

Dollahan Elementary  
School-Side  
**Tier 1 PBIS Handbook**

*Positive Behavior Intervention and Supports*



***Dollahan Dalmatians***

*(rev. 2025)*

# Table of Contents

## **Page 2**

### **Introduction**

*Dollahan Mission Statement*

*What is PBIS?*

*PBIS Tier 1 Team*

*PBIS Tier 1 Meeting Schedule*

*Parent's Role in PBIS*

## **Page 16**

### **PBIS Leadership Expectations Matrix**

*School Wide Expectations*

*Location Specific Expectations*

*Teaching the School-Wide Expectations*

*Teaching the Specific Location Expectations*

## **Page 40**

### **PBIS and the Leader In Me**

*What is the relationship between PBIS and the Leader In Me?*

## **Page 42**

### **Tier 1 Supports**

*Positive Acknowledgment System*

*Dollahan SPOT Recognition*

*SPOT Celebrations*

## **Page 45**

### **Discipline Policy**

*Dollahan Discipline Policy*

*Restorative Practices Inclusion*

*Dollahan's Behavior Definitions*

*Teacher Managed Process*

*Administration Managed Process*

**Page 55**

**Data that Drives Us**

*Social Emotional Learning (SEL) Survey*

*Tiered Fidelity Inventory*

*Self Assessment Survey (SAS)*

**Page 56**

**Dollahan Staff PBIS Professional Development**

*Professional Development Calendar*

# **Dollahan Elementary**

## **Mission Statement**

***The mission of Dollahan Elementary School, the lighthouse that illuminates a path to success, is to ensure each student is a confident and proactive leader, through a vital system distinguished by:***

- ✓ ***High expectations for student achievement***
- ✓ ***Rigorous and diverse learning experiences***
- ✓ ***A safe environment that fosters risk-taking and creative problem-solving***
  - ✓ ***Family and community partnerships***
  - ✓ ***Uniqueness and diversity embraced by all***

## **PBIS Introduction**

Dollahan Elementary's goal is to create a positive learning environment where students can be successful academically, socially, and emotionally. The implementation of Positive Behavior Interventions and Supports, also known as PBIS, has become crucial in fulfilling this commitment. PBIS provides proactive strategies for defining, teaching, and supporting student LEADership behaviors (i.e., **behavior expectations & 8 Habits**) to help create a learning environment where students learn to master themselves then give themselves in leading others.

Our goal is to explicitly teach and model the Dollahan LEAD behavioral expectations, as well as recognize and celebrate positive Leader In Me behaviors shown by students. By instilling these characteristics in students, we hope to improve the school environment, increase learning time, and promote academic, social, and Leadership success so every Dalmatian is ready for Middle School.

The PBIS leadership behavior expectations at Dollahan Elementary are rooted in our Leader In Me paradigms. These expectations are Lead By Example, Encourage Others, Always/Also Be Respectful, and Do the Right Thing. Each behavior expectation is explicitly taught for specific settings at the

school. Through the use of strategies, lessons, modeling, and hands-on-activities, students are provided with a clear understanding of expected school behaviors in a variety of school settings, such as the cafeteria, hallways, library, restrooms, playground areas, office, garden, dismissal area, and music room. School-wide matrices are located throughout the campus to assist and reinforce the expected behaviors.

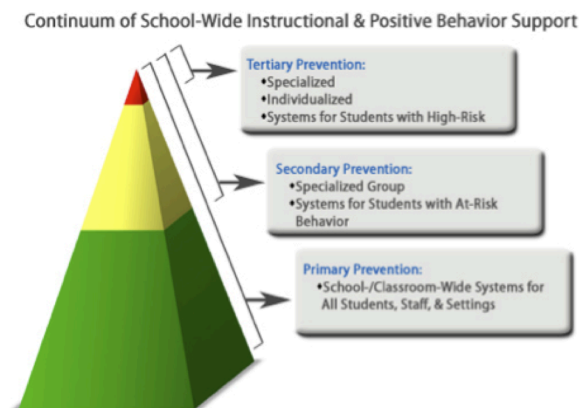


# What is PBIS?

---

PBIS (Positive Behavior interventions and Supports) is an organized, data driven system of interventions, strategies, and supports that positively impact school wide and individualized behavior planning.

Using the most current best practices, strategic teams are trained to positively impact behavior at three key behavioral tiers: Universal or primary (whole school); Secondary (individual child or group of at-risk children); and Tertiary or Intensive (children with complex needs and behaviors that severely impact the child, school and/or community function).



## Why is it so important to focus on teaching positive social behaviors?

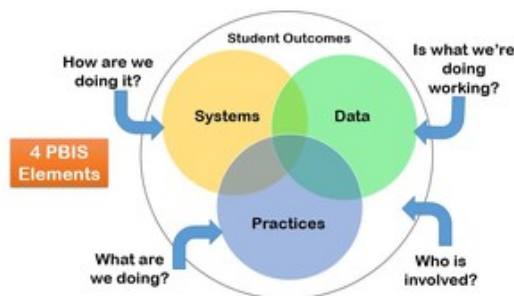
Teachers are increasingly confronted with issues dealing with behavior. Behavior has now become an intricate part of the teaching experience.

In **the past**, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing progressive punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, **is ineffective.** **Now,** PBIS, instead, approaches school-wide discipline by introducing, modeling, and reinforcing clearly defined positive social

behaviors. The constant reinforcement of the expected behaviors is the way to “keep the main thing, the main thing.” Moreover, as a Leadership focused school, Leadership is who we are and what we want to be known for. Therefore, teaching and reinforcing behavioral expectations by acknowledging students for demonstrating them is **a preventative and proactive approach**. The positive consequences of this approach cannot be understated. **However, when a student is not internalizing the expected behaviors, then responding with restorative practices and logical consequences are the next steps.** Simply put, this proactive approach seeks growth and change in students’ ability to self-recognize, self-regulate, and self-manage rather than a reactionary approach that seeks student compliance without inward change and growth which often results in student exclusion, resentment, and shame. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

## What is a systems approach in school-wide PBIS?

An organization is a group of individuals who work together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve **four key elements** is used in school-wide PBIS focusing on: **1) Outcomes, 2) Data, 3) Practices, and 4) Systems**. The diagram below illustrates how these key elements work together to build a sustainable system:



- **Outcomes/Student Outcome:** What is important to each learning community?
  - Academic and behavior targets that are endorsed and emphasized by students, families, and educators.
- **Practices:** What practices do we have that will help us reach the outcomes?
  - Interventions and strategies that are evidence based.
- **Data:** Is what we're doing working?
  - Information is used to identify status, need for change, and effects of interventions.
  - What data will you use to support your success or barriers?
    - Student SEL Survey, Minor Behavior Logs, Major Behavior Referrals, Attendance, School-Wide Interventions
- **Systems:** How do we provide supports that are needed to enable the implementation of the practices of PBIS?
  - We provide supports through a tiered response: from school-wide (tier 1) to the individual student (tier 3).
  - What durable systems can be implemented that will sustain this over the long haul?
    - Teaching: The Dollahan Leadership Expectations are taught, reviewed, rehearsed, and refreshed throughout the year in many ways.
    - Acknowledgement: Students who are demonstrating the practice of the Leadership Expectations are acknowledged with Dollahan SPOTS and celebrated monthly.
    - Interventions: Each tier of support has a decision making process based upon the above data which supports a location based school-wide, grade-level intervention, or recommendation for tier 2 or 3 supports.

## What does this mean for all of Dollahan's staff?

- All staff must recognize and acknowledge children who are following the school-wide expectations.
- All staff must be ready to give out PBIS Dollahan Spots to students throughout the school.
- All staff must know the Behavior Flow Chart and be consistent with their responses.
- Teacher managed behaviors must focus on student growth and short term individual interventions.
- All staff must complete a Major Behavior Referral Form if a child's response to a problem behavior indicates the need. This matter becomes an Administrative managed incident.
- Teaching staff must collaboratively develop a Classroom behavior matrix for each classroom. This behavior matrix must be connected to LEAD statements and address expectations during a variety of classroom based instructional activities such as intervention, universal access, computer based learning, small group/partnership collaboration, assemblies, and related managements or routines that support the specific classroom based instructional activities.
- Teaching staff must post the School-Wide Leadership Expectations and Classroom-based Expectations Matrices in the class and other areas that children often use. It needs to be posted such that it can be easily referred to by staff and seen by students.
- Teaching staff must frequently refer to the School-Wide Expectations and Classroom-based Expectations signs that are posted in their classroom.
- Teaching staff must include The Leader In Me social and emotional learning lessons (SEL) in their lesson plans as indicated on the [LIM/PBIS Yearlong Integration Plan](#) and as needed (for whole-group or individuals).
- Classrooms must show evidence of best practices, including cultural representation (belonging and representation), opportunities for equitable and varied student responses, grouping strategies, areas for small group

instruction, collaborative discussions, and 70:30 student to teacher talk, as well as 5:1 praise vs corrections.

- All staff need to CELEBRATE student successes. Students will celebrate their successes too. These are known as private and public victories. They will be journalled in student Leadership Notebooks.

