



H. Allen Hight Elementary School
Positive Behavior Interventions
and Supports (PBIS)
Tier I Handbook
2026-2027

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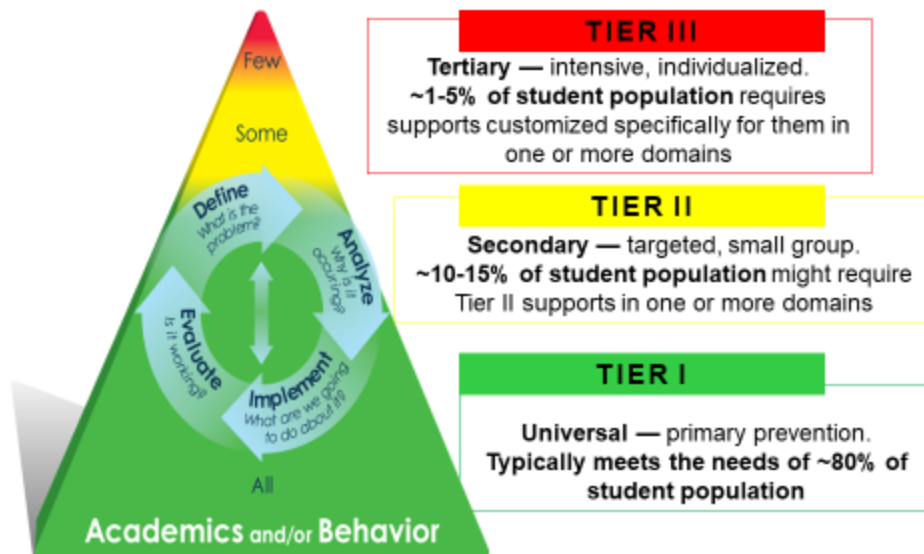
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Overview of PBIS

Positive Behavioral Interventions and Supports (PBIS) is a framework for organizing systems and practices that focus on creating a positive and supportive school culture for all. PBIS is NOT a curriculum, intervention, or practice, but is a decision making framework that guides selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for ALL students (OSEP Center on PBIS). This three-tiered model focuses heavily on school-wide core features (Tier I), which are in place at our school and are available to all students at all times.

PBIS schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience supports based on their behavioral responsiveness to intervention. A three-tiered prevention logic requires that all students receive supports at the universal or primary tier. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier) (OSEP Center on PBIS).

Continuum of Decision Making



Tier I PBIS Team

The Tier I team is responsible for the development and monitoring of our site's Tier I, universal foundations (e.g., expectations, consequences, and acknowledgments). We monitor and support the fidelity of the Tier I implementation. The Tier I PBIS teams operating procedures are to: meet at least monthly and have (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles and (d) a current action plan. The Tier I team will review and use discipline data and academic outcome data at least monthly for decision-making. The PBIS team will share school wide data regularly with faculty and faculty will be able to provide input on universal foundations at least once a year. Stakeholders (students, families and community members) will also provide input at least once a year.

PBIS Team Members

PBIS Team Members

Tier I: Universal PBIS Team

PBIS Tier I Teams typically consist of 6-10 members, based on the size, needs and availability of staff and school.

Team meets monthly, 1 hour minimum	Member	Typically filled by	Role & Responsibilities
	Site Administrator	Principal and/or Vice/Assistant Principal	Takes a lead in guiding problem solving & supports staff time for PBIS meetings.
	PBIS District Supported Team Coach	District level staff: • School Psychologist • Counselor • Teacher on Special Assignment • Other	Supports the school teams that are implementing PBIS. Attends PCOE Coaches Institutes (3x per year).
	PBIS Team Lead/Facilitator	Certificated staff member	Facilitates monthly team meetings. Serves as the lead contact for the team. Works with the District Coach in implementing PBIS. Attends PCOE Coaches Institutes (3x per year).
	Classified and Certificated Staff	Certificated & Classified Staff representing various grade levels, departments, special programs, campus supervisors, and paraprofessionals.	Acts as active team member, providing input on school-wide matters. Communicates with and solicits feedback from colleagues and stakeholders about PBIS implementation progress and priorities.
	Member with behavioral expertise	Behaviorist/Counselor/Psychologist	Provides technical expertise to guide intervention.
	Family Member(s)	Parent(s)/Caregiver(s) representative of students, cultures and community.	Provides consultation of how PBIS can carry into the home. Helps establish the engagement needed for shifting the school wide culture.

