

Smiles, Successes, & SW-PBS:

# Bingham's Favorite Things

9:45-10:45



# Opportunities to Respond Activity (As guests enter)

How consistent are your building's boundaries?



Boundaries?  
What are boundaries?

Rock  
Solid

What are challenges to staff buy-in?

Add one dot to the Rating Scale and one dot to the Survey Question

How consistent are your building's boundaries?



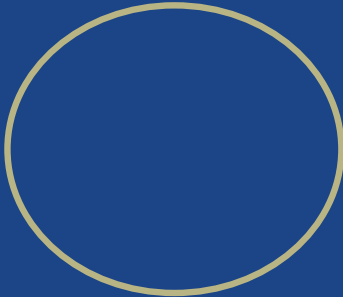
Boundaries?  
What are boundaries?

Rock  
Solid

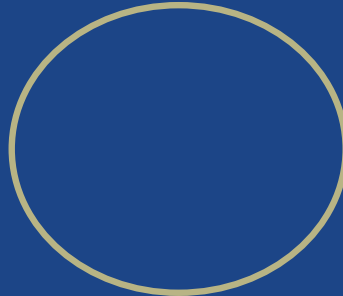
# Add one dot to the Rating Scale and one dot to the Survey Question

What idea do you think is the biggest challenge to staff buy-in?

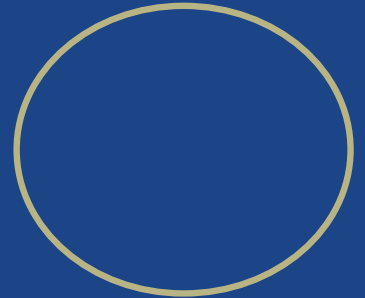
Mr. Oblivious - "What's PBIS?"



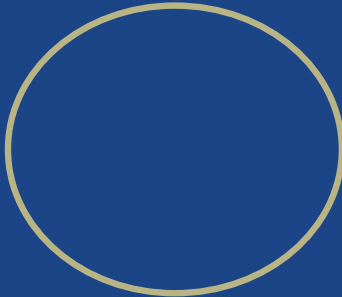
Miss "I've got a better idea"



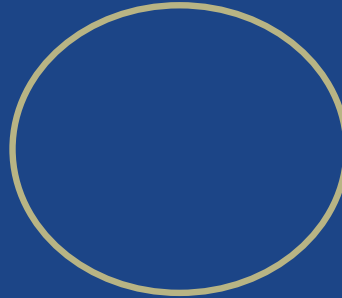
Mrs. Too Busy



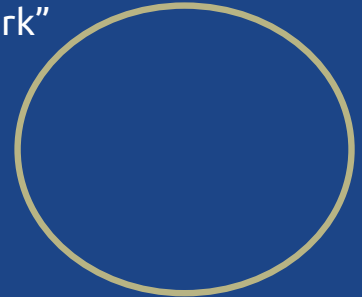
The Untrained Ones



The Scholar - "Content is more important than behavior"



The Lazy Gang "It's too much work"



# Hello! We're...

## Bingham Middle School's PBIS Team

Dr. Matt Stacey  
Amy Harder

Kay Douglas  
Amy Hill  
Sandra Hinckley  
Kurt Schlanker  
Tina Bailey  
Faith Irvine



# About Bingham

## Our Demographics

A/PI = 2.2%    AI = 0.5%

B = 16%    MR = 14.5%

H = 15.5%

W = 50%



## Where are we?

We are one of 4 middle schools in the Independence School District. Fun Fact: We are the MIDDLE of 3 middle schools sharing one campus.

## Who are we?

We are a 7th grade/8th grade building housing between 750-800 students each year. We have 10 feeder elementary schools and we are the feeder school for one of our 3 high schools. Around 75% free and reduced lunch and around 15% with IEP's. 51% with 0 office referrals and 12% with more than 6 referrals.

## What are our challenges?

The ISD is the 3rd most transient district in the KC Metro, attendance continues to be an annual struggle, parent involvement has been difficult (we are not a neighborhood school), we always need more PD time!

Bingham is  
the MIDDLE of  
3 middle  
schools on our  
campus.

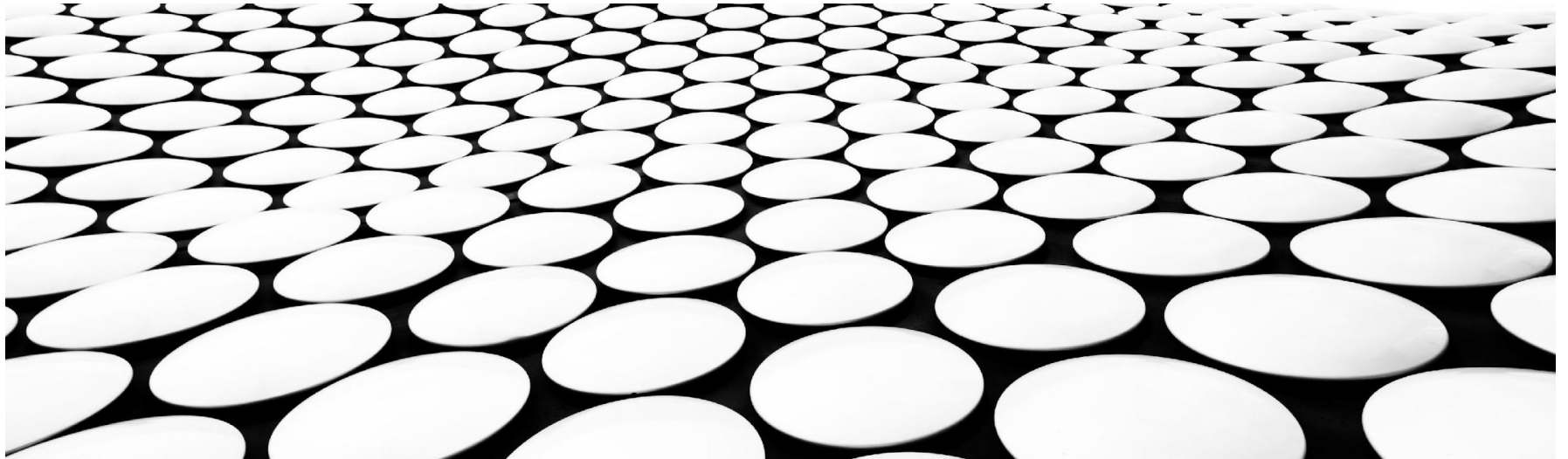


# Opportunities to Respond Activity



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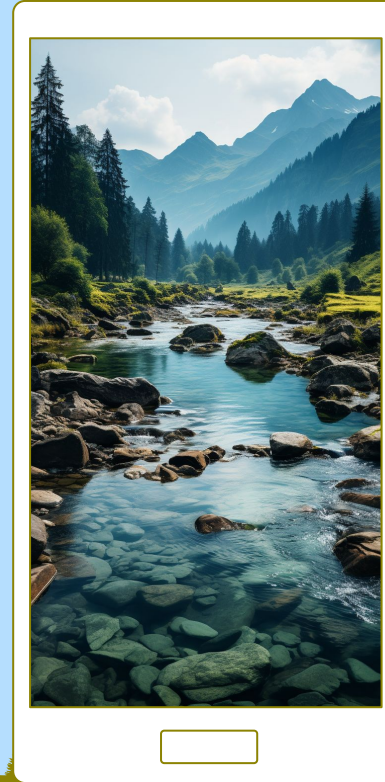
# SUCH AND SUCH



# MINI Breakout Time → 15–20 min

Choose 1 of the 2 topics in this mini breakout time.

Don't worry, we'll share everything with you.



## Breakout Option A

Positive recognition celebrations



## Breakout Option B

Relationships, culture, and community





# Breakout Option A

## Positive Recognition Celebrations



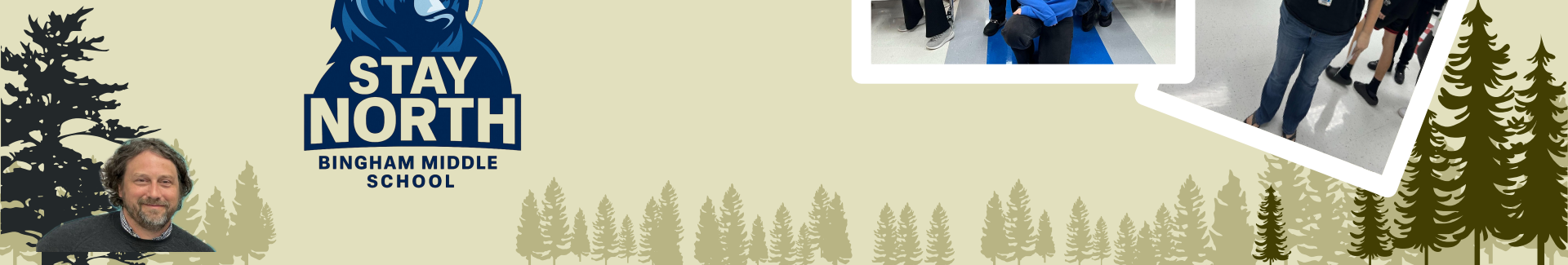
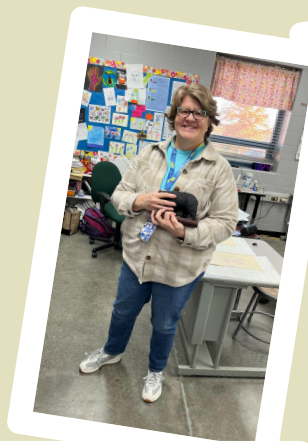
# What's is included in Breakout Session A

- Polaris
- You're incredible!
- Bears Rising
- Jolly Rancher Celebrations (tardies & agendas)
- Bear coin blitz (Live example w/ Jolly Ranchers)



# POLARIS!

- Staff recognizing staff!
- Every week!
- Highlight the recipient in the staff's Weekly Updates!
- It's a chance to celebrate each other!
- Our kids love it!