## **PBIS Team 2024-2025 (Tier 1)**

*Our PBIS Tier 1 team members consist of Dollahan Elementary staff members, as well as site specialists, administrators, parents, and students. This helps provide the best support system possible within our school and for our students. The PBIS team meets every month to discuss School-Wide behavioral interventions that could further support our positive school climate. The PBIS team also provides support for teachers who would like additional ideas to implement PBIS strategies in the classroom.*

<b>Member Role</b>	<b>Member Name</b>
<b>System Coordinator</b> Internal Coach Data Analysis Facilitator Action Plan/Calendar Manage	Timothy Mullane
<b>Administrator</b> Knowledge of School Operations Taskmaster Communication Coordinator	Joy Bryson
<b>Educator</b> 1st Grade liaison Knowledge of Student Academics Minute Taker	Alexa Jaipuria
<b>Educator</b> Knowledge of 2nd Grade Liaison Knowledge of Student Academics Time Keeper	Maribel Chanon
<b>Educator</b> Knowledge of Student Academics	Maria Nava
<b>Educator</b> 4th/5th Grade Liaison Knowledge of Student Academics	Yanira (Michelle) Villalta
<b>Educator</b> Special Education Applied Behavioral Expertise Knowledge of Student Academics	TBA
<b>Non-Certified Staff</b> Staff Liaison	Francis Ayon

<p align="center"><b>Family Stakeholder</b> Parent Liaison/Family Member</p>	Stephanie Lopez
<p align="center"><b>Junior Lighthouse Team Representatives</b> Student Liaison</p>	Varies from month to month
<p align="center">Applied Behavior Support Advisor</p>	Yoseph Yaisrael Member ex-officio
<p align="center">Mental Health/Trauma Advisor</p>	Stephanie Monreal-Elias
<p align="center">School-Wide Communications Website Monitor</p>	Mullane/Bryson/Romero
<p align="center">Physical Health/Wellness Advisor</p>	Dollahan Health Clerk Member ex-officio
<p align="center">Physical Health/Wellness Advisor</p>	Dollahan Nurse Member ex-officio
<p align="center">Operations of School</p>	Elizabeth Alegre-Punchur Member ex-officio
<p align="center">Operations of School Support Staff</p>	Steve Del Torro Member ex-officio

<b>Team 1 Roles</b>	<b>RESPONSIBILITIES</b>
<b>In-School Coach</b>	<ul style="list-style-type: none"> <li>• Work with District Coach/Coordinator</li> <li>• Attend additional District, Regional, State, and /or National training</li> <li>• Become the team's PBIS Expert</li> <li>• Facilitate School-Level PBIS Staff Development</li> <li>• Train people on digital PBIS SYSTEMS</li> </ul>
<b>Chairperson/ Facilitator</b>	<ul style="list-style-type: none"> <li>• Develop agenda</li> <li>• Notify/remind team members of meeting time and location</li> <li>• Facilitate meeting</li> <li>• Follow-up on assigned tasks</li> <li>• Input on DIGITAL PBIS SYSTEM</li> </ul>
<b>Recorder /Secretary</b>	<ul style="list-style-type: none"> <li>• Keep minutes</li> <li>• Distribute minutes to team members</li> <li>• Review last meetings minutes</li> </ul>
<b>Data-base Manager</b>	<ul style="list-style-type: none"> <li>• Summarize data from previous month</li> <li>• Present update on standard data (e.g. office referrals, etc.)</li> <li>• Summarize data necessary for any pending decisions (e.g. effectiveness of new cafeteria routes.)</li> </ul>

<p style="text-align: center;"><b>Communication Coordinators</b></p>	<ul style="list-style-type: none"> <li>● Report progress and data-based feedback to staff PLC</li> <li>● Create/Maintain newsletters, bulletins, teacher lounge bulletin board</li> <li>● Maintain systems of communication with staff</li> <li>● Post expectations</li> </ul>
<p style="text-align: center;"><b>Time Keeper</b></p>	<ul style="list-style-type: none"> <li>● Monitor agenda times and topics</li> <li>● Keep the group focused and moving</li> <li>● Monitor start and end times</li> <li>● Table the subject or make a decision</li> <li>● Keep Post- it note Parking lot</li> </ul>



# Dollahan PBIS

## 25-26 Meeting Dates

2:30-4:00

Meetings are in the Professional Development Room

<b>Month</b>	<b>Tier 1 Dates</b> <small>Usually 1st Thursday of Month</small>
<b>August</b>	<b>8/21</b>
<b>September</b>	<b>9/4</b>
<b>October</b>	<b>10/2</b>
<b>November</b>	<b>11/19 (3rd Weds.)</b>
<b>December</b>	<b>12/4</b>
<b>January</b>	<b>1/15</b>
<b>February</b>	<b>2/5</b>
<b>March</b>	<b>3/5</b>
<b>April</b>	<b>4/2</b>
<b>May</b>	<b>5/7</b>

## Tier 2 Meeting Dates

<b>October</b>	<b>10/9</b>
<b>November</b>	<b>11/18 (3rd Tues.)</b>
<b>December</b>	<b>12/11</b>
<b>January</b>	<b>1/22</b>
<b>February</b>	<b>2/12</b>
<b>March</b>	<b>3/12</b> <b>Will be updated for TFI</b>
<b>April</b>	<b>4/9</b>
<b>May</b>	<b>5/14</b>

## **Parents Role in PBIS**

By working together, parents and staff at Dollahan Elementary will teach and reinforce the necessary skills for the students to grow into becoming respectful and productive citizens. The Leader In Me is our primary curriculum to teach Self-Awareness, Self-Regulation, Social Awareness, Relationship Skills, and Responsible Decision Making. Home and school communication are a must when it comes to providing a consistent environment with high, but reasonable expectations. Your help with PBIS is very important and your support sends an important message to your child that we are working together as a team to help them be successful in school. Below are some suggestions of how you can help support your child at home with the use of the school's expectations:

- Please, spend time reviewing the Dollahan Leadership Expectations matrix with your child.
- Please, remind your child of the Dollahan Leadership Expectations are important. "The main thing" is what we talk about most. Do this especially before the school year begins, during the first month of school, after each holiday/break, and when your individual child's needs require more frequent reminders.
- Please, when your child arrives home from school, talk with them about their day and ask if they earned Dollahan SPOTs or specific-positive praise. Ask your child what they did to earn Dollahan SPOTs or positive praise and give them additional praise and reinforcement for these behaviors.
- Please, try to use the same expectation words at home that is being used at school.

Rest assured that the Dollahan behavior system is consistent and predictable so if your child has earned a consequence, please support the decision and do all you can to have your child take responsibility for their actions. Your child will be told the reason for the consequence and they should be able to tell you what occurred.

If you have any questions regarding the situation, please contact the classroom teacher and/or school administration.

**Together we are building a positive environment! We are one community, striving to...**

**\*Lead by Example \*Encourage Others**

**\*Always be Respectful \*Do the Right Thing**

## School-Wide Expectations

Our school has four positively stated behavioral expectations and examples by setting/location for student and staff behaviors defined and in place. Below is our school matrix in English and in Spanish.



### Dollahan Dalmatians LEAD



	Hallway	Bathroom	University Hall	Playground - Play Structure	Playground - Surface Areas
<b>L</b> ead by Example	Walk quietly with hands to your side or behind your back	Walk safely Be quick and quiet	Walk in a straight line Use inside voices	Play safely and use equipment properly Play fairly	Walk on blacktop Play safe
<b>E</b> ncourage Others	Encourage with thumbs up or a smile	Keep it clean Wash your hands	Show the quiet sign Stay focused	Play games without chasing Think win-win	Be fair Use positive words
<b>A</b> lways be Respectful	Respect other's space and property	Mind your own business Check before entering	Keep hands and feet to yourself Say "please", "thank you", and "excuse me"	Follow all adult directions Take turns Use kind words	Take turns Follow all adult directions
<b>D</b> o the Right Thing	Go directly there and back	Save paper, save water, flush once Keep playtime on the playground	Clean up your area	Keep hands and feet to yourself Help others	Use equipment properly Return equipment to where it belongs



# Dollahan Dalmatians LEAD

The LeaderinMe  
great happens here

	<b>Pasillo</b>	<b>Baño</b>	<b>Sala de la universidad</b>	<b>Patio de recreo - Estructura de juego</b>	<b>Patio de recreo - Superficies</b>
<b>L</b> Liderar con el ejemplo	Camina en silencio con las manos a los lados o detrás de la espalda	Camina con seguridad  Sé rápido y silencioso	Camina en una línea recta Usa voces interiores	Juega con seguridad y utiliza el equipo correctamente Juega limpio	Camina por el asfalto  Juega seguro
<b>E</b> Animar a los demás	Animar con un pulgar hacia arriba o una sonrisa	Mantenlo limpio Lávate las manos	Muestra la señal de silencio  Permanecer concentrado	Juega sin perseguir a otros Piensa en ganar-ganar	Sé justo  Utiliza palabras positivas
<b>A</b> Siempre ser respetuoso	Respetar el espacio y la propiedad ajena	Ocúpate de tus asuntos  Comprobar antes de entrar	Mantén las manos y los pies quietos  Di "por favor", "gracias", y "con permiso"	Sigue todas las indicaciones de los adultos Toma turnos usa palabras amables	Toma turnos  Sigue todas las indicaciones de los adultos
<b>D</b> Haz lo correcto	Ve directamente de ida y vuelta	Ahorra papel, ahorra agua, tira de la cadena una vez Mantén el tiempo de juego en el patio de recreo	Limpia tu zona	Mantén las manos y los pies quietos Ayuda a los demás	Utiliza el equipo correctamente Devolver los equipos a su lugar

## Specific Location Matrices

Dollahan has specified these areas a critical social and campus areas to monitor for positive leadership behaviors. The PBIS team will review data and concerns about the behaviors in these areas regularly. The PBIS team will develop school-wide or grade level interventions to continually support positive behaviors in these specific areas.