PBIS TIPS Team Member Responsibilities

Facilitator/ Team Lead Responsibilities	Data Analyst Responsibilities
<u>Before</u> meeting, provides agenda items to Minute Taker - Starts meeting on time - Determines date, time, and location of next meeting - Manages the "flow" of meeting by adhering to the agenda - Prompts team members (as necessary) with the TIPS problem-solving "mantra" - Do we have a problem? - What is the precise nature of the problem? - Why does the problem exist, and what can we do about it? - For problems with existing solution actions - What is the implementation status of our solution actions - Not Started? Partially implemented? Implemented with fidelity? Stopped? - What will we do to improve implementation of our solution actions? - Are implemented solution actions "working" (i.e., reducing the rate/frequency of the targeted problem to our Goal level)? - Is active participant in meeting	<u>Before</u> meeting (items a-c to appear in written Data Analyst's Report) - Describes <i>potential new problems</i> with precision (What, Who, Where, When, Why) - Provides data (e.g., SWIS Big 5, Custom Reports) concerning the frequency/rate of precisely-defined potential new problems - Provides update on <i>previously-defined problems</i> (i.e., precise problem statement, goal & timeline, frequency/rate for most recently-completed calendar month, direction of change in rate since last report, relationship of change to goal) - Distributes Data Analyst's Report to team members - Asks Facilitator to add potential new problems to agenda for meeting <u>At</u> meeting - Leads discussion of potential new problems - Responds to team members' questions concerning content of the Data Analyst's Report; produces additional data on request (e.g., additional Custom Reports) - Is active participant in meeting
Minute Taker Responsibilities	Team Member Responsibilities
<u>Before</u> meeting - Collects agenda items from Facilitator - Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst's Report, as appropriate - Prints copies of the TIPS Meeting Minutes form for each team member, or is prepared to project form via LCD <u>At</u> meeting, asks for clarification of tasks/decisions to be recorded on TIPS Meeting Minutes form, as necessary - Is active participant in meeting <u>After</u> meeting, disseminates copy of completed TIPS Meeting Minutes form to all team members within 24 hours	<u>Before</u> meeting, recommends agenda items to Facilitator <u>At</u> meeting, responds to agenda items and - Analyzes/interprets data; determines whether a new problem exists - Ensures new problems are defined with precision (What, Who, Where, When, Why) and accompanied by a Goal and Timeline - Discusses/selects solutions for new problems - For problems with existing solution actions - Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?) - Suggests how implementation of solution actions could be improved - Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to Goal level)? - Is active participant in meeting

Team Purpose and Team Agreements

Our Tier I team has highlighted the main purpose and function of the group, as well as agreements about how the team will communicate and function together. The team purpose and agreements are intended to guide the meetings and maintain a positive, collaborative, and efficient culture to this team.

Team Purpose	Team Agreements
1. Monitor systems & interventions for fidelity of implementation 1. Monitor overall status of student progress towards goals 2. Monitor and implement Tier I supports	Be Responsible -take ownership of your roles and responsibilities, come prepared for meetings (Commitment) Be Respectful - Respect use of time, be on time and end on time, limit side conversations, be present (Cooperation)

Tier I Team Meeting Schedule

[TFI Item 1.2](#)

The Tier I team meets twice a month in the library. This is the schedule for the 2026-2027 school year:

Date	Time		Date	Time		Date	Time

Team Members

[TFI Item 1.1 & 1.2](#)

Role	Name	E-mail
Administrator		
Facilitator		
Facilitator (back up)		
Minute taker		
Minute Taker (back up)		
Data Analyst		
Team member		
Team member		
Team member (parent)		