# YOU ARE INCREDIBLE!!!!

- WE START EVERY STAFF MEETING WITH A CELEBRATION!
- Staff recognizing staff
- Incredible cups filled with candy for colleagues



# BEARS RISING!

- “Catch them being good!”
- Positive Referral Program
- Celebrate the random acts of kindness
- Picture in the cafeteria display case
- Certificate
- Google Form



# Jolly Rancher Celebrations

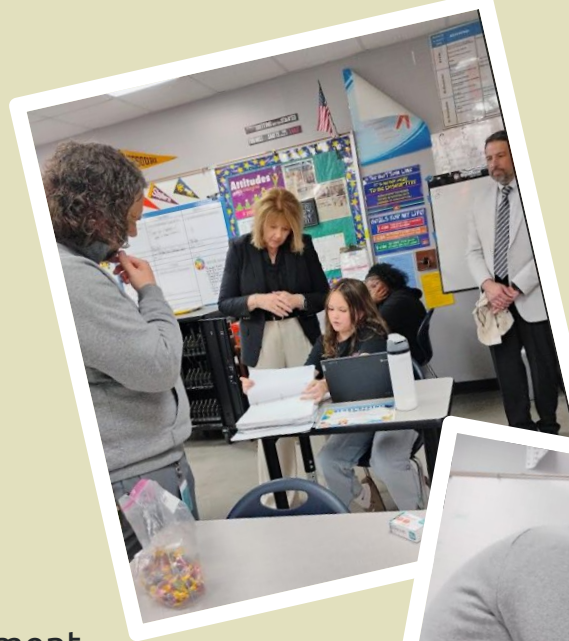
Admin visits random classrooms

Admin asks students to show them...

- EVERYONE to class on time
- AVID binder
- Completed Agenda
- AVID supplies

Admin gives positive, tangible reinforcement

- Bear Coin
- Jolly Ranchers



# Bear Coin Blitz → Jolly Rancher Edition

Select an animal and see what behavior we're celebrating.



# Breakout Option B

Relationships, culture,  
and community



# What to include in Breakout Session B

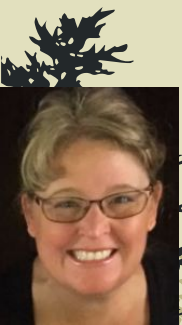
- Students of the Month
- Student Advisory
- Partnering with another school
- Incentives & Incentive Day organization (data collection example)
- Parent Nights
- Friday Night Live



**Goal: for students, staff, families and guests to be able to feel a positive atmosphere upon entering any part of the building.**

**Action plan:**

- to teach positive desired behaviors.
- encourage consistent desired behaviors by frequent, meaningful celebrations with students and positive interactions with families
- **We CONSTANTLY practice and reteach**



# Student of the Month

Selected by Teams

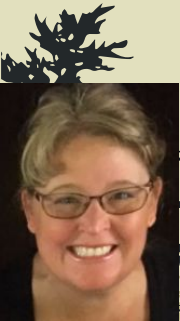
Signs donated by a local company

Teachers contact parents and surprise the students with a QUICK stop at the student home just after students arrive home from school.

5-10 minutes “dropping a sign,” taking photos with the sign, and celebrating with the student and their family.

Parents are so proud and students are SO surprised!

**Definitely one of our FAVORITE things!**



# Student Advisory

12 students - 2 per team

Names were submitted to principal from staff/teams

Meet once a month during homeroom

Principal sets the agenda - one item discussed is  
always what's on their minds

What would make the perfect school

Areas of improvement school can make

What they like

What they'd like to change

*This is the driving factor behind our building incentives  
this year.*

Instills leadership

Gives voice which also provides a sense of ownership  
in the building.



# Partnering with another school

We have another 7/8 middle school next door on the middle school campus. Students are able to walk to the next building so bussing isn't needed! The principals challenge each other to *"friendly"* competitions.

**ONLY** students who meet announced qualifications have the opportunity to watch or compete!



# Mat Ball Tournament

**QUARTER 2  
friendly Middle  
School  
Challenge**

Do you want to play in the Mat Ball tournament?!

**ONLY students who meet these qualifications will have the opportunity to watch or compete!**



## **ATTITUDE**

NO ISS/OSS

October 20th - December 19th



## **ATTENDANCE**

95% or higher

October 20th - December 19th



## **ACHIEVEMENT**

NO D's or F's

On Wednesday, December 17th  
at 3:50 PM



# QUARTER 3 friendly Middle School Challenge



Q3 INCENTIVE:  
RIVALRY EDITION  
FRIDAY, MARCH 20  
@ PIONEER RIDGE

# DOODGEBALL TOURNAMENT

## EARN YOUR SPOT

- ✓ 95% Attendance  
(Bears show up)
- ✓ No D's or F's  
(Brains + brawn)
- ✓ No ISS or OSS  
(Disciplined dominance)
- ✓ COMPLETED  
Resume for Mock  
Interview (7th Grade  
ONLY)

No excuses.  
No shortcuts.  
Meet the  
requirements, bring  
the heat, and let the  
Bears do what  
Bears do  
best...WIN!



# Team / Building Incentives

- **Monthly Team Incentives** - teams have autonomy for requirements and activities
- **Monthly Building Attendance Incentives**
- **Quarterly Building incentives** - schedule designed by our counselors. Building activities and **team activities** built into an entire school day.



# REQUIREMENTS:

- **90% Attendance**
- **ONE or fewer tardies**



**February Attendance Incentive**

**Sweet Treat & FREE Seat**

**2/17 - 2/27**





# 7TH GRADE HOMEROOM GYM INCENTIVE

*MUST be at  
school on 3/2*

- **ONE OR FEWER TARDIES**
- **90% ATTENDANCE**
- **3/2 - 3/13**

**3/18**



**February**

**ATTENDANCE CHALLENGE**



**Winner**

Spirit Bears - Brightwell

Glacier Bears - Irvine

Polar & Grizzly Bears - Moore

Kodiak Bears - Harper

Panda Bears - Lindquist

AVID - Burandt

Look for banner in pod,  
above winning HR doors!





# February Attendance Tokens

- [Student Attendance 25/26 sheet](#)
- Teachers pass out tokens during HR and students exchange tokens during lunch for a sweet treat!
- If students lose their token, it will not be replaced.
- **Remember:** attendance counts every single minute of every school day!





# Bingham Building-Wide Quarterly Incentives



January 6th - March 13th (cut off) & March 20th Incentive

**Attendance**

→ 90% or higher

**Attitude**

→ No ISS or OSS

**Achievement**

→ No D's or F's

→ On time Resume completion  
by 8:42 AM on 3/5



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# Scholars “Game On”

— Team Incentive Challenge —

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# Incentive Challenge Date: It's Game ON

Be a **SCHOLAR** and earn **STAMPS**

**Talk about dates: March 24 - April 3**

# Earn Stamps in Team Classes

Earn stamps for displaying SCHOLARLY behaviors in each core class AND homeroom.

Core Class stamps MAY include:

- Supplies upon request
- Actively participating in class
- Agenda filled out
- Completed Homework WS
- No missing work

Homeroom stamps MAY include:

- Supply check
- No buddy room
- Completed HR lessons
- Agenda filled out



# What are we working for?



## Option 1

Card Games in HR

Tuesday

## Option 2

Video and ***Bring your own Treats***

Wednesday

## Option 3

Computer Competitions

Thursday

## Option 4

Gym (or outside) / Friend Time

Friday

# Special Notes

We provide the opportunity,  
you provide the  
scholarly behaviors.