### Hallways

Lead By Example

Walk quietly with your hands by your side or behind your back

Encourage Others

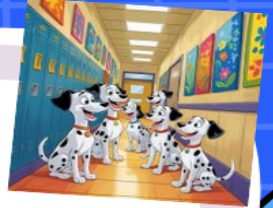
Encourage others with a silent wave, thumbs up, or a smile

Always Be Respectful

Respect other's space and property

Do the Right thing

Go directly there and back



### Bathroom

Lead By Example

Walk safely  
Be quick and use an indoor voice

Encourage Others

Keep the bathroom clean  
Wash your hands

Always Be Respectful

Mind your own business  
Check before entering

Do the Right thing

Save paper, save water, flush once  
Toilet paper in toilet; Soap and water in sink  
Keep playtime on the playground



## University Hall – Lunchtime



Lead By Example

- Walk in a straight line
- Be in ABC order
- Use inside voices

Encourage Others

- Show the quiet sign
- Always use listening ears and encourage others to do the same.
- Stay focused

Always Be Respectful

- Take only what you will eat
- Keep your hands and feet to yourself
- Say, "please," and "thank you," and "excuse me"

Do the Right thing

- Eat your own food
- Clean up your area and things left behind
- Wait to be dismissed
- Recycle appropriately
- Extra food in sharing cart

## University Hall – Assemblies



Lead By Example

- Walk in a straight line
- Use whisper voices
- Participate in the activities

Encourage Others

- Show the quiet sign

Always Be Respectful

- Keep your hands and feet to yourself.
- Volunteer, share ideas, respond appropriately

Do the Right thing

- Stay focused
- Show the "do not disturb me" sign
- Use the bathroom when it is necessary
- Wait to get a drink

# Playground – Play Structure

Lead By Example

Play safely and use equipment properly  
Play fairly

Encourage Others

Play chase games on field  
Think Win-Win

Always Be Respectful

Follow all adult directions  
Take turns  
Use kind words

Do the Right thing

Keep hand and feet to yourself  
Help others



Remember to freeze, then walk to your line when the bell rings or your class is called

## Specific Play Structure Rules

### See-Saw

4 students sit  
1 student can sit in middle  
Get on when it isn't in motion  
FIRST person in line will count to 20 dalmatians up and down for the next groups turn



### Climbing Items

Go up and over, one direction to another  
Start from the outside and move in  
No jumping off



### Rock Wall

1 person at a time  
Up only  
Take turns



### Spinning Bars

2 people max  
Stay inside platform  
FIRST person in line will count to 20 dalmatians for next pair's or persons turn  
1 person may help push or pull to help spin



### Swings

2 people max  
Stay inside platform  
FIRST person in line will count to 20 dalmatians for next pair's or persons turn  
1 person may help push or pull to help spin



# Specific Play Structure Rules



## Slides

- Slide going down
- Slide on your bottom only
- Go all the way down
- Keep end of slide clear
- Next slider begins when slide is clear



## Bridges

- TAKE TURNS with students on opposite side
- 1 person goes across at a time
- Hold onto hand support
- Walk across only

## Taking Turns

- MOST play structure sections require...
  - a student leader
  - turns to be taken
- FIRST student in line is the structure section leader.
- FIRST student in line counts to 30 dalmatians for next turns
- Everyone gets off and gets into line for another turn.

## Problem Solving

- Use Habit 8 - Find your voice
- Use Habit 5 - Seek first to understand, then to be understood
- Use Habit 4 - Win-Win
- FIRST student in line will remind group of rules and be the activity judge
- FIRST student in line will help others solve problems when necessary

# Playground – Surface Areas

## Lead By Example

- Walk on the blacktop
- Play safely

## Encourage Others

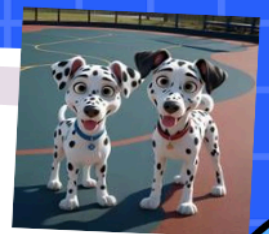
- Be fair
- Use positive words

## Always Be Respectful

- Follow all adult directions
- 1<sup>st</sup> person in line is final judge

## Do the Right thing

- Take turns
- Use kind words
- Use equipment properly
- Return equipment to where it belongs



Remember to freeze, then walk to your line when the bell rings or your class is called

## Playground – Field

Lead By Example

Only approved team sports  
Play fairly

Encourage Others

Play chase games on field  
Think Win-Win

Always Be Respectful

Follow all adult directions  
Take turns  
Use kind words

Do the Right thing

Keep hand and feet to yourself  
Help others



Remember to freeze,  
then walk to your line  
when the bell rings  
or your class is called

## Office ???

Lead By Example

Walk quietly and calmly to and in office  
Promptly state your reason for being in  
the office  
Ask for help clearly and specifically

Encourage Others

Gently remind fellow students to keep voices low.  
Use kind words, such as "please" and "thank you"

Always Be Respectful

Greet office staff politely.  
Say, "Excuse me, Ms. \_\_\_\_\_."  
Wait patiently if office staff are busy helping someone else.  
Keep hands to self and off of office materials.  
Say out of the office cubicle/desk area.

Do the Right thing

Go directly where you're asked to go.  
Follow the office staff's directions.  
Return to class right away after being helped.  
Only be in the office for appropriate reasons.



## Garden ???

### Lead By Example

- Ask gardening teacher what you can do to help
- Demonstrate gardening practices for your peers
- Use gardening tools correctly



### Encourage Others

- Thumbs up/high 5 when someone tries a new gardening skill
- Take turns

### Always Be Respectful

- Be gentle with the plants, avoid damaging them
- Leave the space clean and tidy
- Respect insect environments



### Do the Right thing

- Only pick food that is ready to be harvested
- Wait for an adult before entering the garden

## Library???

### Lead By Example

- Only approved team sports
- Play fairly

### Encourage Others

- Play chase games on field
- Think Win-Win

### Always Be Respectful

- Follow all adult directions
- Take turns
- Use kind words

### Do the Right thing

- Keep hand and feet to yourself
- Help others



## POD ???

Lead By Example

Only approved team sports  
Play fairly

Encourage Others

Play chase games on field  
Think Win-Win

Always Be Respectful

Follow all adult directions  
Take turns  
Use kind words

Do the Right thing

Keep hand and feet to yourself  
Help others



## Technology Expectations

Lead By Example

- Use devices for approved classroom activities
- Stay on approved websites

Encourage Others

- Share helpful resources
- Encourage safe and positive online behavior

Always Be Respectful

- Use culturally sensitive language and pictures
- Give respectful and helpful comments
- Give credit to the maker of work you use
- Listen to staff and follow instructions
- Wait patiently

Do the Right thing

- Report inappropriate technology use
- Report inappropriate content access
- Use district iPads and Chromebooks gently and respectfully
- Log out when you are done
- Leave device, headphones, and mouse away in safe places
- Charge devices every day.



## Music room ???

Lead By Example

Only approved team sports  
Play fairly

Encourage Others

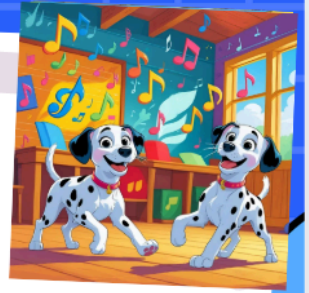
Play chase games on field  
Think Win-Win

Always Be Respectful

Follow all adult directions  
Take turns  
Use kind words

Do the Right thing

Keep hand and feet to yourself  
Help others



## Front of School – dismissal

Lead By Example

- Stand or sit calmly in your grass area near tree
- Look for your car or adult quietly
- Hold onto your backpack and belongings (water bottles, sweaters, etc.)

Encourage Others

- Wait with your siblings or designated group until picked up
- Use positive language; compliment others on their effort on day

Always Be Respectful

- Listen to staff and follow instructions
- Wait patiently

Do the Right thing

- Tell the teacher/adult before leaving
- Wait for car to be completely stopped
- Enter the car from the sidewalk side
- Cross street with an adult
- Walk at all times and use sidewalk
- Wait to eat snacks until you are picked up



Spanish translation of Matrices ◇ Traducción al español de Matrices

*Under Construction* ◇ *Bajo construcción*

# Teaching the School-Wide Expectations throughout the Year

## **August - September**

- Teach school-wide and classroom behavior expectations daily.
- PBIS Kick Off Assembly

## **October through December**

- Teach school-wide and classroom behavior expectations weekly. (review with Google Slides/classroom matrices)

## **January focused review**

- Teach school-wide and classroom behavior expectation weekly/reference keys using Google slides/classroom matrices.
- PBIS Assembly

## **February through May**

- Teach school-wide and classroom behavior expectations as needed.