BEHAVIORAL EXPECTATIONS

TFI ITEM 1.3 & 1.4

CHEETAH WAY BEHAVIOR MATRIX

CHEETAH WAY BEHAVIOR MATRIX

Location	Be Safe	Be Respectful	Be Responsible
Arrival & Dismissal	Walk bikes/scooters on campus. Keep hands, feet, and objects to yourself.	Use kind language. Listen to adults and follow directions the first time.	Wait in your designated area. Keep track of belongings. Throw away trash.
Hallways	Walk at all times. Keep hands, feet, and objects to yourself.	Use quiet voices. Respect learning by minimizing disruptions.	Go directly to your destination. Pick up trash if you see it.
Classroom	Keep hands, feet, and objects to yourself. Sit safely in your chair.	Listen when others are speaking. Respect yourself, others, and property.	Follow directions the first time. Clean up your area and do your best work.
Cafeteria	Walk at all times. Remain at your class's assigned table.	Use appropriate voices and manners. Clean your area before you leave.	Raise your hand to request assistance. Stay seated unless given permission. Keep food in the cafeteria.
Recess	A.C.T. Like A Cheetah to resolve conflicts. Report injuries or unsafe behavior to staff. Use equipment safely.	Follow game rules. Take turns. Use kind language. Follow staff directions the first time.	Follow playground procedures. Freeze at the first whistle. Walk to return equipment and line up at the second whistle.
Bathrooms	Wash hands with soap. Keep water in the sink. Keep hands, feet, and objects to yourself.	Use quiet voices. Leave the restroom clean. Respect privacy.	Flush the toilet. Return to class promptly. Report damage or concerns to an adult.
Office	Keep hands, feet, and objects to yourself. Once given direction, remain in the designated area.	Use polite language and an indoor voice. Wait at the counter until an adult is available to assist you.	Follow directions the first time. Return to class promptly.

Lesson Plans (include all locations)

Teaching Behavior Expectations: School-Wide Plan for 2026/2027

School: H. Allen Hight Elementary

Date Modified: 6/10/2026

How will the Initial Teaching of Behavior Expectations Take Place?

Locations	How will this be done?	Who will teach?	When will it occur?	What Materials are needed?
Arrival/ Late Arrival	class wide/grade level lesson	teacher/grade level	School Start Kick off Winter Refresh <i>As students enroll</i>	PBIS lesson plan
Classrooms	classwide lesson	teacher	School Start Kick Off Winter Refresh <i>As students enroll</i>	PBIS lesson plan
Hallway	classwide lesson	teacher	School Start Kick off Winter Refresh <i>As students enroll</i>	PBIS lesson plan
Cafeteria	admin level wide	grade level team	School Start Kick off Winter Refresh <i>As students enroll</i>	PBIS lesson plan
Bathrooms	grade level-wide	grade level team	School Start Kick off Winter Refresh <i>As students enroll</i>	PBIS lesson plan
Recess	grade level-wide	grade level team	School Start Kick off Winter Refresh <i>As students enroll</i>	PBIS lesson plan
Gym	classwide lesson	PE teacher	School Start Kick off Winter Refresh <i>As students enroll</i>	PBIS lesson plan
Library	classwide lesson	Librarian	School Start Kick off Winter Refresh <i>As students enroll</i>	PBIS lesson plan
Office/ Health Office	classwide lesson	teacher	School Start Kick off Winter Refresh <i>As students enroll</i>	PBIS lesson plan
Assemblies	classwide lesson At the School Start Kick off assembly	teacher/admin	School Start Kick off Winter Refresh <i>As students enroll</i>	PBIS lesson plan
Dismissal	classwide lesson	teacher	School Start Kick off Winter Refresh <i>As students enroll</i>	PBIS lesson plan

Teaching Behavior Expectations: School-Wide Plan for 2026/2027

School: H. Allen Hight Elementary School

Plan for Reviewing School-Wide Expectations

Time Period(s)	How will staff be trained/reminded ?	What Lessons will be Taught?	Who is involved?	What Materials are needed?	How will we know that Teaching Took Place?
School Start Kickoff	Preservice staff training and PBIS presentation before students arrive.	Review school-wide expectations and behavior matrix. Teach expectations for all school settings.	PBIS Team, Administration, All Staff	PBIS PowerPoint, Behavior Matrix, Lesson Plans, Posters	Admin walkthrough checklist, staff sign-in sheets, completed lesson plans
Monthly Review (Define Review Schedule)	Monthly staff meeting reminders, PBIS updates in staff bulletin, email reminders.	Review one or two focus areas (e.g., Hallways, Recess, Cafeteria, Restrooms) based on school data and observed needs.	Teachers, Students, PBIS Team, Administration	PBIS lesson slides, behavior matrix, announcements, videos, posters	Classroom lesson schedules, walkthrough data, office referral data, PBIS team review
When new person enters class/school (e.g., substitute, new student, etc.)	Classroom teacher, buddy student, or administrator reviews expectations. Substitute folder includes PBIS expectations.	School-wide expectations and expectations for relevant settings.	Classroom Teacher, New Student/Staff Member, Administration	Behavior Matrix, School Handbook, PBIS Posters	Student orientation checklist, substitute folder, teacher verification
Other: Before School-Wide Events (Assemblies, Field Day, Spirit Week, Special Events)	Staff reminders before the event and review during announcements.	Staff reminders before the event and review during announcements.	Teachers, Students, Administration	Event-specific expectation slides, announcements, posters	Staff observations, event behavior data, administrator walkthroughs

