TRACK Cards” which are displayed within each classroom. Teachers sign off on the cards when students are demonstrating desired behaviors, once cards are completed they can be turned in for rewards.

TRACK cards for 7th and 8th grade

PBIS Cash in menu

- Use of positive interventions will encourage appropriate behaviors and actions across student body
- Staff should try to issue positive feedback daily within all of their classes
- A focus on a particular TRACK characteristic will be mentioned on daily announcements for staff to focus their recognition efforts on
- Staff updates on PBIS and behavioral tracking will occur regularly at staff and grade level meetings from PBIS team members

Welcoming and Orienting New Students, Families, and Staff

All new enrollments are scheduled for a school tour the morning of their first day. This tour is conducted by their grade level counselor and when possible a student leader. When necessary for newcomer, and Multi-language students our ML teacher or another bilingual staff member, and student will be necessary. Handouts are available currently for enrollment, and class needs in both English and Spanish.

New staff undertake an orientation process with our schools media coordinator and ITF. They are assisted in gaining access to school email, and to NCEDcloud and meet with their grade level administrator frequently during the first two weeks.

Establishing and Working With a Behavior Leadership Team

Document your behavior leadership team organization and guidelines for operation.

Behavior Leadership Team Organization

Team name: PBIS/MTSS committee

Name	Current School Position	Team Role/Responsibility	Who Does the Person Represent?
Kimberly Morrissey	Principal	Support & staff outreach	School Wide
Alicia Chapman	Assistant Principal	Coordination and Scheduling	School Wide
Miranda Witkowski	Guidance Counselor	Team Lead	School Wide

Ann Kearns	6th Grade Science Teacher	Team member, 6th grade liaison	6th grade students and staff
Rachel Viti	7th Grade Science Teacher	Team member, 7th grade liaison	7th grade students and staff
Debraunn Tunnage	8th Grade Social Studies Teacher	Team member, 8th grade liaison	8th grade students and staff
Savannah Price	Drama Teacher	Team member, elective liaison	Elective teachers & students
Tana Oliver	MTSS Interventionist	MTSS liaison, behavioral data analysis	Tier 2 & 3 students
Lillie Sullivan	ISS Teacher	Discipline analysis, and behavioral data	Students 6-8
Amanda Cameron	CIS representative	Behavioral support	Tier 3 behavioral students
Emily Ingram	CIS representative	Behavioral support	Tier 3 behavioral students

Behavior Leadership Team Guidelines

MTSS/PBIS training	How do team members receive ongoing training in multi-tiered systems of support (MTSS) and positive behavioral interventions and supports (PBIS) practices?	Team members have met with our District SEL coach, and continue to review and revise their program through training and discipline updates.
Team members' terms	When do staff rotate off the team? How long is the term of service (e.g., 1-, 2-, or 3-year term)?	Staff members outside of the Team Lead, and administration are elected at the beginning of each year and serve for the given school year.
Compensation	Are team members compensated for time spent serving on the team? If so, how?	not at this time
Team meeting schedule	How often does the team meet (1x/week, 2x/month, etc.)? What are the dates? How long are the meetings?	The full team meets monthly on the third Tuesday of each month. The meetings generally last an hour.
Team meeting place	Where does the team meet? Does this area need to be reserved?	Team meets in the media center and it is already reserved.
Team meeting ground rules	What are the ground rules for team meetings?	Mrs. Witkowski is the team lead and sets the meeting agenda. Team members report out about their given areas as needed or provide feedback on PBIS/MTSS initiatives.

Absences	How do team members who miss meetings catch up? Do all team members have a backup person who can attend meetings for them?	Team members from each hallway will have a substitute attend for them if they need to miss. Mrs. Witkowski provides meeting updates as needed.
Team meeting agenda and minutes	How do we capture our work during our meetings? Do we take minutes?	Mrs. Witkowski takes notes and uses them in the planning of future meetings.
Schoolwide Behavior Plan (SBP)	Who is in charge of archiving all work completed by the team? Where will the SBP binder be kept?	The team Materials Manager will be in charge of keeping the SBP up to date. The SBP binder will be kept in the conference room.