## **Review/Reteach/Rehearse School-wide and Classroom Behavior Expectations**

- November (after Thanksgiving Break)
- January (after Winter Break)
- March (after Spring Break)
- Teach expectation in response to data-classroom/site wide

**On the following pages, you will see sample lessons to help support the teaching of the behavior expectations in the various areas of the school. A blank lesson plan has been provided for the teachers as well.**

# Teaching the Expectations Across School Settings

## How long should it take to teach the behaviors on the matrix?

- Plan to teach the expectations over the first three weeks of school. Lessons will need to be repeated a few times initially and strongly reinforced at the onset.

## And then I'm done, right?

- Not quite. Plan to teach “booster” lessons throughout the year (5-10 minutes). If a lot of problems arise in a certain situation, re-teach the expectations. Having a new student entering the class is also a perfect time for a “refresher” course.

## What do you mean by “teach” the expectations?

- By teach we mean **show, as in model, demonstrate, or role-play**. Have the students get up and practice exactly what you have shown them to do. Have fun with it! Give them feedback on how they did. Lastly, praise them for their effort (and reward).
- **Use the PBIS Tier 1 developed lesson plan or team up** with a colleague to plan and teach lessons or ask your fellow colleagues for any ideas, tips, or lessons that they have used.
- Repeat this process as often as it takes for students to learn the behaviors. The idea is to teach behavior the same way we teach academics. Just as practice is important for mastery of academics, so too is it important for mastery of positive behaviors.

## How much time am I supposed to commit to this?

- Keep the lessons brief: 5-15 minutes in the beginning. After the first few weeks it should only take 2-5 minutes to review or refresh as needed. Talk about it in your class Community Building Circles too.

## How do I fit this in with everything else?

- Accompany your students to the different areas of the school described on the matrix and plan to conduct brief lessons. Consider it an investment at the beginning of the school year that will pay off with more orderly behavior thereafter, and allow you to focus primarily on academics and maintain an enjoyable and positive learning environment.

## How is this different from teaching “procedures”?

- As described in Harry Wong’s book *The First Days of School*, Wong talks about how important it is to have clear classroom procedures defined and directly taught to students. These are the foundations of good classroom management.

For example: ‘

- What to do when you enter the classroom.
- How to get the teacher’s attention.
- What to do when you need to go to the bathroom.

- **The positive behavior expectations defined in the matrix may be included in classroom procedures, but they are grounded in the core values. Part of our objective is to teach students these core values beyond the level of simple classroom procedures so that they extend to other common areas of the school and can be celebrated accordingly schoolwide.**


# Specific Location Expectation Lesson Plans

## SETTING: HALLWAY EXPECTATIONS LESSON PLAN

### I. Review School-Wide Expectations

Lead by Example; Encourage Others; Always be Respectful; Do the Right Thing.

### II. Teach Expectations for Specific Settings:

<u>Lead by Example</u>	<u>Encourage Others</u>	<u>Always be Respectful</u>	<u>Do the Right Thing</u>
<ul style="list-style-type: none"> <li>• Walk quietly with hands to your side or behind your back.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage with a thumbs up or a smile </li> </ul>	<ul style="list-style-type: none"> <li>• Respect other's space and property</li> </ul>	<ul style="list-style-type: none"> <li>• Go directly there and back.</li> </ul>

### III. Tell Why Expectations Are Important

### IV. Demonstrate Expectations

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>
<p>You walk behind the person in front of you, facing forward, without pushing, cutting, or stepping out of line.</p>	<p>You are cutting people in line and using your hands to hurt others.</p>

### V. Provide Opportunities to Practice

- Practice having the students line up and walk in the hallway.
- Class/group discussion
- Brainstorm/anchor charts/list examples or ways to follow rules
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

## SETTING: BATHROOM EXPECTATIONS LESSON PLAN

### I. Review School-Wide Expectations

Lead by Example; Encourage Others; Always be Respectful; Do the Right Thing.

### II. Teach Expectations for Specific Settings:

<u>Lead by Example</u>	<u>Encourage Others</u>	<u>Always be Respectful</u>	<u>Do the Right Thing</u>
<ul style="list-style-type: none"> <li>● Walk safely</li> <li>● Be quick and quiet.</li> </ul>	<ul style="list-style-type: none"> <li>● Keep it Clean,</li> <li>● Wash your hands.</li> </ul>	<ul style="list-style-type: none"> <li>● Mind your own business</li> <li>● Check before entering.</li> </ul>	<ul style="list-style-type: none"> <li>● Save paper, save water, flush once.</li> <li>● Keep toilet paper in the pilot; soap and water in the sink</li> <li>● Keep playtime on the playground.</li> </ul>

### III. Tell Why Expectations Are Important

### IV. Demonstrate Expectations

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>
You go in to do your business, flush the toilet, wash your hands with soap, and leave quietly—no playing or hanging out.	You run into the bathroom, throw toilet paper and water on the floor and start screaming.

### V. Provide Opportunities to Practice

- Practice having the students walk to the bathroom.
- Class/group discussion
- Brainstorm/anchor charts/list examples or ways to follow rules
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

## SETTING: UNIVERSITY HALL - **LUNCH** EXPECTATIONS LESSON PLAN

### I. Review School-Wide Expectations

Lead by Example; Encourage Others; Always be Respectful; Do the Right Thing.

### II. Teach Expectations for Specific Settings:

<u>Lead by Example</u>	<u>Encourage Others</u>	<u>Always be Respectful</u>	<u>Do the Right Thing</u>
<ul style="list-style-type: none"> <li>• Walk in a straight line and use inside voices.</li> <li>• Be in ABC order.</li> <li>• Raise your hand for permission to leave your seat and throw away trash.</li> </ul>	<ul style="list-style-type: none"> <li>• Show the quiet sign.</li> <li>• Always use listening ears and encourage others to do the same.</li> </ul>	<ul style="list-style-type: none"> <li>• Take only what you will eat.</li> <li>• Keep your hands and feet to yourself.</li> <li>• Say “please”, “thank you”, and “excuse me.”</li> </ul>	<ul style="list-style-type: none"> <li>• Eat your food.</li> <li>• Clean your areas and things left behind</li> <li>• Wait to be dismissed</li> <li>• Recycle appropriately</li> <li>• Place extra food in sharing cart</li> <li>• Stay seated in one place</li> </ul>

### III. Tell Why Expectations Are Important

### IV. Demonstrate Expectations

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>
<p>You stand patiently without cutting or crowding others while waiting to get your tray or lunch.</p> <p>You throw away your trash, return your tray, and wipe your area so it's clean for the next student.</p>	<p>You run into the cafeteria and cut everyone in line.</p> <p>You throw food at students and throw food on the floor.</p>

### V. Provide Opportunities to Practice

- Practice having the students walk into University Hall and show them where to line up.
- Class/group discussion
- Brainstorm/anchor charts/list examples or ways to follow rules
- Students teach other students about the rules
  - Find a book to read aloud and do activities to support lesson

## SETTING: **PLAY STRUCTURE** EXPECTATIONS LESSON PLAN

### I. Review School-Wide Expectations

Lead by Example; Encourage Others; Always be Respectful; Do the Right Thing.

### II. Teach Expectations for Specific Settings:

<u>Lead by Example</u>	<u>Encourage Others</u>	<u>Always be Respectful</u>	<u>Do the Right Thing</u>
<ul style="list-style-type: none"> <li>● Play safely and use equipment properly.</li> <li>● Play fairly.</li> </ul>	<ul style="list-style-type: none"> <li>● Play games without chasing.</li> <li>● Think Win-Win</li> </ul>	<ul style="list-style-type: none"> <li>● Follow all adult directions.</li> <li>● Take turns</li> <li>● Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>● Keep hands and feet to yourself.</li> <li>● Help others</li> </ul>

### III. Tell Why Expectations Are Important

### IV. Demonstrate Expectations

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>
You wait patiently for your turn to go down the slide or climb the ladder—no pushing or crowding.	You run up and down the slides. You push people and play tag.

### V. Provide Opportunities to Practice

- Practice having the students play on the play structure.
- Class/group discussion
- Brainstorm/anchor charts/list examples or ways to follow rules
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

## SETTING: OFFICE EXPECTATIONS LESSON PLAN

### I. Review School-Wide Expectations

Lead by Example; Encourage Others; Always be Respectful; Do the Right Thing.

### II. Teach Expectations for Specific Settings:

<u>Lead by Example</u>	<u>Encourage Others</u>	<u>Always be Respectful</u>	<u>Do the Right Thing</u>
<ul style="list-style-type: none"> <li>● Promptly state your reason for being in the office</li> <li>● Ask for help clearly and specifically</li> </ul>	<ul style="list-style-type: none"> <li>● Gently remind fellow students to keep voices low</li> <li>● Use kind words, "please" and "thank you"</li> </ul>	<ul style="list-style-type: none"> <li>● Wait patiently if office staff are busy helping someone else.</li> <li>● Say "Excuse me Ms. _____"</li> <li>● Stay out of the office cubicles/desk areas</li> </ul>	<ul style="list-style-type: none"> <li>● Stay seated in one place</li> <li>● Walk in the office</li> <li>● Follow office staff's directions</li> </ul>

### III. Tell Why Expectations Are Important

### IV. Demonstrate Expectations

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>
Waiting quietly and patiently in line without interrupting staff while they are helping someone else.	Walking into the office and yelling at the office staff.