Acknowledgment/Feedback System

[TFI Item 1.9](#)

Acknowledgement System Matrix

Guiding Question/Task	Ticket System (Scholar Dollars)
<i>How does the system work?</i>	The Scholar Dollar system is a schoolwide PBIS acknowledgment program designed to reinforce positive student behavior. Staff members award Scholar Dollars to students when they demonstrate school expectations and exemplify "The Cheetah Way." When giving a Scholar Dollar, staff should provide specific positive feedback that identifies the behavior being recognized (e.g., "Thank you for being responsible by completing your work on time. Here's a Scholar Dollar."). Students collect Scholar Dollars and may use them for classroom incentives, schoolwide rewards, snacks, or raffle opportunities.
<i>Which behaviors/outcomes will be acknowledged?</i>	Students will receive Scholar Dollars for demonstrating behaviors aligned with The Cheetah Way: ● Be Responsible ○ Completing assignments ○ Following directions ○ Being prepared for learning ○ Taking ownership of actions ● Be Respectful ○ Using kind words ○ Showing respect to peers and adults ○ Listening when others are speaking ○ Demonstrating good sportsmanship ● Be Safe ○ Following school safety expectations ○ Keeping hands, feet, and objects to themselves ○ Walking appropriately in school areas ○ Making safe choices during recess and transitions Scholar Dollars may also be awarded for attendance improvement, positive citizenship, academic effort, perseverance, leadership, and other behaviors that contribute to a positive school climate.

<i>Who will provide recognition?</i>	Recognition will be provided by all school staff members, including: ● Teachers ● Instructional aides ● Office staff ● Administrators ● Playground Assistants ● Custodial staff ● Cafeteria staff Each grade level will utilize a different color Scholar Dollar to support organization and tracking.
<i>Who will receive recognition?</i>	All students are eligible to receive Scholar Dollars as part of the school's Tier 1 PBIS system. Additional opportunities for reinforcement may be provided to students receiving Tier 2 and Tier 3 behavioral supports.
<i>How often will recognition occur?</i>	Recognition should occur frequently and consistently to reinforce positive behavior. Tier 1 (All Students) ● Students should receive approximately 3–5 positive acknowledgments per day across school settings. ● Staff should strive to maintain a minimum 5:1 ratio of positive interactions to corrective interactions. Tier 2 (Targeted Support) ● Students may receive acknowledgments every 5–15 minutes of successful behavior or multiple times during a class period. ● Reinforcement should be frequent enough to encourage replacement behaviors and maintain student engagement. Tier 3 (Intensive Support) ● Students may receive acknowledgment every few minutes initially when demonstrating target behaviors. ● Reinforcement schedules will gradually fade as behaviors improve and become more consistent.
<i>What will be the incentives?</i>	Students may use Scholar Dollars in several ways: ● Purchase snacks or approved food items during designated school reward times. ● Enter Scholar Dollars into schoolwide raffles for prizes.

	● Redeem Scholar Dollars for teacher-created classroom incentives. ● Participate in special PBIS events or reward opportunities. ● Exchange Scholar Dollars for school supplies, privileges, or other approved incentives.
<i>How will rewards be provided?</i>	Students may choose to save, spend, or enter their Scholar Dollars into raffles. Schoolwide Raffle System ● Students submit Scholar Dollars into raffle containers. ● Teachers collect and submit raffle entries on Thursdays and Fridays. ● Winning names are selected and announced over the school intercom end of day Fridays. ● Winners report to the office to receive their prizes from Ms. Jordan. Classroom Incentives ● Teachers may establish classroom stores, privilege menus, or incentive systems where students can spend Scholar Dollars. Snack and Reward Opportunities ● Students may redeem Scholar Dollars during designated times for snacks, edible rewards, or other approved PBIS incentives.
<i>How/when will the system be taught to the students and staff?</i>	The Scholar Dollar system will be introduced to staff during beginning-of-the-year professional development and PBIS training. Staff will receive instruction on: ● Schoolwide expectations ● When and how to award Scholar Dollars ● Providing behavior-specific praise ● Maintaining consistency across campus Teachers will explicitly teach the Scholar Dollar system to students at the beginning of the school year during PBIS expectation lessons. Instruction will include: ● The purpose of Scholar Dollars ● Behaviors that earn recognition ● How to redeem Scholar Dollars