- All stamps must be earned before the start of 9th hour on the last day of the “Game On” week.
  - You CAN earn more than 1 incentive.
  - Teachers will provide opportunities for students to show proof of scholarly behaviors.
  - Students can Be RESPONSIBLE and share proof of scholarly behavior at appropriate times  
(passing time, homeroom, work time, etc)
-



# Parent Night

Fall → #1 Curriculum Night (meet your teachers)

#2 National Parks Themed Activities

Spring → Elective Sampler preview

End of year → Bingham Welcome Night

Opportunities to interact with families in a positive atmosphere and offer support as needed



# Bingham Elective Sampler

Thursday, February 12th | 6 – 7:30 pm

Get a taste of the ELECTIVE classes Bingham has to offer before enrollment! This fun, come-and-go evening invites families and students to explore exciting elective courses for incoming 7th graders and future 8th graders just in time for our upcoming enrollment.



Students will receive 🎁 and a sampler box to fill with candy as they visit different elective stations.

COME EXPLORE, ASK QUESTIONS, AND SAMPLE ALL THE SWEET OPPORTUNITIES WAITING AT BINGHAM! ❤️ 🍬



An evening event for students to spend time with friends and support our PTSA.

PTSA Members get in FREE.

All other students attending pay the PTSA Membership fee the first time they attend.

This is more than just a dance.

There are minimal scholarly requirements for attendance.

# Friday Night Live

A promotional poster for a 'Friday Night Live' event. The background is dark with a bright blue light source at the top, creating a hazy, atmospheric effect. The text 'FRIDAY NIGHT LIVE' is prominently displayed in the center, with 'FRIDAY' in white, 'NIGHT' in light blue, and 'LIVE' in white. In the top right corner, there is a black banner with the text 'APRIL 10TH' in white, followed by a small white square icon containing a black letter 'C'. On the left side, there is a white box with pink and blue text: 'FREE TO PTSA MEMBERS' and '\$6 FOR ALL OTHERS'. Below this, another white box contains the text 'NO ISS OR OSS FOR THE MONTH OF MARCH'. On the right side, there is a black box with white and pink text: 'VR FUN', 'OPEN GYM', 'BANNER PAINTING'. At the bottom right, a white box contains the text 'DOORS OPEN FROM 5:30-7 PM'. The overall design is modern and energetic.

Snacks and Glow Accesories available for purchase

SEMESTER 1 MIXER

# GLOW

*in the Snow!*

- Friday, December 12<sup>th</sup> -

- 5:30 - 7pm -

Eligibility Requirements

**CUT-OFF DATE: December 10<sup>th</sup>**

- No Bingham Obligations on MySchoolBucks
- No Ds or Fs
- No ISS/OSS: September 2<sup>nd</sup> through December 12<sup>th</sup>
- 90% Attendance or higher: September 2<sup>nd</sup> through December 12<sup>th</sup>



# 60 Second Reflect ~ Pair ~ Share

If possible, pair up with someone who was NOT at your mini-breakout.



# Opportunities to Respond Activity





# Sort It Out

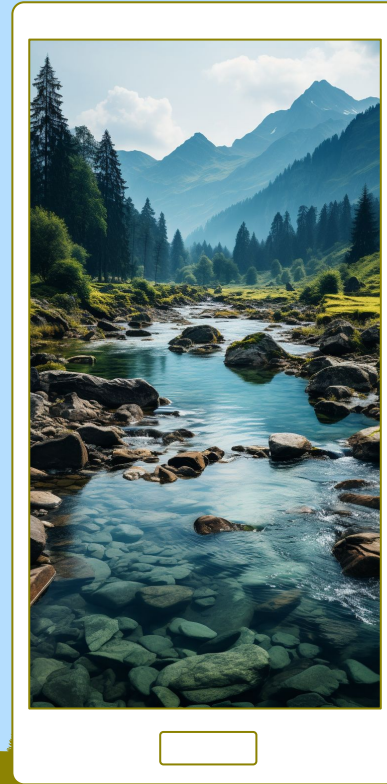
Use your marker board and put each list in the order described.

Use the letters to show the correct order.

# MINI Breakout Time → 15–20 min

Choose 1 of the 2 topics in this mini breakout time.

Don't worry, we'll share everything with you.



## Breakout Option C

Instructional supports and academic systems



## Breakout Option D

Clarity and consistency





# Breakout Option C Instructional supports and academic systems



# What's is included in Breakout Session C

- Website
- Peer Observations
- Bingham Home Doc
- Bear Den
- AVID carts
- Binder support
- F List/ Academic Shut Down



# Website

Helpful resources for new and veteran teachers:

- Tips
- Videos
- Documents



# Bingham Home Doc

## PBIS RESOURCE PAGE #BEEXCEPTIONAL

<a href="#">PBIS Teacher Website</a> (with videos and helpful documents)	<a href="#">PBS Matrix</a>	<a href="#">Major/Minor Behavior Level Flow Chart</a> (identifies minor and major referrals)
<a href="#">Common Language List</a>	<ul style="list-style-type: none"> <li><a href="#">Buddy Room Continuum v.1</a></li> <li><a href="#">Buddy Room Continuum v.2</a></li> </ul>	

### Documents you need in your classroom

<a href="#">Think Sheet</a>	<a href="#">Virtual Bingham Thinksheet</a>	<a href="#">Alternate Buddy Room sign</a>	<a href="#">Safe Seat Expectations Sign</a>
<a href="#">Replacement Agenda Page</a>	<a href="#">Late and Early Hall Plans</a>	<a href="#">8 Effective Classroom Practices (resources)</a>	

### Bingham Bears Home Document 2025-2026

Building Links	Content Team Notes	Cross-Curricular Team Notes/Communication Logs		Committee Notes <a href="#">Committee Structure</a>	AVID
<a href="#">Bell Schedule</a>	Math (8th hour Wed.) <a href="#">Meeting Notes</a>	<a href="#">7-1 Meeting Notes</a> 7-1 PST Notes	<a href="#">7-1 Communication Log &amp; Buddy Room Tracker</a>	<a href="#">AVID Site Team</a>	<a href="#">AVID Team Drive</a>
<a href="#">Master Schedule</a>	7th ELA (4th hour Thurs.) <a href="#">Meeting Notes</a>	<a href="#">7-2 Meeting Notes</a> 7-2 PST Notes	<a href="#">7-2 Communication Log &amp; Buddy Room Tracker</a>	<a href="#">Building Support Committee</a>	WICOR Reflection Form
<a href="#">Supervision Schedule</a>	Science (3rd hour Wed.) <a href="#">Meeting Notes</a>	<a href="#">Team 7-3 Meeting Notes</a> 7-3 PST Notes	<a href="#">7-3 Communication Log &amp; Buddy Room Tracker</a>	<a href="#">Positive Behavior Support Agenda</a>	<a href="#">AVID Service</a>
<a href="#">Lunch Schedule</a>	8th ELA (2nd hour Thurs.) <a href="#">Meeting Notes</a>	<a href="#">Team 8-1 Meeting Notes</a> 8-1 PST Notes	<a href="#">8-1 Communication Log &amp; Buddy Room Tracker</a>	<a href="#">Student Support/Safety</a>	<a href="#">AVID Support Form</a>
<a href="#">Staff Phone Directory</a>	Social Studies (7th hour Wed.) <a href="#">Meeting Notes</a>	<a href="#">Team 8-2 Meeting Notes</a> 8-2 PST Notes	<a href="#">8-2 Communication Log &amp; Buddy Room Tracker</a>	<a href="#">Emergency Preparedness Folder</a>	<a href="#">AVID Teacher Meetings</a>
<a href="#">Get to Know Bingham Staff 25-26</a>	<a href="#">AVID Meeting Notes</a>	<a href="#">Team 8-3 Meeting Notes</a> 8-3 PST Notes	<a href="#">8-3 Communication Log &amp; Buddy Room Tracker</a>	<a href="#">Data/Incentive Committee</a>	
<a href="#">Weekly Updates</a>				<a href="#">Attendance Committee</a>	
<a href="#">First Week Folder</a>				<a href="#">Family Events Committee</a>	
<a href="#">Announcement request for Bingham Broadcast</a>	Conferences	MAP	<a href="#">Student Services Resources</a>	PBIS	PST
<a href="#">ISS/ISS Tracking Document</a>	<a href="#">Fall Conference Folder</a>	MAP 2026 Folder	<a href="#">Student Services Request Form</a>	<a href="#">PBS Resource Page</a>	<a href="#">PST Website</a>
<a href="#">ISS/ISS Tracking Document</a>	<a href="#">Fall Conference Scheduler</a>	<a href="#">MAP Schedule</a>	<a href="#">Bingham Counseling</a>	<a href="#">Major/Minor Flow Chart</a>	<a href="#">Tier 2 Nomination Form</a>
	<a href="#">Spring Conference</a>	<a href="#">Block Schedule</a>	<a href="#">Mrs. Mahoney Scheduler</a>	<a href="#">Student Support Solution Plan</a>	<a href="#">Choice Survey</a>
	<a href="#">Spring Conference Scheduler</a>		<a href="#">Bingham Hotline form</a>	<a href="#">Positive Referral (Bear Rising)</a>	<a href="#">Incident Tracker</a>