### V. Provide Opportunities to Practice

- Practice having the students greet the office staff.
- Class/group discussion
- Role playing (students are the office staff vs students in the classroom)
- Brainstorm/anchor charts/list examples or ways to follow rules
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

## SETTING: GARDEN EXPECTATIONS LESSON PLAN

### I. Review School-Wide Expectations

Lead by Example; Encourage Others; Always be Respectful; Do the Right Thing.

### II. Teach Expectations for Specific Settings:

<u>Lead by Example</u>	<u>Encourage Others</u>	<u>Always be Respectful</u>	<u>Do the Right Thing</u>
<ul style="list-style-type: none"> <li>• Ask gardening teacher what you can do to help</li> <li>• Demonstrate gardening practices for your peers</li> <li>• Use gardening tools correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Thumbs up/high five when someone tries a new gardening skill</li> <li>• Take turns</li> </ul>	<ul style="list-style-type: none"> <li>• Be gentle with the plants, avoid damaging them</li> <li>• Leave the space clean and tidy</li> <li>• Be respectful to insect environments</li> </ul>	<ul style="list-style-type: none"> <li>• Only pick food that is ready to be harvested</li> <li>• Wait for an adult before entering the garden</li> </ul>

### III. Tell Why Expectations Are Important

### IV. Demonstrate Expectations

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>
You put on gardening gloves before touching tools like trowels or rakes to protect your hands from dirt and sharp edges.	You run inside the garden and start touching tools before you listen to your teachers directions.

### V. Provide Opportunities to Practice

- Practice having the students walk around the garden.
- Class/group discussion
- Brainstorm/anchor charts/list examples or ways to follow garden rules.
- Students teach other students about the rules
- Find a book to read aloud and do activities to support the lesson.

## SETTING: TECHNOLOGY EXPECTATIONS LESSON PLAN

### I. Review School-Wide Expectations

Lead by Example; Encourage Others; Always be Respectful; Do the Right Thing.

### II. Teach Expectations for Specific Settings:

<u>Lead by Example</u>	<u>Encourage Others</u>	<u>Always be Respectful</u>	<u>Do the Right Thing</u>
<ul style="list-style-type: none"> <li>• Use devices for approved classroom activities</li> <li>• Stay on approved websites</li> </ul>	<ul style="list-style-type: none"> <li>• Share helpful resources</li> <li>• Encourage positive online behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Use culturally sensitive language and pictures</li> <li>• Give respectful and helpful comments</li> <li>• Give credit to others' work</li> <li>• Listen to staff and follow instructions</li> <li>• Ask for help</li> <li>• Wait patiently for peer or teacher help</li> </ul>	<ul style="list-style-type: none"> <li>• Use culturally sensitive language and pictures</li> <li>• Report inappropriate content</li> <li>• Report inappropriate technology use</li> <li>• Use district iPads, Chromebooks, and other tech gently and respectfully</li> <li>• Log out when done</li> <li>• Leave device, headphones, and mouse in safe places</li> <li>• Charge devices every day</li> <li>• Bring necessary tech from home everyday</li> </ul>

### III. Tell Why Expectations Are Important

### IV. Demonstrate Expectations

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>
<p>You play a math or spelling game assigned by your teacher (like IReady or Legends of Learning) to practice your skills, instead of trying to access unapproved sites.</p>	<p>You are on youtube, searching unapproved sites and playing unassigned games.</p>

### V. Provide Opportunities to Practice

- Practice having the students use technology in the classroom.
- Class/group discussion
- Brainstorm/anchor charts/list examples or ways to follow technology rules.
- Students teach other students about the rules
- Find a book to read aloud and do activities to support the lesson.

## SETTING: **DISMISSAL** EXPECTATIONS LESSON PLAN

### I. Review School-Wide Expectations

Lead by Example; Encourage Others; Always be Respectful; Do the Right Thing. .

### II. Teach Expectations for Specific Settings:

<u>Lead by Example</u>	<u>Encourage Others</u>	<u>Always be Respectful</u>	<u>Do the Right Thing</u>
<ul style="list-style-type: none"> <li>• Stand or sit calmly in your grass area near tree</li> <li>• Look for your car or adult quietly</li> <li>• Hold onto your backpack and belongings (water bottles, sweaters, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Wait with your siblings or designated group until picked up</li> <li>• Use positive language; compliment others on their effort on day</li> </ul>	<ul style="list-style-type: none"> <li>• -Listen to staff and follow instructions</li> <li>• Wait patiently</li> </ul>	<ul style="list-style-type: none"> <li>• Tell the teacher/adult before leaving</li> <li>• Wait for car to be completely stopped</li> <li>• Enter the car from the sidewalk side</li> <li>• Cross street with an adult</li> <li>• Walk at all times and use sidewalk</li> <li>• Wait to eat snacks until you come home</li> </ul>

### III. Tell Why Expectations Are Important

### IV. Demonstrate Expectations

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>
You stand quietly by the tree with your backpack on, watching other students leave while waiting for your name to be called or your car to arrive.	Running around the tree, playing tag with your friends or walking down the sidewalk alone.

### V. Provide Opportunities to Practice

- Practice having the students stand by the tree during dismissal.
- Class/group discussion
- Brainstorm/anchor charts/list examples or ways to follow rules
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson



## PBIS and the Leader In Me

### The Leader In Me

The Dollahan Leadership Expectation Matrix was inspired by our commitment to *The Leader In Me*. *The Leader In Me* is our "Social Emotional Learning" curriculum. Every day teachers will teach short lessons that focus on the *8 Habits of Happy Kids*. *The Leader In Me* provides research-based Pre-K through 12th grade social & emotional learning lessons. We also host a [\*Family Habits workshop\*](#) that introduces families to the habits and how they can positively impact home life.

Character education involves developing the paradigm that all can lead. This begins with Habits 1-3, 8 (Be Proactive, Begin with the End In Mind, Put First Things First, and Find Your Voice), which focuses on learning to master oneself. Then, Habits 4-6, 8 (Think Win-Win, Seek First to Understand, Then be Understood, Synergize, and Inspire Others To Find Their Voice) focus on the need to give of oneself in leading others.

Habit 7 (Sharpen the Saw) is a special habit. It is the habit of renewal. This habit is where you renew the body, mind, and spirit. When you are renewed, you have the energy to practice each habit.

All eight Habits develop student self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

In addition to daily lessons, each month, Dollahan has a habit of the month after the first month of beginning lessons are taught. This keeps Leading with character "the main thing."

### **What is the relationship between PBIS and the Leader In Me?**

PBIS defines the expected leadership behaviors, celebrates their demonstration by students, and provides interventions to support a strong school community that these expectations promote. *The Leader In Me* provides the foundation for and builds student capacity so that a strong

school community is possible. It could be thought of like this: The leadership expectations are like a road map that points to a direction whereas the Leader In Me is the fuel for the car to take that trip and successfully arrive at its destination.

## Tier 1 Supports

### Positive Behavior Acknowledgement System

All staff at Dollahan Elementary are able to acknowledge student's positive behavior throughout the school day and throughout the school building.

- Dollahan “SPOT Acknowledgements” are our school-wide recognition system. Part of PBIS is the use of consistent positive reinforcement of appropriate behavior. All staff members who observe students demonstrating the school behavior expectations will issue the students “SPOT Acknowledgement.”



- Students are rewarded with “SPOT Acknowledgements” when they are Leading by Example, Encouraging Others, Always Being Respectful, and Doing the Right Thing. This recognition can take place in all areas of the school and from all staff members.
- “SPOT Acknowledgments” can be saved and/or redeemed on monthly school SPOT Celebration events.

***Research has shown that specific, factual positive acknowledgment is one of the best ways to change negative behavior and to maintain positive behavior. Dollahan staff works diligently to make sure that all students who demonstrate positive behaviors are acknowledged with “SPOT Acknowledgments” and specific, factual praise.***

## **Positive Teacher Attention**

It is not enough just to teach expected behavior, we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of 5 positive interactions with students to every 1 negative interaction.

It is very easy to get caught up focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

**So remember, how often should you give positive attention?**

***5:1 = 5 positives to 1 Correction***

Example: “Jayleen, you were leading by respecting others when you were listening to the explanation given by team 1.”

Non-Example: “Jayleen, good job.”

Example: “Jayleen, please lead by respecting others by listening to each team’s thoughts to the question..”

Non-Example: “Jayleen, stop drawing while others are sharing their thoughts to the question.”