	● Schoolwide reward opportunities The system will be reviewed and reteached throughout the year following school breaks, when new students enroll, and whenever behavior or implementation data indicate additional instruction is needed. Ongoing reminders and celebrations will help maintain student engagement and staff fidelity of implementation.
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Problem Behavior Definitions, Discipline Policies:
[TFI 1.5 & 1.6](#)

Minor Problem Behavior	Definition
Defiance/ Insubordination/ Non-Compliance (M-Defiance)	Student engages in brief or low-intensity failure to follow directions or talks back.
Disrespect (M-Disrespect)	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).

Technology Violation (M-Tech)	Student engages in non-serious, but inappropriate (as defined by school) use of cell phones, pagers, music/video players, camera, and/or computer.
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Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Arson (Arson)	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Defiance/Non-Compliance (Defiance)	Student engages in refusal to follow directions or talks back.
Disrespect (Disrespect)	Student delivers socially rude or dismissive messages to adults or students.
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.
Forgery/ Theft/Plagiarism (Theft)	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.
Harassment (Harass)	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is in an area that is outside of school boundaries (as defined by school).

Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.
Other Behavior (Other)	Student engages in problem behavior not listed.
Physical Aggression (PAgg)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.
Skip class (Skip)	Student leaves or misses class without permission.
Tardy (Tardy)	Student is late (as defined by the school) to class or the start of the school day (and Tardy is not considered a minor problem behavior in the school).
Technology Violation (Tech)	Student engages in inappropriate (as defined by school) use of cell phones, pagers, music/video players, cameras, and/or computer.
Truancy (Truan)	Student receives an 'unexcused absence' for ½ day or more.
Use/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.
Use/Possession of Combustibles (Combust)	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, and lighter fluid).
Use/Possession of Drugs (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Tobacco (Tobacco)	Student is in possession of or is using tobacco.
Use/Possession of Weapons (Weapons)	Student is in possession of knives (> 6 in., < 6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.

Perceived Motivation	Definition
Avoid Adult (Avoid a)	Student engages in problem behavior(s) to get away from adult(s).
Avoid Peer(s) (Avoid p)	Student engages in problem behavior(s) to get away from/escape peer(s).

Avoid Tasks/Activities (Avoid task)	Student engages in problem behaviors(s) to get away/escape from tasks and/or activities.
Obtain Adult Attention (Ob a attn)	Student engages in problem behavior(s) to gain attention of adult(s).
Obtain items/Activities (Ob itm)	Student engages in problem behavior(s) to gain items and/or activities.
Obtain Peer Attention (Ob p attn)	Student engages in problem behavior(s) to gain attention of peer(s).