### Teacher Resources

Teacher Resources				
Bingham's Favorite Things <i>See your colleague's favorite things, surprise them when they need it, show your appreciation, or just because!</i>				
<a href="#">Building Staff Guidelines</a>	<a href="#">Comprehensive Assessment Plan</a>	<a href="#">Analyzing Student Data Process</a>	<a href="#">Activity Card Sign-Up</a>	<a href="#">KIDAccount</a>
<a href="#">Bingham Teacher Folder 24-25</a> <a href="#">Bingham Teacher Folder 25-26</a>	<a href="#">Secondary Assessment 23-24</a>	<a href="#">Data Analysis Folder</a>	<a href="#">Bingham Sub Plan Template</a>	PBE Folder
<a href="#">Committee Structure</a>	<a href="#">Reviewing Student Work</a>	<a href="#">Instructional Material</a>	<a href="#">Emergency Response</a>	<a href="#">Yearbook Photos</a>

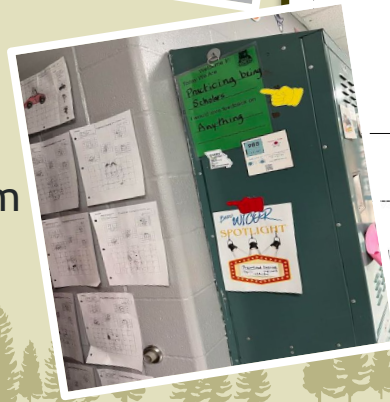
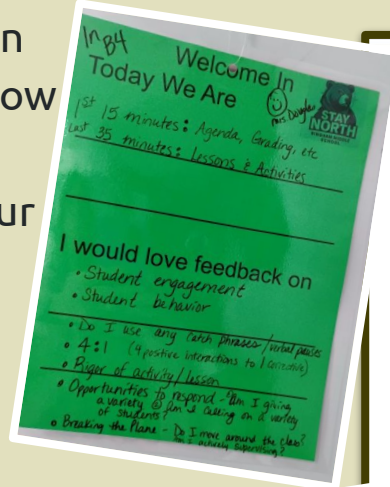
# Peer Observations: BEARS LEARNING FROM BEARS

This is an exciting opportunity to learn from some of our best resources, fellow staff!

Great things are happening around our building; this is our chance to create dialogue and improve your craft.

- NOT EVALUATIVE, just an opportunity to learn.

The Walkthrough Reflection Form can be found here: [Walkthrough Reflection Form](#)



**Bingham Walkthrough Form 24/25**

Teacher Observed: \_\_\_\_\_ Time: beginning, middle, end

**Areas of Focus: Highlight or Circle what you see evident**

Relevance    Intentional Planning    Growth Mindset    Rigor

Opportunities for students to respond    actively engaged    active supervision

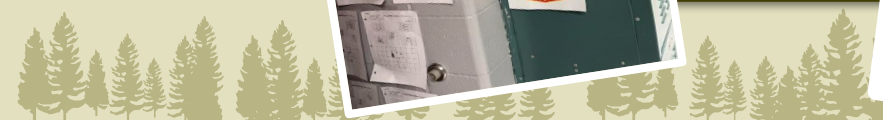
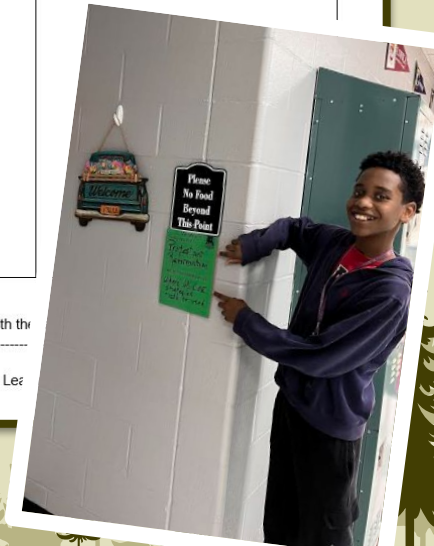
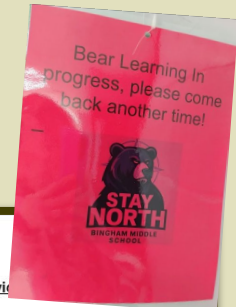
positive feedback (4:1)

Take and Try (within the week)	In the Future (planning for future lessons)

Detach and Leave with the \_\_\_\_\_

Teacher Lear \_\_\_\_\_

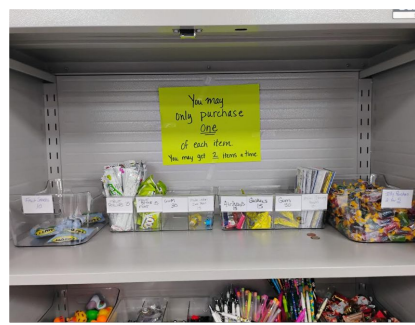
loved was .....



# Bear Den

One of the ways students can spend their tangible reinforcer (Bear Coins) at the Bear Dens.

- Dens are run by teams and students have access to them at least once a week.
- Include items like Gatorade, chips, squishy animals, ducks, water bottles, candy, and swag.



# AVID carts

At Bingham we practice AVID organization and every student is given a pencil pouch with the following supplies:  
2 pencils, 1 red pen, 1 blue/black pen, 1 highlighter, and earbuds.

Students must purchase replacement supplies from the AVID supply cart using their tangible reinforcers - Bear Coin.

We encourage students to budget Bear Coins, save at least 10 for emergency replacement supplies and the rest for Bear Den purchases.



# Binder Support

During our morning homeroom time we have dedicated staff members who can help students with binder organization

Loaner Binder Tracker 25-26 ☆ 🌐 📄

File Edit View Insert Format Data Tools Extensions Help

🔍 Menus 🖨️ 📄 100% 👁️ View only

A1 📄 📄

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1																	
2	Loaner Binder Count for Sem. 2																
3																	
4	7-1	7-2	7-3	8-1	8-2	8-3											
5	25	33	27	28	13	8											
6	Total:	134															
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
15																	
16																	
17																	
18																	
19																	
20																	
21																	
22	Loaner Binder Count for Sem. 1																
23																	
24	7-1	7-2	7-3	8-1	8-2	8-3											
25	42	34	30	32	24	7											
26	Total:	169															
27																	
28																	
29																	
30																	
31																	
32																	
33																	
34																	
35																	
36																	
37																	
38																	
39																	
40																	
41																	

**Loaner Binder Totals Per Team- S2**

Team	Count
7-1	25
7-2	33
7-3	27
8-1	28
8-2	13
8-3	8

Loaner Binder Count for Sem. 1

7-1	7-2	7-3	8-1	8-2	8-3
87	87	57	60	37	15
Total: 303					

**Loaner Binder Totals Per Team Total**

Team	Count
7-1	87
7-2	87
7-3	57
8-1	60
8-2	37
8-3	15

**Loaner Binder Totals Per Team- S1**

Team	Count
7-1	42
7-2	34
7-3	30
8-1	32
8-2	24
8-3	7

# F List/ Academic Shut Down

Student Num	Student	Grade Level	Team	GR Term	Grade	Pct	Term	Course	Teacher
		7		7 1 S2	F		54 S2	PLTW Intro to C	Hill, Amy
		7		7 1 S2	F		38 S2	Homeroom 7	Wessley, Andrew
		7		7 1 S2	F		55 S2	ELA-7	Windsor, Jessica
		7		7 1 S2	F		52 S2	PE / Health 7 &	Ramos, Orban
		7		7 1 S2	F		52 S2	ELA-7	Windsor, Jessica
		7		7 1 S2	F		0 S2	Homeroom 7	Wessley, Andrew
		7		7 1 S2	F		48 S2	PE / Health 7 & Kelley, Valerie	
		7		7 1 S2	F		0 S2	Guitar	Wessley, Andrew
		7		7 1 S2	F		58 S2	Acting & [	Hudgens, Rhiannon
		7		7 1 S2	F		30 S2	PE / Health 7 & Kelley, Valerie	
		7		7 1 S2	F		53 S2	ELA-7	Windsor, Jessica
		7		7 1 S2	F		32 S2	Personal Fitness	Ramos, Orban
		7		7 1 S2	F		58 S2	Science 7	Massey, Chez
		7		7 1 S2	F		43 S2	Technology Ap	Burke, Kara
		7		7 1 S2	F		20 S2	PLTW: Medical	Hill, Amy
		7		7 1 S2	F		7 S2	Technology Ap	Burke, Kara
		7		7 1 S2	F		11 S2	PLTW: Flight ar	Burke, Kara
		7		7 1 S2	F		58 S2	Social Studies	Schlanker, Kurt
		7		7 1 S2	F		56 S2	Homeroom 7	Wessley, Andrew
		7		7 1 S2	F		57 S2	Science 7	Massey, Chez
		7		7 1 S2	F		47 S2	Multi-Media Te	Hill, Amy

# Breakout Option D

Clarity and  
consistency



At Bingham we...

strive to BE Exceptional.