# Dollahan Leadership Celebrations Calendar

**CELEBRATING LEADERS**

**Date - # of Spots - Teacher Spot Redemption**

- Sept. 12 **Glow Dance Celebration** - 10 Spots - Redemption 8/29
- Oct. 10 **Fall Festival Celebration** - 11 Spots - Redemption 9/19
- Nov. 21 **Picnic Time** - 12 Spots - Redemption 10/10
- DEC. 10 - **Goodie Bags** - 10 spots - Redemption 11/14
- Feb. 13 - **Goodie Bag** - 14 Spots - Redemption 1/23
- Mar. 13 **Movie & Blanket** - 15 Spots - Redemption 2/20
- April 10 **Ice Cream & Recess** - 15 Spots - Redemption 3/20
- May 8 **Water Fun** - 15 Spots - Redemption 4/17
- May 26-28 - **Extra Recess** 5 spots 2 days - Bring Your Spots

You will get a Blue Participation Ticket from your teacher.  
K-2 12:55-1:25 (come to the cafeteria hallway doors)  
3-5 1:30-2:00 (come to the EAST outside cafeteria doors)

*You may save SPOTS for your next celebration. You may not share SPOTS with friends.*

# **Discipline Policy**

(rev. 2025)

Discipline at Dollahan is based on the philosophy of Restorative Practices, Teaching and Practicing Positive Skills, and experiencing [Logical Consequences](#). Restorative Practices begin with the foundation of community, belonging, relationship building, and trust. Relationships need constant work to remain strong and positive. When trust is broken or relationships injured, a process of fixing (restoring) the relationship needs to happen.

- The best approach to discipline is **prevention**. This reflects the intention of the [Restorative Practices Continuum](#).
  - There are 4 best practices to the prevention of inappropriate behaviors: (1) establish clear expectations and routines, (2) fostering positive relationships and promoting a supportive environment, (3) addressing root causes of behavior, and (4) proactively manage behavior across campus settings.
  - Dollahan has established **clear expectations**. The Dollahan Leadership Expectations become a success criteria. When everyone knows what is expected, everyone has a way to measure and reflect on the behavior they bring to the community. Behavioral expectations have been stated for various campus settings. As students live up to these expectations, we will acknowledge them, positively reinforcing the expectations. Clear expectations have also been established in each classroom or grade level. These expectations will be taught, modeled, and practiced so students know what proactive, positive LEADership behavior looks like, sounds like, and feels like during different classroom activities. Routines will be established so students have a predictable structure around them.
  - Dollahan staff commit to build **positive relationships** with and among students. We do this to establish community connection. We will promote positive interactions across campus settings. We will strive to provide students with opportunities for choice, which supports the claim that all are LEADers. Additionally, it increases motivation and engagement. And, to help students lead themselves proactively, we will teach proactive behaviors to replace reactive behavior.

- Addressing the **root causes of behavior** is key to responding to inappropriate/target behavior in order to support student growth and change. We will strive to identify triggers, make campus settings more predictable, modify the settings to reduce or remove barriers, and address underlying needs that could be contributing to inappropriate/target behavior.
- Dollahan staff will circulate and monitor in all campus settings, especially during classroom instruction. We are committed to providing positive feedback to confirm appropriate student behavior and offer constructive feedback when appropriate. Staff will be firm on the expectations, but strive to respond calmly and constructively to inappropriate/target behavior, focusing on de-escalation, redirection, and restoration.
- The removal of students from their campus setting will only be after the above responses are used and only when it is logical or critical. **This means students will not be sent out of class just for a Time-Out, but will be sent out for a 15 minute Think-Solution time in the same grade level, if possible.**

Just like clearly defining school-wide expectations, [minor and major student leadership behaviors](#) have been defined. Some behaviors will be Staff/Teacher managed and others will be Administratively managed.

- Leadership Behaviors are first managed in the most connected community, the classroom.
  - The classroom teacher positively reinforces proactive, positive LEADership behavior with ongoing teaching, modeling and practice. Additionally, acknowledgement of proactive, positive, LEADership behavior is on-going.
    - The Leader In Me program provides the practical, [daily classroom lessons](#) that develop understanding, gives skills, and provides practice for students to grow and change into strong leaders of themselves and others.
- **PBIS Minor Behaviors** - Whether a classroom teacher uses a clip, color flip chart, or clipboard to track ongoing student behavior, the perspective must be that as behavior becomes inappropriate and continues to be inappropriate, the teacher must ask him/her self, what supports are needed to provide for positive behavior intervention. This reflects the [Restorative Practices continuum](#), where supports are given first, then [negative consequences](#) are followed.

- Minor inappropriate behaviors have a developed [flow-chart to approach restoration](#). These behaviors are first addressed through First Steps of Restoration Responses: Teacher proximity, Redirection, Enhanced Redirection, Teacher-student conference, Student calming time, Pause/Think/Respond Plan (i.e., Think Sheet), Forced Choice options, Time on non-preferred activity to preferred activity, and finally Parent Contact. After these strategies have been used, the behavior may be considered ongoing.
  - **Ongoing minor negative behaviors** are managed through Teacher Managed Classroom Behavior Interventions. All the while, the student's growth and change are the goal so that restoration is achieved.
  - Teachers choose appropriate interventions for the student's behavior. The intervention will be developed around a CASEL skill related to the inappropriate behavior. Interventions continue for 3 weeks.
- Student minor behaviors are documented using the virtual Dollahan Minor Behavior Log. This allows everyone involved to have ongoing communication about students' progress toward following expectations. Using the documentation, the classroom teacher and the PBIS Tier teams are able to better assess each student's individual needs and provide specific lessons, interventions, strategies, and/or support.
- **Persistent Minor Behaviors** will be referred to the Dollahan Administration.
  - Inappropriate behaviors that have not been changed through the Steps of First Response and teacher managed intervention are now considered **Persistent Minor Behaviors**.
  - Persistent Minor Behaviors are considered for referral to administration using the Major Behavior Referral. The teacher will print the minor behavior documentation and send it, the major behavior referral, and the student to the office during non-instructional time (if possible). The Dollahan Administration will evaluate the minor discipline log, along with the major behavior referral to determine which actions are appropriate pursuant to California Ed. Code.
- **PBIS Major Behaviors** - These behaviors are part of the defined Dollahan Behaviors.

- PBIS Major Behaviors are managed by the Dollahan Administration.
  - Major Behavior Referral is a paper form. Once the Dollahan administration receives a major behavior referral, they will determine the interventions to use.
  - Interventions will include but are not limited to student conference, time in office, community service, parent contact, parent conference, etc. If behavior patterns continue, the tier 2 team will meet to discuss support and/or interventions needed to provide additional student support.
    - The Dollahan Administration will inform the parent of Tier 2 or Tier 3 interventions. Tier 2 intervention process begins when the parental/guardian provides the Tier 2 team consent.

PBIS Tier 2 is designed to provide interventions for small groups of student or individual students who need additional supports. The Tier 2 team uses the following interventions:

- Supports managed by PBIS Tier 2: Check-In/Check-Out, Mentoring
- Supports managed by other groups/personnel: Therapeutic Behavior Supports, and Counseling, Young Visionaries, SMART

## **Restorative Practices**

As part of the ongoing practice of PBIS, Dollahan Elementary is not only providing students a positive climate for learning, but tools to help them resolve problems and conflicts they may face. Dollahan Elementary has included the implementation of restorative practices.

### **What are restorative practices?**

#### Restorative Practices include **Belonging Practices**

- Belonging Activities - These activities support each student's sense of belonging at Dollahan and in the grade level classroom. Choosing a Fist Bump, High-5, Thumbs Up, Wave, Smile, or Hug is an example of a belonging activity.
- Community Circles - This is a classroom based activity. This activity occurs at least monthly, but more often when needed. The goal is to build positive classroom connections between students and between the teacher.

#### Restorative Practices include **Conflict Resolution Practices**

- Restorative Circles
  - Students learn to understand the harm done to others and develop empathy for both the harmed and the harmer
  - Students learn to listen and respond to the needs of the person harmed and the person who was harmed.
  - Students encourage accountability and responsibility through personal reflection within a collaborative environment.
  - The reintegration of the harmer into the community as a valuable, contributing member of the community.
- A Restorative Circle is conducted with
  - A facilitator who uses guiding questions
  - Victim and offender who dialogue through the guiding questions
  - With as few as three people (harmed, harmer, facilitator)
  - As many as a small-group (harmed, harmer, facilitator)
- These characteristics allow students to make things right and grow in character and community.