Improvement Priority Sequence

Document your long-term plan for working on common areas, schoolwide policies, discipline policies and procedures, and other behavior- and safety-related improvements.

Plan to review and modify your proposed sequence each year, depending on how much you accomplish during previous years and variables such as changes in student demographics, changes in the configuration of the building due to construction, or data that indicate a new area of concern.

Year 1

- Initial Implementation
- Data Collection
- Behavioral Review
- Increased PBIS application by classroom teachers

Year 2

- Behavioral Review
- Discipline Reduction- Fights/Aggressive Behavior
- Discipline Reduction- Insubordination/Disrespect of Faculty/Staff
- Increase in Teacher Application of PBIS practices

Year 3

- Overall Decrease in Classroom Discipline Incidents
- Reduction of ISS/OSS Assignments
- Revised Renewed PBIS policies and practices

Quarterly Review Calendar Plan

Document your plan for reviewing data throughout the next 2 school years. Identify the specific data sources you will use.

Year 1

September

- 9/20/22
- Initial Implementation, '21-'22 data review

October (end of first 4 weeks)

- 10/18/22
- 1st quarter PBIS celebration and rewards

November

- 11/15/22
- Behavioral Data Review

January (at or near the end of the second quarter)

- 1/17/23
- 2nd quarter PBIS celebration and rewards

February

- 2/21/23
- PBIS rewards and management review

March (near the end of the third quarter)

- 3/21/23
- 3rd Quarter PBIS celebration and rewards

April

- 4/18/23
- Behavioral Update

May (near the end of the fourth quarter)

- 5/16/23
- End of Year PBIS celebration and rewards

Year 2*September*

- 9/19/23
- PBIS/Discipline Review of '22-'23 school year

October

- 10/17/23
- 1st Quarter PBIS celebration and rewards

November

- 11/21/23
- 1st semester discipline data review

January (at or near the end of the second quarter)

- 1/16/24
- 2nd quarter PBIS celebration and rewards

February

- 2/20/24
- PBIS prizes and implementation review

March (near the end of the third quarter)

- 3/20/24
- 3rd quarter PBIS celebration and rewards

April

- 4/16/24
- Behavioral review

May (near the end of the fourth quarter)

- 5/21/24
- End of Year PBIS celebration and rewards

Year 3*September*

- 9/26/24
- PBIS/Discipline Review of '23-'24 school year

October

- 10/31/24
- 1st Quarter PBIS celebration and rewards

November

- 11/22/24
- 1st semester discipline data review

January (at or near the end of the second quarter)

- 1/24/25
- 2nd quarter PBIS celebration and rewards

February

- 2/26/25
- PBIS prizes and implementation review

March (near the end of the third quarter)

- 3/26/25
- 3rd quarter PBIS celebration and rewards

April

- 4/11/25
- 2nd semester discipline data review

May (near the end of the fourth quarter)

- 5/23/25
- End of Year PBIS celebration and rewards

Year 4*September*

- 9/26/25
- PBIS/Discipline Review of '23-'24 school year

October

- 10/30/25
- 1st Quarter PBIS celebration and rewards

November

- 11/22/25
- 1st semester discipline data review

January (at or near the end of the second quarter)

- 1/30/26
- 2nd quarter PBIS celebration and rewards

February

- 2/27/26
- PBIS prizes and implementation review

March (near the end of the third quarter)

- 3/27/26
- 3rd quarter PBIS celebration and rewards

April

- 4/24/26
- 2nd semester discipline data review

May (near the end of the fourth quarter)

- 5/29/26
- End of Year PBIS celebration and rewards

Safety Policies and Procedures

Holly Shelter Middle School Emergency Procedures

Anti Bullying Policy

There is zero tolerance for bullying within Holly Shelter middle school. Multiple forms of bullying and options for reporting it are dealt with within our school SEL lessons. Classroom teachers and student support services share the “Say Something” program, as well as our Ethics 360 program with our students and parents should they need to report any disturbing behavior, or mistreatment of others. All reports are immediately recorded, and an investigation process begins.