Here are some of the  
ways we focus on clarity  
and consistency



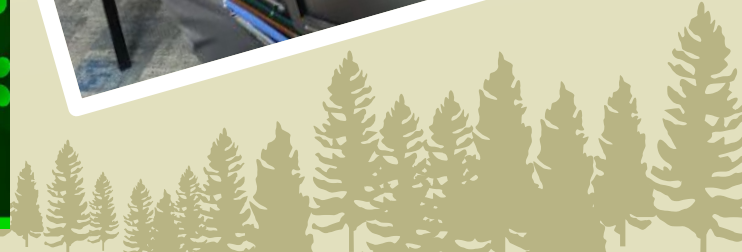
# What's is included in Breakout Session D

- Announcements (Video of how they are made & examples)
- Hall Passes / Kid Account & Lanyards
- Tardy Sweeps
- Homeroom lessons and staff buy-in
- Behavior Lessons
- Common Language



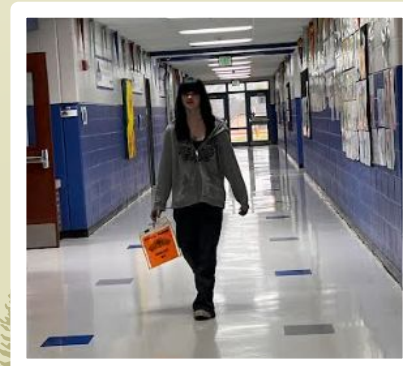
# Announcements

- Daily announcements (every morning by STUCO)
- Video announcements



# Hall Passes KidAccount & Lanyards

- Lanyards for any student leaving class on a Hall Pass. Lanyards colored by Team and have teacher name and pod location included.
  - No lanyard = Go back to class
  - Lanyard parking lot inside main door of each restroom
- KidAccount: District purchased program
  - Polarity
  - Notification to admin for select students with issues
  - “Meet up” reports for admin
  - Limits passes (building can set)



# Tardy Sweeps

- Occur periodically - but we do multiple in a day  
Announcement: “Teachers shut your doors and send all tardy students to the cafeteria.”
- Data shared with staff immediately
- 2nd time in a day - parents called
- 3rd time in a day - ISS the next day

Happy Sweeping!

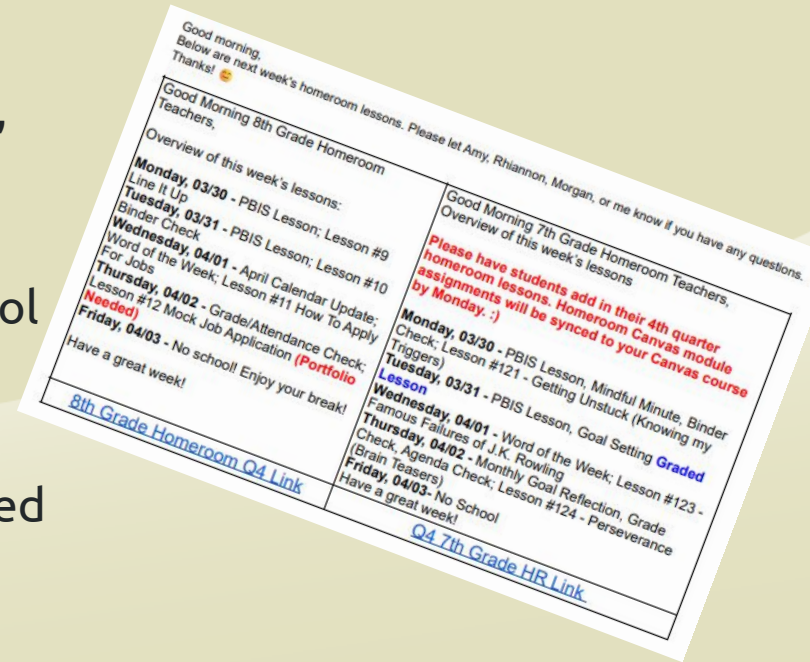
71	72	73	81	82	83	71	72	73	81	82	83
4	4	0	6	1	3	0	3	1	2	4	1
3rd Hour						4th Hour					

Tardy Sweeps 25-26



# Homeroom Lessons and Staff Buy-in

- Created for teachers (no-prep)
- We've made it really easy to find, access, use, and tied to grades
- Vital lessons with a purpose
  - Preparing for ICAP, enrollment, big school events, conferences, CCR, assemblies
- District and Building expectation
  - District and building components included
    - Link 8th grade lesson
    - Link 7th grade lesson
- Life skills, soft skills, employability



# 7th Grade

## 25-26 Fourth Quarter Weekly Master Presentations

DO NOT SCROLL THROUGH THIS PRESENTATION

*Click on the week to jump to the first slide of that week*

▣ [03/17 - 03/20](#)

▣ [04/07 - 04/10](#)

▣ [04/28 - 05/01](#)

▣ [03/24 - 03/27](#)

▣ [04/14 - 04/17](#)

▣ [05/05 - 05/08](#)

▣ \* [03/30 - 04/03](#)

▣ [04/21 - 04/24](#)

▣ [05/12 - 05/15](#)

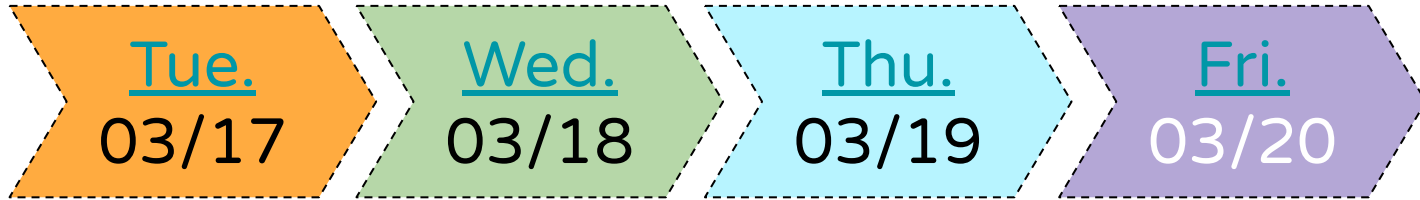
● [7th PM  
Homeroom  
Slides](#)

▣ [05/18 - 05/22](#)

▣ [Link to Student  
Workbook](#)

# March 17th - March 20th

Click on the day of the week to view the lesson. PM Homeroom time should be used to complete any part of the lessons not finished during AM Homeroom.



Link to Student Workbook for Q4

# 8th Grade Homeroom Lesson Example

8:05 - 8:42 each day

**Wednesday, March 18**

**AM**

CW: Word of the Week & Lesson #2 Watch  
Comparison

# Word of the Week

Turn to your Weekly Planner! Get ready to write the Word of the Week and its definition at the bottom right.

Learning Topic:	To Do List:	Reflection on Learning:
	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	

**Math**  
**Social Studies**  
**Science**  
**Elective**

**Mindful Minute** Gratitude List  
Write down three things you're grateful for today. Encourage variety—big or small.

**Word of the Week**



**Word of the Week**

\_\_\_\_\_

## WORD OF THE WEEK: March 17 - March 20

### Scrutinize

To examine or inspect closely and thoroughly



# Lesson #2 Comparison Shopping

## Essential Question:

How can comparison shopping help you make thoughtful spending decisions?

## Materials

### Needed:

- Lesson #2
- Writing Utensil

## **Lesson #2 Comparison Shopping**

### **Why is this lesson important?**

To compare and contrast costs of items and how to be savvy shoppers when dealing with money.

## Lesson #2 Comparison Shopping

Do you ever compare items when shopping?

It can be helpful to do some research before making a purchase.

Knowing your options is helpful when buying an expensive item so that you are spending your money more wisely and staying within your budget.

# Lesson #2 Comparison Shopping

Use the information in the scenario and the comparison sheet to answer the “Choosing your watch” questions and Reflection questions.

Sophia has wanted a watch for a while. She's been saving for months, and now she has \$375 to spend on a watch. Sophia is on the track team, so she needs a watch that can time how fast she runs in practices. It needs an alarm to help her get up on time for school. Sophia thinks it would be nice to have a smartwatch to make calls and send text messages, but that isn't necessary. It would also be really helpful if she could use the watch as a timer so she can manage her homework and study time after school. And if it could play music, she thinks that would be cool, too.

## Choosing your watch

1. How much money does Sophia have to spend?
2. What features does she need the watch to have?
3. What features does Sophia want the watch to have?
4. Which watch or watches(es) have all of the features she wants?
5. Which watch(es) can she afford?