# Dollahan's Behavior Definitions

MAJORS Administration Managed Behaviors	MINORS Teacher & Staff Managed Behaviors
<a href="#">California Ed. Code 48900+ - Discipline</a>	<b>As defined by Dollahan PBIS Teacher Committee</b>
<b>Violence/Physical Injury:</b> Willfully force (e.g. hits, kicks, pushing, biting, choking, etc.) not in self-defense but with intent to hurt another student; <u>aiding or encouraging another to fight (pre-fight encouragement); retaliating; throwing with mal-intent.</u>	<b>Violence/Physical Injury:</b> Rough play; pre-fight aggressive posturing, wrestling, bumping into others.
<b>Possession of an illegal item:</b> <u>Under the influence, possession, distribution, paraphernalia of drugs, alcohol, or possession of an actual or lookalike gun, knife, or other weapon types; intent to sell said items.</u>	<b>Possession of an illegal item:</b> Repeated inappropriate drug/alcohol references (written, talk, or art); talking about use to such things; clothing referring to such things, obvious lookalike weapons (toys) or shock devices, laser pointers, lighters, matches.
<b>Theft/Property Misuse:</b> Theft or robbery, actual or attempted, of school or private property, attempted or actual purposeful damage or defacing property; extortion; Repeated misuse of technology or other property. Purposefully damaging or defacing property.	<b>Theft/Property Misuse:</b> Not returning items to appropriate places; Thoughtlessly or “accidentally” damaging property; Misuse of technology or other property (like unapproved websites; taking pictures without permission); Borrowing without asking; refusing to return a borrowed item.
<b>Inappropriate Acts or Language:</b> Obscene act toward a student or adult on school property; Habitual profanity or vulgar language, <u>offensive remarks or gestures, sexual connotations purposefully directed at a person or class of persons;</u> <u>Purposeful put downs to a particular subgroup; language used to create an unsafe climate.</u>	<b>Inappropriate Acts or Language:</b> Engages in inappropriate comments or gestures without understanding their social or cultural meaning. Put downs to a particular subgroup Repeated pattern of inappropriate language.
<b>Disruption/Defiance:</b> Disruption of school activities or otherwise willfully defied the valid authority of school personnel in the performance of their duties. <u>Repeated refusal, ignoring reasonable request that leads to escalation and/or to an unsafe situation.</u> <span style="color: red;">see limitations (k2) and provision (k5a).</span> <span style="color: red;">Otherwise this is a minor.</span>	<b>Disruption/Defiance:</b> Passive refusal to participate, Ignoring reasonable request to stop low-level disruption.
<b>Harassment/ Teasing/ Taunting:</b> Intimidation of a witness; social initiation practices; <u>Purposeful remarks toward an individual or class of people regarding racist/socioeconomic status/ sexual/ religious/ disability/ ethnicity/ sexual orientation/ cultural remarks; continued proximity of selected students after separation when proximity of students leads to this class of behavior.</u> <span style="color: red;">(48900 (r) (1, 2) bullying definitions)</span>	<b>Harassment/Teasing/Taunting:</b> Annoying others on purpose; altering names; name calling; threatening and/or disrespectful body language/posturing.
<b>Bullying:</b> Any severe or pervasive physical, verbal, written, or electronic acts by a student or group of students that explicitly or implicitly implies harms to another person, their property, physical health, mental health, academic progress, or ability to benefit from a school and its services or activities.	<b>Bullying:</b> Teach definition of bullying to students. This is a major behavior.
<b>Lying/Cheating:</b> Not telling the truth when it involves someone's personal safety or property damage; slander of staff members; cheating on state assessments.	<b>Lying/Cheating:</b> Substituting someone else's work for your own on classroom assignments and assessments; Making up stories for other than entertainment.

# Dollahan's Behavior Flow Chart

## Teacher/Staff Managed Behaviors

**Dollahan Elementary School  
Behavior Flow Chart  
2025-2026  
revision**



**TIER 1  
Generalized Support  
80-90%  
of class**

**LEAD**

Lead By Example   ◆   Encourage Others   ◆   Always Be Respectful   ◆   Do the Right Thing

OnGoing Classroom Practice of Teaching Dollahan Expectation

Staff will, across locations, teach Dollahan LEAD Expectations by...

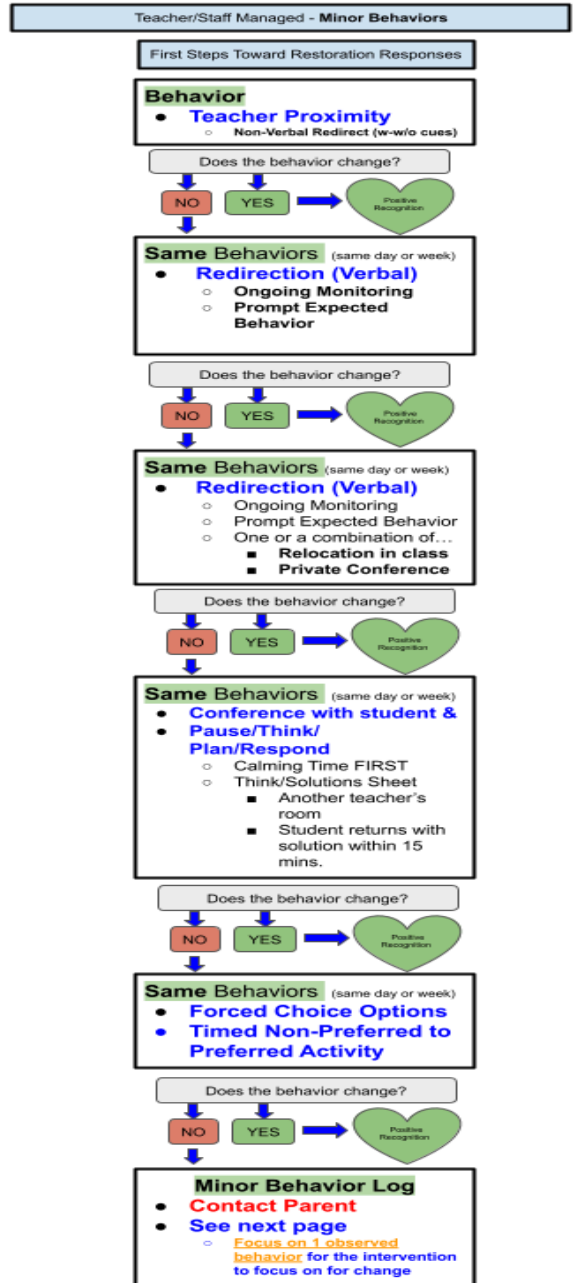
1. Explaining
2. Demonstrating and Modeling
3. Rehearsing/having Guided Practice
4. Reviewing/Reteaching with positive reinforcement
5. Acknowledging 5:1 Praise to Correctives

So students will be able to...

- be LEADers independently.

Observed Inappropriate Behavior

MINORS
<b>Teacher Staff Managed Behaviors</b>
<p><b>Violence/Physical Injury:</b> Rough play; pre-fight aggressive posturing, wrestling, bumping into others.</p>
<p><b>Possession of an illegal item:</b> Repeated inappropriate drug/alcohol references (written, talk, or art); talking about use to such things; clothing referring to such things, obvious lookalike weapons (toys) or shock devices, laser pointers, lighters, matches.</p>
<p><b>Theft/Property Misuse:</b> Not returning items to appropriate places; Thoughtlessly or "accidentally" damaging property; Misuse of technology or other property (like unapproved websites; taking pictures without permission); Borrowing without asking; refusing to return a borrowed item.</p>
<p><b>Inappropriate Acts or Language:</b> Engages in inappropriate comments or gestures without understanding their social or cultural meaning. Put downs to a particular subgroup Repeated pattern of inappropriate language.</p>
<p><b>Disruption/Defiance:</b> Passive refusal to participate, ignoring reasonable request to stop low-level disruption.</p>
<p><b>Harassment/Teasing/Taunting:</b> Annoying others on purpose; altering names; name calling; threatening and/or disrespectful body language/posturing.</p>
<p><b>Bullying:</b> Teach definition of bullying to students. This is a major behavior.</p>
<p><b>Lying/Cheating:</b> Substituting someone else's work for your own on classroom assignments and assessments; Making up stories for other than entertainment.</p>



**Dollahan Elementary School  
Behavior Flow Chart  
2025-2026  
revision**



**More Targeted Support  
Teacher Managed Intervention  
5-15%  
of class  
1-5 students**

**LEAD**

Lead By Example ◆ Encourage Others ◆ Always Be Respectful ◆ Do the Right Thing

Observed Inappropriate Behavior

MINORS
<b>Teacher Staff Managed Behaviors</b>
<b>Violence/Physical Injury:</b> Rough play; pre-fight aggressive posturing, wrestling, bumping into others.
<b>Possession of an illegal item:</b> Repeated inappropriate drug/alcohol references (written, talk, or art); talking about use to such things; clothing referring to such things, obvious lookalike weapons (toys) or shock devices, laser pointers, lighters, matches.
<b>Theft/Property Misuse:</b> Not returning items to appropriate places; Thoughtlessly or "accidentally" damaging property; Misuse of technology or other property (like unapproved websites; taking pictures without permission); Borrowing without asking; refusing to return a borrowed item.
<b>Inappropriate Acts or Language:</b> Engages in inappropriate comments or gestures without understanding their social or cultural meaning. Put downs to a particular subgroup Repeated pattern of inappropriate language.
<b>Disruption/Defiance:</b> Passive refusal to participate, Ignoring reasonable request to stop low-level disruption.
<b>Harassment/Teasing/Taunting:</b> Annoying others on purpose; altering names; name calling; threatening and/or disrespectful body language/posturing.
<b>Bullying:</b> Teach definition of bullying to students. This is a major behavior.
<b>Lying/Cheating:</b> Substituting someone else's work for your own on classroom assignments and assessments; Making up stories for other than entertainment.



**Single Behavior** - NOTE: You may begin a MBL whenever you know that you have a student who will possibly need extra support soon.

- **Single Minor behavior that you want to see or needs to change**
- **Document for the 1st time** Use **Minor Log entry**
  - Date, Time, Location
  - Note Antecedent, Behavior, Function, Consequence
- Re-teach expectation,
- Rehearse behavior to meet school expectations. (*Continue throughout the 3 week teacher management intervention*)
- Detailed Narrative at this time

Does the behavior change within a 3 week period?