Attendance Policy

Attendance is a critical factor in student success, all students are encouraged to be in school daily. When students are absent their parent/guardian should supply a note to the schools data manager to ensure appropriate coding of the absence.

In order to encourage attendance weekly announcements are made of the previous week's attendance rate. All students who had perfect attendance the previous week are entered into a drawing, and prizes awarded within each grade level.

Personal Electronics Policy

Personal electronics are only permitted to be used during instructional time with teacher approval in order to benefit a pre-planned lesson or instructional objective. At all other times throughout the school day personal electronics should not be visible at any time.

Lesson Plans for Teaching Common Area and Schoolwide Policy Expectations

PBIS Introduction 6th Grade

PBIS Introduction 7th and 8th Grade

TRACK Lessons: [Trustworthy](#), [Respectful](#), [Accountable](#), [Consistent](#), [Kind](#)

Discipline Policy and Procedures

Holly Shelter School Discipline= Levels of Offenses/Potential consequences & Interventions

Levels of Offense	Level 1	Level 2	Level 3
Examples of Offenses	- Excessive Tardiness - Misuse of Technology - Inappropriate Items - Excessive Display of Affection - Inappropriate Behavior/language - Cell Phone Use - Being in an Unauthorized Area - Minor Aggressive Behavior (i.e. pushing, shoving, tripping) - Leaving class without permission/cutting class	- Disrespect of Faculty & Staff - Insubordination - Severe Disruptive Behavior - Theft	- Disorderly Conduct - Indecent Exposure - Mutual Sexual Contact - Possession of Tobacco/Vape/ or controlled substances - Gang Activity - Property Damage - Fighting - Communicating Threats
Possible Intervention/Consequences & Area Responsible for Assignment of Consequences	Teacher Assigned Consequences - Behavior Contract - Letter to Parents - Loss of Privileges - Lunch Detention - Parent Conf. w/ teacher - Peer Mediation - Phone call to parents - Redirection - Referral to Counselor or Social Worker - Restriction of School Privileges - SEL/Behavioral Interventions - Student Conference - Bounce or Timeout - Verbal Warning	Referral to Administration by end of the day, parent notification by referring teacher. Administratively Assigned Consequences	Call for Administration, parent notification. Administratively Assigned Consequences.

- **Repeated Level 1 Offenses can move to Level 2, but must follow the process below:**

First Offense: Document in Educators Handbook as a "Minor Incident" with offense and Intervention.

Second Offense: Document in Educators Handbook as a "Minor Incident" with offense and intervention or consequence, inform parent.

Third Offense: Document in Educators Handbook as a "Minor Incident", parent-teacher conference must be included in intervention or consequence. Administration or guidance can be included as needed.

Fourth Offense: Complete Parent Contact and document to notify of administrative referral, "office referral" in Educators Handbook

- **Administrative Consequences for Level 1 Offenses will not be processed without the steps above**

Report forms:

All discipline incidents, both minor offenses and office referrals are loaded and processed within Educators Handbook, our online discipline management system.

Front office procedures:

Office referrals are handled by the assigned grade level administrator, and at times assigned grade level counselor.

Adopted Approach to Classroom Management

At Holly Shelter Middle School, classroom management begins with building supportive and effective relationships between staff and students. Teachers are encouraged to use our PBIS system of support daily, and within the first ten days of school time is allocated for students and teachers to address this system of behavioral support and school expectations.

Statement of Staff Beliefs

At Holly Shelter middle school we believe that all students are capable of learning and excelling within a secure and supportive environment. We seek to provide that environment within each individual classroom and throughout our school at large.