## Reflection questions

1. Which watch would you choose for Sophia? Why?
2. Which watch would you want for yourself?
3. How does comparison shopping help you make more informed buying choices?
4. How do you use comparison shopping in your everyday life?

# Lesson #2 Comparison Shopping

Sophia has wanted a watch for a long time. She has \$375 to spend on a watch. She can't go to the store to look at watches in person because she has to get up early for school. Sophia's mom can send her a text message with pictures of watches. Sophia could use the watch to tell time and she could use the watch to tell time after school. And if it can

## Choosing your watch




1. How much money does Sophia have to spend?
2. What features does she need the watch to have?
3. What features does Sophia want the watch to have?
4. Which watch or watches(es) have all of the features she wants?
5. Which watch(es) can she afford?

and now she has a watch that she can use to get up on time for school. She calls and she is helpful if she can help her study time after

# Lesson #2 Comparison Shopping

Use the information in the scenario and the comparison sheet to answer the “Choosing your watch” questions and Reflection questions.

Watch comparison

	 Smartwatch 1	 Smartwatch 2	 Traditional watch	
Cost	\$350	\$200	\$99	
Features				Need or want?
Waterproof	Yes	Yes	Yes	<input type="checkbox"/> Need <input type="checkbox"/> Want
GPS	Yes	No	No	<input type="checkbox"/> Need <input type="checkbox"/> Want
Heart rate monitor	Yes	No	No	<input type="checkbox"/> Need <input type="checkbox"/> Want
Call/text	Yes	Yes	No	<input type="checkbox"/> Need <input type="checkbox"/> Want
Plays music	Yes	Yes	No	<input type="checkbox"/> Need <input type="checkbox"/> Want
Games	Yes	Yes	No	<input type="checkbox"/> Need <input type="checkbox"/> Want
Timer	Yes	Yes	Yes	<input type="checkbox"/> Need <input type="checkbox"/> Want
Fitness tracker	Yes	No	No	<input type="checkbox"/> Need <input type="checkbox"/> Want
Social media access	Yes	No	No	<input type="checkbox"/> Need <input type="checkbox"/> Want
Long-lasting battery (24+ hours)	Yes	No	Yes	<input type="checkbox"/> Need <input type="checkbox"/> Want
Monthly payment for service	Yes (\$5)	No	No	<input type="checkbox"/> Need <input type="checkbox"/> Want

# Lesson #2 Comparison Shopping

Use the information in the scenario and the comparison sheet to answer the “Choosing your watch” questions and Reflection questions.

Sophia has wanted a watch for a while. She's been saving for months, and now she has \$375 to spend on a watch. Sophia is on the track team, so she needs a watch that can time how fast she runs in practices. It needs an alarm to help her get up on time for school. Sophia thinks it would be nice to have a smartwatch to make calls and send text messages, but that isn't necessary. It would also be really helpful if she could use the watch as a timer so she can manage her homework and study time after school. And if it could play music, she thinks that would be cool, too.

## Choosing your watch

1. How much money does Sophia have to spend?
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3. What features does Sophia want the watch to have?
4. Which watch or watches(es) have all of the features she wants?
5. Which watch(es) can she afford?

## Reflection questions

1. Which watch would you choose for Sophia? Why?
2. Which watch would you want for yourself?
3. How does comparison shopping help you make more informed buying choices?
4. How do you use comparison shopping in your everyday life?

# Lesson #2 Comparison Shopping

## Whip Around

**Think about the two questions below:**

- How can you make thoughtful spending decisions?
- What features might you compare before making an expensive purchase?

Be ready to share your thoughts with the class.

## Debrief Lesson #2



**Stand - Share - Sit**

**How can comparison shopping help you make thoughtful spending decisions?**

# 7th Grade Homeroom Lesson Example

8:05 - 8:42 each day

# Lesson #117: Interview Prep - Dress to Impress

## Essential Question:

How can I dress to impress in an interview for a job?

## Materials Needed:

- AVID Binder
  - (Lesson 117)
- Pencil

## **Lesson #117: Interview Prep - Dress to Impress**

### **Why is this lesson important?**

This lesson will help me understand the importance of showing my best self in an interview through my appearance and choice of attire.

# Lesson #117: Interview Prep - Dress to Impress

## Share Out:

What type of clothing is worn in the workforce for each of these professions?

- DOCTOR
- TEACHER
- LAWYER
- ARTIST
- CONSTRUCTION

Make a Prediction: What should you wear to impress an interviewer when seeking a job?

## Lesson #117: Interview Prep - Dress to Impress

What types of clothing do different careers wear in the workforce?

DOCTOR    TEACHER    LAWYER    ARTIST    CONSTRUCTION

Make a Prediction: What should you wear to impress an interviewer when seeking a job?

**Dress for Success!**  
A GUIDE ON HOW TO DRESS FOR YOUR NEXT JOB INTERVIEW

**Business Casual**  
DAILY WORK ATTIRE

**BUSINESS CASUAL COLORS & STYLES**

- ✓ NICE PANTS/SLACKS
- ✓ DRESSES
- ✗ NO JEANS, SHORTS, SUNDRESES OR ATHLETIC WEAR

**SKIRTS & DRESSES**  
Should be knee-length when standing and with waist

**TIES**  
Business & everyday wear: Dark, light-colored, striped, or solid. Do not wear ties with cartoon-like images or comfort-label shirts for wedding or

**JACKETS & SHOES**

**Business Professional**  
JOB INTERVIEWING ATTIRE

**CLOTHES SHOULD BE:**

- ✓ SOLID, DARK OR NEUTRAL COLORS
- ✓ LIGHT COLORS CAN BE WORN UNDERNEATH
- ✗ NO STRIPES OR BRIGHT PRINTS/COLORS

**SHOES SHOULD BE:**

- ✓ TAILORED IN GOOD CONDITION
- ✓ WRINKLE & LINT FREE
- ✓ CLOSED-TOE HEEL OR DRESS SHOES

**SUIT JACKET & PANTS/SKIRT**  
SHOULD BE MATCHING COLORS

**PERSONAL ITEMS & CELL PHONES**  
Keep cellphones turned off and out of sight with personal items

Carry a portfolio, professional bag or simple purse  
**BRING ESSENTIALS ONLY!**

**General Recommendations**  
IT'S ALL ABOUT THE FIRST IMPRESSION

**CLOTHES SHOULD BE:**

- ✓ TAILORED IN GOOD CONDITION
- ✓ WRINKLE & LINT FREE

**HAIR**  
Well-groomed hairstyle

**NAILS & MAKEUP**  
Natural in style

**JEWELRY & FRAGRANCE**  
Wear moderate jewelry with great fragrance

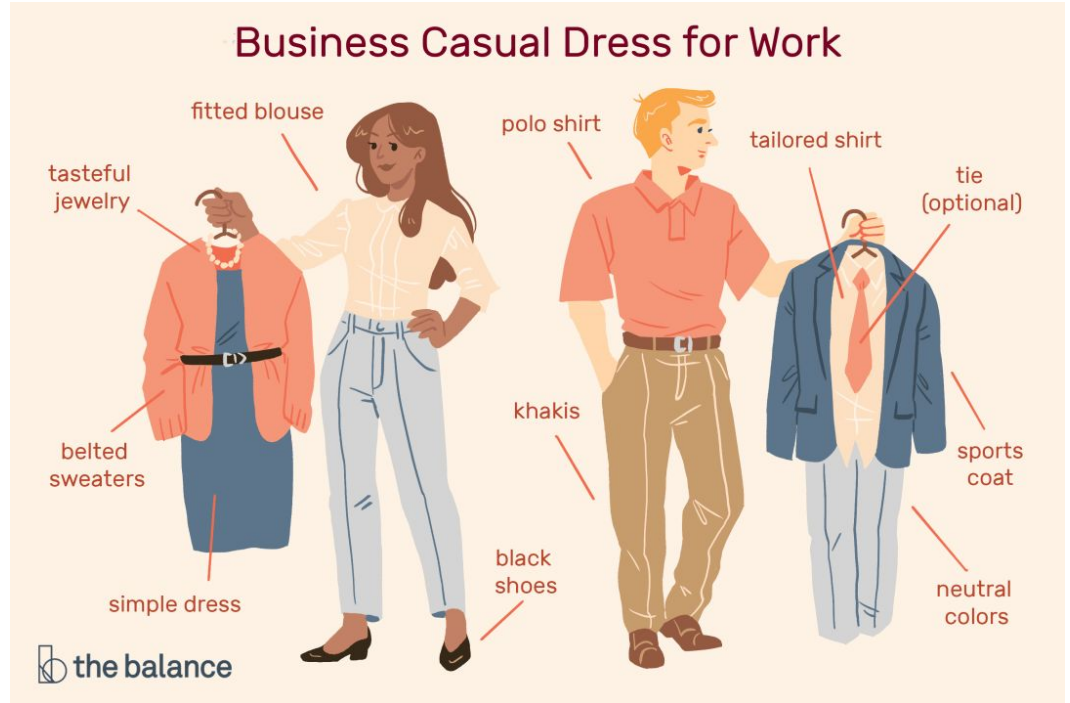
**PERCINGS & TATTOOS**  
None on visible areas of face or hands

**NEAT & CLEAN DRESS SHOES**

Belts should match the color of your shoes and attire.