NO YES



**Same Behavior** - Any time in a 3 week period

- **2nd time documented**
- **Add to 1st Minor Log** (see your email)
  - Date, Time, Location
  - Note Antecedent, Behavior, Function, Consequence
  - Add to Narrative as necessary
- **Begin Teacher Managed Intervention**
  - **3 week duration**



**TEACHER MANAGED INTERVENTION PATHWAYS**

- **Duration - 3 weeks**
  - **CASEL Skill** stated skill to be learn
  - Link to LEAD Expectations
- 2-3 goals stated demonstrating the skill
- Student involved in developing goal to reach & celebration
- Required Evaluation - after 3 weeks in place
- Actions: Fade, Graduate/End, Continued or Revise



**Same Behavior any time during teacher intervention - documented again**

- **During 3 week Teacher Managed Intervention actively used**
- **Add to 1st Minor Log** (see your email)
  - Date, Time, Location
  - Note Antecedent, Behavior, Function, Consequence
  - Add to Narrative as necessary
- **Continue teacher managed intervention**
  - **After 2 weeks**, evaluation it for effectiveness - continue it or revise it.



**Teacher Managed Intervention  
End of the 3 week**

- **Evaluation**
  - **See flow chart below**

Has the behavior changed within a 3 week period?

NO YES

Has the behavior begun to change within the 3 week period?

NO YES



**Dollahan Elementary**  
PBIS Major Behavior Referral

LEAD Lead By Example Encourage Others Always Be Respectful Do the Right Thing

Major Behavior Referral - persistent minor behavior

## **Teachers' Focus**

### **Instructional and Proactive Approaches**

### **to Problem Behavior**

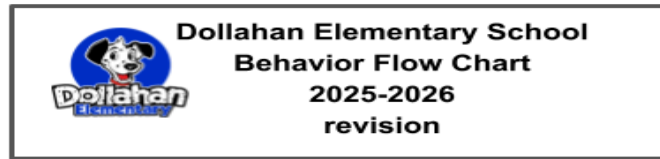
Using an instructional approach when students make behavioral errors is similar to when they make academic errors. This is an opportunity to re-teach and provide feedback. Try to approach the situation with a positive mindset and seek to uncover the possible reason for the problem behavior (e.g., skill deficit, attention seeking). Engage in compassionate curiosity by seeking to understand the student. Help the student understand when and under what circumstances the behavior occurs. Then collaborate in implementing effective strategies for success.

- Praise publicly and correct privately
- Use the least exclusive option
- Increase engagement strategies
- Change your proximity
- Re-teach and model expectations
- Privately redirect
- Use non-verbal cues
- Use specific feedback
- Provide motivation
- Use Restorative Practices

### **Proactive Practices**

- Monitor classroom data to be more preventative
- Check in with the student during independent work time and verbally reinforce their effort
- Teach and display “Speaking Frames” for requesting assistance/self advocacy
- Post a schedule and allow time for transitions
- Pre-correct (state the expectation/model)
- Use nonverbal signals
- Provide small group instruction
- Provide Choices

# Administration Managed Behaviors



## LEAD

Lead By Example   ◆   Encourage Others   ◆   Always Be Respectful   ◆   Do the Right Thing

Observed Inappropriate Behavior



MAJOR	
Administration Managed - Major Behaviors	ED CODE
<b>Violence/Physical Injury:</b> Willfully force (e.g. hits, kicks, pushing, biting, choking, etc.) not in self-defense but with intent to hurt another student; aiding or <u>encouraging another to fight (pre-fight encouragement); retaliating; throwing with mal-intent.</u>	48900 A1 48900 A2 48900 T  Related 48900 S
<b>Possession of an illegal item:</b> <u>Under the influence, possession, distribution, paraphernalia of drugs, alcohol, or possession of an actual or lookalike gun, knife, or other weapon types; intent to sell said items.</u>	48900 B 48900 C  Related 48900 B 48900 M
<b>Theft/Property Misuse:</b> Theft or robbery, actual or attempted, of school or private property, attempted or actual purposeful damage or defacing property; extortion; Repeated misuse of technology or other property. Purposefully damaging or defacing property.	48900 E 48900 F 48900 G
<b>Inappropriate Acts or Language:</b> Obscene act toward a student or adult on school property; Habitual profanity or vulgar language, <u>offensive remarks or gestures, sexual connotations purposefully directed at a person or class of persons; Purposeful put downs to a particular subgroup; language used to create an unsafe climate.</u>	48900 I
<b>Disruption/Defiance:</b> Disruption of school activities or otherwise willfully defied the valid authority of school personnel in the performance of their duties. <u>Repeated refusal, ignoring reasonable request that leads to escalation and/or to an unsafe situation, see limitations (k2) and provision (k5a). Otherwise this is a minor.</u>	48900 K1
<b>Harassment/Teasing/Taunting:</b> Intimidation of a witness; social initiation practices; <u>Purposeful remarks toward an individual or class of people regarding racist/socioeconomic status/ sexual/ religious/ disability/ ethnicity/ sexual orientation/ cultural remarks; continued proximity of selected students after separation when proximity of students leads to this class of behavior, (48900 (r) (1, 2) bullying definitions)</u>	48900 R (1, 2) bullying definitions  Related 48900 O 48900 I
<b>Bullying:</b> Any severe or pervasive physical, verbal, written, or electronic acts by a student or group of students that explicitly or implicitly implies harms to another person, their property, physical health, mental health, academic progress, or ability to benefit from a school and its services or activities.	48900 R 1 a-d 48900 R 2
<b>Lying/Cheating:</b> Not telling the truth when it involves someone's personal safety or property damage; slander of staff members; cheating on state assessments.	A Leadership issue Not an ED CODE issue



Does the behavior match Major Administration Managed Behaviors?

YES

Administration Managed Behavior

- Suggested Administration Managed Interventions
- Administrative-Student conferences with or without parent
  - Reflection/Reteach/Rehearse behavior
  - Detention
  - In-School Suspension
  - Out-of-School Suspension
  - Community Service
  - Loss of Privilege
  - Parent/Administrator Conference
  - Parent requested to attend school

- Administrative Commitments
- A pupil shall not be suspended from school unless the principal of the school determines that the public has committed an act as defined pursuant to any subdivision (a) to (r) of [California Ed Code 48900](#).
  - Administrator or designee determines action
  - Adds to Synergy MTSS if appropriate
  - Administrator provides timely feedback to teacher and student's family (within 5 days as per Ed Code 48900.5/SB274).




If behavior continues and interventions are not positively changing behavior, refer to PBIS for Tier 2 or 3 supports, CSA, Care Solis, and other community resources in MTSS.

AM  
2


# **Data that Drives PBIS Tier 1**

## **Dollahan Staff- Wide PBIS Calendar**

**Social Emotional Learning**-Provides insight into the student' needs and areas where support can be emphasized. (Given to students in Grades 3-5 only)

 Dollahan SEL Survey Data Fall & Winter Results at a Glance.pdf

**Tiered Fidelity Inventory**-Annual valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and support (SWPBIS). Current level of Achievement–SILVER

 2024-2025 Action Plans for PBIS Public Version.pdf

**Tiered Fidelity Inventory** - Schoolwide Expectations to be assessed at our annual TFI (Feb/March)

 Tier 1 Fidelity Action Plan scoring Guide (1).pdf

**Tiered Fidelity Inventory** - Classroom Walkthrough Scoring Tool (Please review to see what will be observed and scored)

 Copy of 2024 Classroom Walkthrough Tool

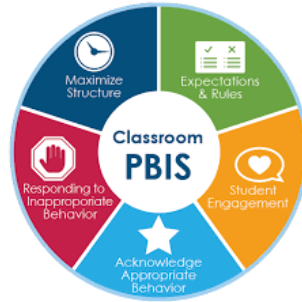
**Self Assessment Survey (SAS)**-Annual assessment of effective behavior support systems in our school. (Please see the PBIS HANDBOOK for related items)

Dollahan [SELF ASSESSMENT SURVEY Spring 2024](#)

Minor Behavior Logs

Major Behavior Referrals

# PBIS Professional Development Calendar



- **August:** PBIS Tier 1 Handbook
  - PBIS/LIM yearly lesson plan
  - PBIS Specific Location Lesson plans
  - Discipline Flow Chart, definition of behaviors, and referral procedures.
  - Discuss Restorative Justice principles.
  - Orientate to the All Stakeholders' Request for Assistance form.
  - PBIS Staff Handbook PD NOTE: hyperlink these PDs
- **Logical Consequences:**
  - Staff articles - reading and discussion
    -
  - PD with TBS provider
- **October:** Share Panorama Ed Survey results and train/review Character Strong SEL program
  - PBIS/SEL PD (needs to be updated)
- **November:** 5 to 1 Gets the Job Done (praise Vs Reprimand & Exclusion)
- 5:1 Five Positives to Every One Correction PD
- **December: Positive Reinforcement and Behavior Support**
  - Positive Reinforcement and Behavior Support Interventions Presentation PD

- **January:** At each grade level data chat meeting, discuss disproportionality. Also look at special population data and create action steps for continued progress. Review our Tiered Pyramid of Supports and the Request for Assistance process.
  - Disproportionality and Data PD
  
- **January:** Conflict to Calm: De-escalation for Student Success
  - PD needed by PBIS or other provider
  
- **May:** Self-Regulation Strategies with TBS.
  - PD with TBS provider