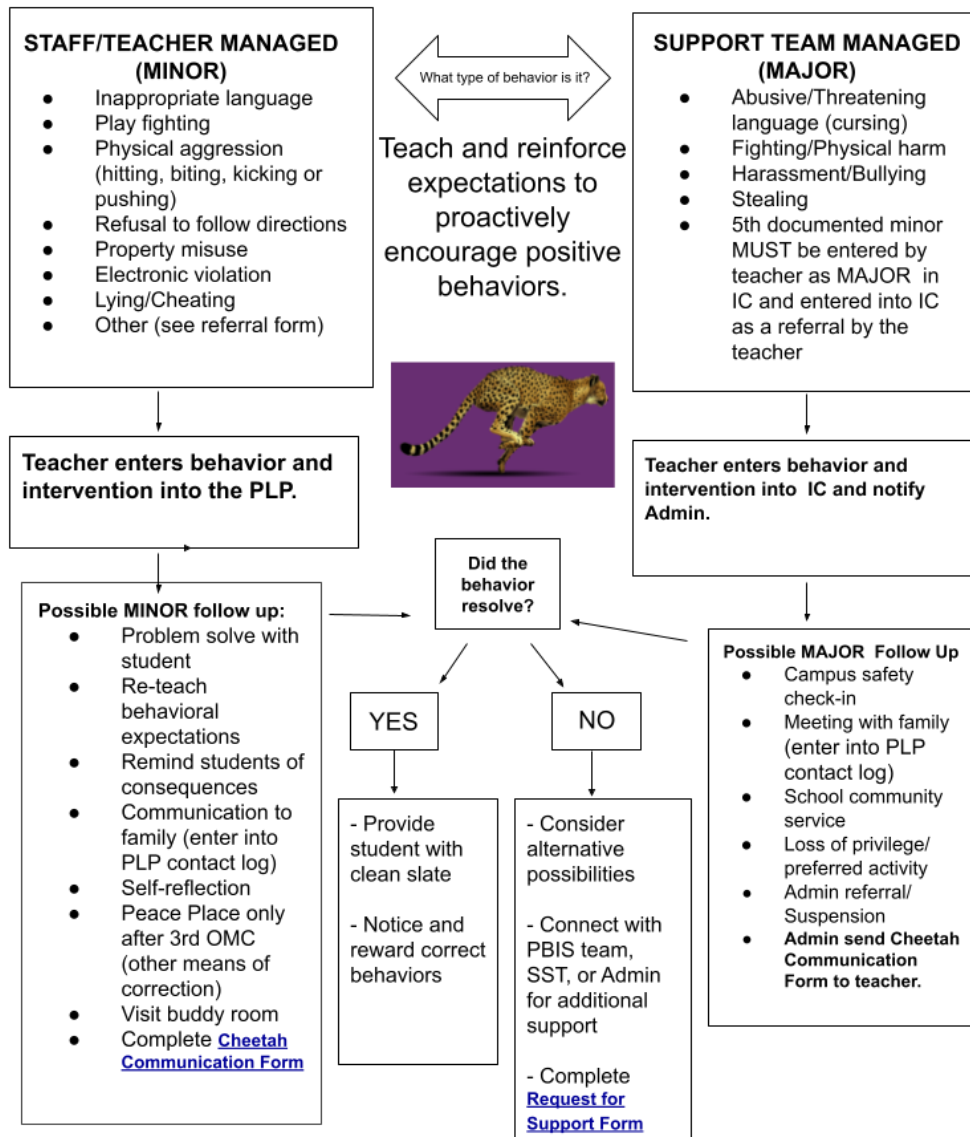
Action Taken	Definition
Alternative Placement (Alt Placement)	Consequence for referral results in student being placed in a different educational setting
Conference with Student (Conf)	Consequence for referral results in student meeting with administrator, teacher, and/or parent (in any combination).
Expulsion (Expul)	Consequence for referral results in student being dismissed from school for one or more days.
Individualized Instruction (Instruct)	Consequence for referral is student receiving individualized instruction specifically related to the student's problem behaviors.
In-School Suspension (In-sch susp)	Consequence for referral results in a period of time spent away from scheduled activities/classes during the school day.
Loss of Privilege (Loss priv)	Consequence for referral results in student being unable to participate in some type of privilege.
Other Action Taken (Other)	Consequence for referral results in administrative decision that is not listed. Staff using this area will specify the administrative action taken.
Out-of-School Suspension (Out-sch susp)	Consequence for referral results in a 1-3 day period when student is not allowed on campus.
Parent Contact (Parent)	Consequence for referral results in parent communication by phone, email, or person-to-person about the problem.
Restitution/Community Service (Restitution)	Consequence for referral results in apologizing or compensating for loss, damage, or injury; community services.
Time in Office (Office)	Consequence for referral results in student spending time in the office away from scheduled activities/classes.
Time Out/Detention (Detent)	Consequence for referral results in student spending time in a specified area away from scheduled activities/classes.
Action Pending (Act Pen)	Consequence for referral is pending. Referral will be modified when "action taken" is determined.
Other	Action taken not listed above.

(Other)

Discipline Flowchart

H. Allen Hight Elementary Behavior Management Flowchart 2024-2025

OBSERVABLE PROBLEM BEHAVIOR



[Request for Support Form 2025/2026](#)

H. Allen Hight Resources/Forms

[CHEETAH CHECK-IN/CHECK-OUT FORM](#)

Resources

[PCOE PBIS Handouts](#)

[California PBIS Coalition](#)

[PCOE Go-sign me up](#)

[PBIS OSEP Technical Assistance Center](#)

[Midwest PBIS Classroom Practices](#)

[PBISApps \(SWIS\)](#)

[Tiered Fidelity Inventory](#)

[Jefferson County Training Videos](#)

[Ci3T \(Comprehensive, Integrated Three- Tiered Model of Prevention\)](#)