# Lesson #117: Interview Prep - Dress to Impress

No matter what job you seek, it is important to dress professionally during the interview process to showcase the best version of yourself to a future employer.



# Lesson #117: Interview Prep - Dress to Impress

Tomorrow is interview day!

It is important that you come dressed for success in order to make a good impression on your interviewer.

You are aiming to dress in business casual/professional attire.

Let's look at today's infographic to learn more about the dos and don'ts of impressing your interviewer with your attire.

## Dress for Success!

A GUIDE ON HOW TO DRESS FOR YOUR NEXT JOB INTERVIEW

### Business Professional

**JOB INTERVIEWING ATTIRE**

**CLOTHES SHOULD BE:**

- SOLID, DARK OR NEUTRAL COLORS
- LIGHT COLORS CAN BE WORN UNDERNEATH
- NO STRIPES OR BRIGHT PRINTS/COLORS

**SHOES SHOULD BE:**

- CLOSED-TOE HEEL OR DRESS SHOES

**SUIT JACKET & PANTS/SKIRT SHOULD BE MATCHING COLORS**

**PERSONAL ITEMS & CELL PHONES**

Keep cellphones turned off and out of sight with personal items

Carry a portfolio, professional bag or simple purse

**BRING ESSENTIALS ONLY!**

### Business Casual

**DAILY WORK ATTIRE**

**BUSINESS CASUAL COLORS & STYLES**

- NICE PANTS/SLACKS
- DRESSES
- NO JEANS, SHORTS, SUNDRESSES OR ATHLETIC WEAR

**SKIRTS & DRESSES**

should be knee length when standing and thighs covered while seated

**TIES**

OPTIONAL

**JACKETS & SHOES**

Blazers & cardigans with flats, boots, closed-toe shoes, or comfortable shoes for walking in

### General Recommendations

**IT'S ALL ABOUT THE FIRST IMPRESSION**

**CLOTHES SHOULD BE:**

- TAILORED
- IN GOOD CONDITION
- WRINKLE & LINT FREE

**HAIR**

Well groomed hairstyle

**NAILS & MAKEUP**

Natural in style

**JEWELRY & FRAGRANCE**

Wear moderate jewelry with mild fragrance

**PIERCINGS & TATTOOS**

Align to company culture or standards

**NEAT & CLEAN**

**DRESS SHOES**

Belts should match the color of your shoes and attire.

# Lesson #117: Interview Prep - Dress to Impress

## Think-Pair-Share

**Think**.... List three (3) tips and three (3) errors that you learned from today's infographic about dressing for an interview.

Lesson #117: Interview Prep - Dress to Impress

<u>Five Dress to Impress Tips</u>	<u>Five Dress Errors to Avoid</u>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



# Lesson #117: Interview Prep - Dress to Impress

## Think-Pair-Share

Pair.... Find a partner, share your tips, and write down two (2) more for each column that you learned from your partner.

Lesson #117: Interview Prep - Dress to Impress

<u>Five Dress to Impress Tips</u>	<u>Five Dress Errors to Avoid</u>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Below the table is a large empty rectangular box for additional notes.




# Lesson #117: Interview Prep - Dress to Impress

## Think-Pair-Share

**Share**.... Each person in your group will share a tip that they wrote down with the class. In the blank box at the bottom, write down any additional tips that you learned that you didn't already write down.

Lesson #117: Interview Prep - Dress to Impress

<u>Five Dress to Impress Tips</u>	<u>Five Dress Errors to Avoid</u>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
	



# Lesson #117: Interview Prep - Dress to Impress



What are things that help to make each of these outfits a good choice for an interview?

# Lesson #117: Interview Prep - Dress to Impress



What are things that make each of these outfits a poor choice for an interview?





# The RESULTS of the “Dress for Success” 7th grade lesson

Students are encouraged to “dress for success” for a district Mock Interview event.



# Behavior Lessons

- Schedule of lessons
- Dropped in every week to Tuesday's Homeroom slideshow
- When they happen
- What they look like
- Use of data from PBS meetings



Schedule of Bingham's Booster Lessons: 2025-2026

Date (Tuesdays)	Topic
Aug 18, 2025	Bingham Way Days (Mon-Wed) and Responding Appropriately (Tues)
Aug 25, 2025	Bingham's Common Language (Mon) and Greetings (Tues)
Sep 1, 2025	Gateway Behaviors Part 1
Sep 8, 2025	Following Directions in 3-5 seconds (need to finish)
Sep 15, 2025	KHFOOTY
Sep 22, 2025	KHFOOTY vs PDA
Sep 29, 2025	Increasing Positive Responses (4:1)
Oct 6, 2025	Gateway Behaviors Part 2
Oct 13, 2025	Extreme KHFOOTY (Admin requested) Quarter 1 Behavior Expectations (with Assembly expectations included)
Oct 20, 2025	Responding appropriately - Why to avoid talking back
Oct 27, 2025	Common Language Review (very quick due to district AVID walk-through)
Nov 3, 2025	Veterans Day Reminders (on Thursday) 8th grade Capstone Reminders (on Wednesday)
Nov 10, 2025	Responding appropriately - Appropriate language
Nov 17, 2025	Responding appropriately - Speaking kindly to and about others
Nov 24, 2025	Maturity AND Click-to-liveness
Dec 1, 2025	Following Directions without Comment
Dec 8, 2025	Purpose and Hard Work
Dec 15, 2025	Last Week of Semester 1 reminders (something each day of the week)
Jan 5, 2026	Bingham Way Day (Behavior Boot Camp)
Jan 12, 2026	Respectful (STOP)
Jan 19, 2026	Let the Adult Be in Charge (chain of command and insubordination)
Jan 26, 2026	PBIG Quick Review #1
Feb 2, 2026	Mon: Vision, Expectations, & Behaviors Review Tues: Quick Review #2
Feb 9, 2026	PBIG Walk-Through Practice

Feb 16, 2026	Celebrating Success (awesome walk-through data)
Feb 23, 2026	Elopement
Mar 2, 2026	Monday - Extreme KHFOOTY part 2 Tuesday - Be where you're supposed to be (No Trespassing)
Mar 9, 2026	Making a Positive Impression (conferences & mock interview prep) Student-Led Conferences Reminders and Tips
Mar 16, 2026	Protect the Learning Environment
Mar 23, 2026	Mock Interview Reminders and Tips
Mar 29, 2026	AVID Showcase expectations (Be Respectful and Welcoming)
Apr 6, 2026	Integrity - What's your line in the sand?
Apr 13, 2026	Monday -- Common Language Review MAP behavior reminders (ELA)
Apr 20, 2026	MAP behavior reminders (Science)
Apr 27, 2026	MAP behavior reminders (Math)

# Be Where You're Supposed to Be

## Behavior Booster Lesson Part 1



# At Bingham We...

are where we're  
supposed to  
be.



Bingham Learners Will	All Settings	Classroom	Hallways	Cafeteria	Restrooms/ Locker Rooms	Arrival/ Departure
<b>Be Safe</b>	<p>Keep hands, feet objects to yourself (KHFOOTY)</p> <p>Report unsafe actions</p> <p>Solve problems peacefully</p> <p>Walk</p> <p>Keep paths &amp; doors clear</p>					
<b>Be Respectful</b>	<p>Use respectful language</p> <p>Acknowledge when others are speaking to you.</p> <p>Be an active listener</p> <p>Appropriately follow directions the first time</p> <p>Use appropriate voice level</p> <p>No PDA</p>	<p>Listen when others are talking</p> <p>Relate discussion to current topic</p>	<p>Always have a pass</p> <p>Walk and wait quietly while classes are in session</p> <p>Go straight to location and back</p>	<p>Use proper manners</p> <p>Eat your own food</p> <p>Keep your place in line, staying behind others</p>	<p>Give privacy to others</p> <p>Keep stalls, walls, and floor clean</p>	<p>Touch only your belongings</p> <p>No PDA</p>
<b>Be Responsible</b>	<p>Be prepared</p> <p>Cell phone should be in your locker - unless given permission.</p> <p>Use materials correctly</p> <p>Take responsibility for your own actions</p> <p>Be where you belong on time</p>	<p>Turn in assignments on time</p> <p>Complete the work you are assigned</p> <p>Take care of your space/work area</p> <p>Be prepared (pencil, agenda, independent reading book)</p> <p>Schedule tutoring with the teacher ahead of time</p>	<p>Respect hallway displays</p> <p>Return to class promptly</p> <p>Arrive to class on time</p>	<p>Clean up after yourself</p> <p>Take off hoodies/jackets before entering scramble area</p> <p>Stack trays correctly</p> <p>Push in your chair</p> <p>Wait for teacher to dismiss from table</p> <p>Keep volume to reasonable level</p>	<p>Clean up after yourself</p> <p>Take care of your own business</p> <p>Use lockers responsibly</p> <p>Lock up your belongings</p>	<p>Report on time and directly to your destination</p> <p>Pick up breakfast upon arrival</p> <p>Be in designated area</p> <p>Take all belongings</p> <p>Use your own locker</p>

This expectation is addressed 7 times on our Behavior Matrix. What does that tell us?

Last month, the leading cause of behavior office referrals has been for something called “elopement.”



Attendance  
Vocabulary

**Tardy**

(late to class)

**Truant**

(excessively late  
or skipping)

**Elopement**

(failure to return  
to class)

Elopement is when students are missing, unaccounted for, or wandering for an amount of time that exceeds what is reasonable for the initially approved pass out of class.

## Why does Elopement occur?

**Time out of  
the learning  
environment**

**0-5 minutes**

*Reasonable -  
Thank You!*

**5-10 minutes**

*Natural consequence  
Teacher managed*

**10+ minutes**

*Office consequence*

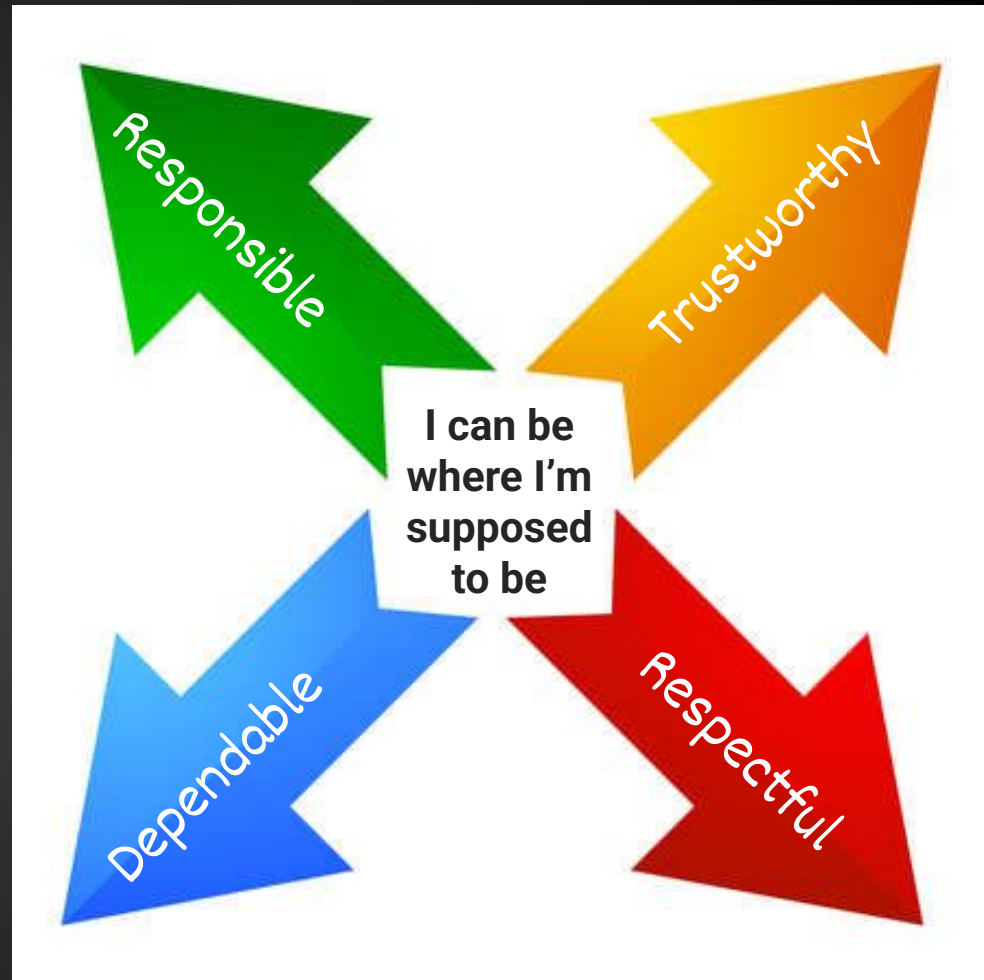
**Consider this** → If you are out of the room for 10 minutes, you have missed **1/5** of the entire class for that day.



# Let's Think!

How does being where you're supposed to be show you are TRUSTWORTHY and DEPENDABLE?

Why would these qualities be important to future employers?





# So, at Bingham...

- Remember we expect students to return to class in **less than 5 minutes.**
- If you are gone longer than 5 minutes, be prepared for a natural consequence or teacher consequence.
- If you are gone longer than 10 minutes, teachers will be notifying administration.
  - **NOTE:** If you think you need more time than that *for real* in the *restroom*, ask for a nurse's pass instead.

# Teacher Tips

If a student has been gone longer than **5 mins** , you may:

- Ask the student to sit in the safe seat until you can process with them about being respectful to others.
- Ask the student to stay after the dismissal bell for your hour to complete missed tasks (notify their next teacher)
- Come up with an individual plan for passes to the bathroom / nurse (if this is a consistent problem)
- Notify parents (if this is a consistent problem)

If a student has been gone longer than **10 mins** :

- Call and notify the office
- Write an Office Referral



# Common Language

- Incorporated in our lessons, processing,
- Used consistently by staff
- 7th graders are trained extensively which then carries over to 8th grade, Bingham teachers, and new staff and students



# Bingham's Common Language

## Behavior Booster Lesson

# Directions

1. The teacher will read what is in **BLACK** ink and students will read what's in **RED** ink.
2. We will discuss the reflection question for each given statement together quickly.



A disruption is **anything that stops learning.**

What is something you can do to you keep yourself safe when there is a disruption in class?



At Bingham we walk on **the right side**  
of the hall.

How does walking on the right side of  
the hall prepare students to successfully  
manage a car?



At Bingham we sit **in seat and in bounds.**

How does “in seat and in bounds” look differently in band, orchestra, choir, or PE?



At Bingham we make things **better and not worse.**

When an adult you don't know redirects you in the hall, how can you make it better and not worse?



At Bingham we **follow directions the first time.**

What is a direction you might be given that would be easy to follow the first time you're asked?

How long should it take you to **START** to follow a direction?



At Bingham we **respond appropriately** to students and staff.

Does responding appropriately make situations better or worse? Why?



# Let's Think!

Which of these phrases did you already know?

Why is it important for all of us to share this common language?

# Today's Lesson



**Inspiring Greatness**  
**ISD**  
INSPIRING GREATNESS. SUSTAINING EXCELLENCE.

**Bingham's**  
**Weekly Check-In**

**MyAVID**  
My AVID  
HOPEFUL ACHIEVEMENT. LIFELONG ADVANTAGE.

Week of \_\_\_\_\_

Tue: PBIS Lesson	Wed: Binder Check	Thu: Grade Check	Fri: Vocabulary Word of the Week																		
Lesson Focus:	<input type="checkbox"/> Binder Cover <input type="checkbox"/> Pencil Pouch with Supplies <input type="checkbox"/> Agenda <input type="checkbox"/> Reflection Section <input type="checkbox"/> Homework Folder	<table border="1"><thead><tr><th>Class</th><th>Grade</th><th>Missing</th></tr></thead><tbody><tr><td>ELA</td><td></td><td></td></tr><tr><td>Math</td><td></td><td></td></tr><tr><td>Science</td><td></td><td></td></tr><tr><td>Social Studies</td><td></td><td></td></tr><tr><td>PE</td><td></td><td></td></tr></tbody></table>	Class	Grade	Missing	ELA			Math			Science			Social Studies			PE			Vocabulary word _____  Circle your understanding of the word 1 2 3 4
Class	Grade	Missing																			
ELA																					
Math																					
Science																					
Social Studies																					
PE																					
		Total # of days _____ # of days absent _____ Cumulative Attendance _____%	Quick sketch of the word _____																		

Write the sentence here

**Bingham Bears are exceptionally responsible using our Bingham Common Language!**

# 60 Second Reflect ~ Pair ~ Share

If possible, pair up with someone who was NOT at your mini-breakout.



# Opportunities to Respond Activity



Company name

# Headlines

Month

Year

Adapted

# Thanks!

Do you have any questions?

[sandra\\_hinckley@isdschools.org](mailto:sandra_hinckley@isdschools.org)

[Kay\\_douglas@isdschools.org](mailto:Kay_douglas@isdschools.org)

[Amy\\_hill@isdschools.org](mailto:Amy_hill@isdschools.org)

[Matt\\_stacey@isdschools.org](mailto:Matt_stacey@isdschools.org)

816-521-5498

[yourwebsite.com](http://yourwebsite.com)



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