

Dollahan Elementary
School-Side
Tier 1 PBIS Handbook

Positive Behavior Intervention and Supports



Dollahan Dalmatians

2024-2025

Table of Contents

Introduction Page 2

- *PBIS Overview*
- *Dollahan Mission Statement*
 - *PBIS Tier 2 Team*
- *PBIS Tier 1 Meeting Schedule*

PBIS Matrix of Expectations Page 6

- *School Wide*
- *Locations*

Tier 1 Supports Page 13

- *Positive Acknowledgment System*
 - *Dollahan SPOT Recognition*
 - *SPOT Celebrations*
 - *The Leader In Me*
 - *Habit Focus*

Discipline Policy Page 16

- *Dollahan Discipline Policy*
- *Restorative Practices Inclusion*
- *Dollahan's Behavior Definitions*
 - *Teacher Managed Process*
- *Administration Managed Process*

Data that Drives Us Page 30

- *Social Emotional Learning (SEL) Survey*
 - *Tiered Fidelity Inventory*
 - *Self Assessment Survey (SAS)*

Introduction

PBIS Overview

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 appropriate student behaviors to help create a positive and safe learning environment. Our goal is to explicitly teach and model behavioral expectations, as well as recognize and celebrate positive behaviors shown by students. By improving the school environment, we hope to increase learning time and promote academic, social, and Leadership success so every Dalmatian is ready for Middle School. The PBIS behavior expectations at Dollahan Elementary are founded on our Leader In Me paradigms. These expectations are Lead By Example, Encourage Others, Always 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, and playground areas. School-wide matrices are located throughout the campus to assist and reinforce the expected behaviors.

Dollahan Elementary

Mission Statement

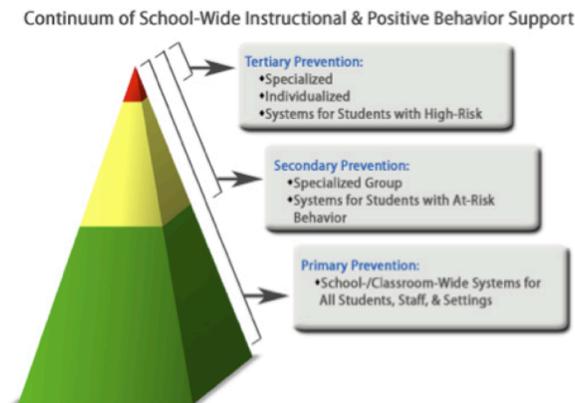
The mission of Dollahan Elementary School, the lighthouse that illuminates a path to success, is to ensure each student is a confident and proactive leader, through a vital system distinguished by:

- ✓ 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***

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?

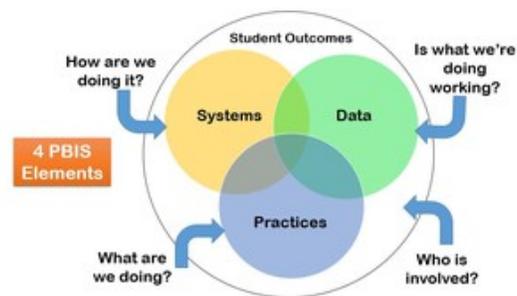
Teachers are increasingly confronted with issues dealing with behavior. Behavior has now become an intricate part of the teaching experience.

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.** Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching

behavioral expectations and acknowledging students for demonstrating them is a much more positive approach than waiting for misbehavior to occur before responding. 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:** Academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
- **Practices:** What practices do we have that will help us reach our goals? 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?
- **Systems:** How do we provide supports that are needed to enable the accurate and durable implementation of the practices of PBIS? What durable systems can be implemented that will sustain this over the long haul?

What does this mean for 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.
- 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. 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 Expectations and Classroom Expectations Matrices in the class and other areas that children often use.
- Teaching staff must frequently refer to the School-Wide Expectations and Classroom Expectations signs that are posted in their classroom.
- Teaching staff must include SEL (Social Emotional Learning) teaching strategies in their lesson plans as indicated on the Expectation Schedule 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 successes as much as possible!

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.

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

<p>Family Stakeholder Parent Liaison/Family Member</p>	<p>Stephanie Lopez</p>
<p>Junior Lighthouse Team Representatives Student Liaison</p>	<p>Varies from month to month Write your name here</p>
<p>Applied Behavior Support Advisor</p>	<p>Yoseph Yaisrael Member ex-officio</p>
<p>Mental Health/Trauma Advisor</p>	<p>Stephanie Monreal-Elias</p>
<p>School-Wide Communications Website Monitor</p>	<p>Mullane/Bryson/Romero</p>
<p>Physical Health/Wellness Advisor</p>	<p>Misti Gruber Member ex-officio</p>
<p>Physical Health/Wellness Advisor</p>	<p>Kylie Castro Member ex-officio</p>
<p>Operations of School</p>	<p>Elizabeth Alegre-Punchur Member ex-officio</p>
<p>Operations of School Support Staff</p>	<p>Steve Del Torro</p>



Dollahan PBIS

24-25 Meeting Dates

2:30-3:30

Meetings are in the Professional Development Room

Month	Dates
August	8/29
September	9/5 (first Thurs. - reg. meeting) 9/19 (if necessary)
October	10/3 (first Thurs. - reg. meeting) 10/17 (if necessary)
November	11/14
December	12/5
January	1/9
February	2/6
March	3/6
April	4/3
May	5/1

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 matrix of behavior expectations with your child
- Please remind your child of the Dollahan expectations each day before they leave for school: Lead by Example, Encourage Others, Always Be Respectful, and Do the Right Thing.
- When your child arrives home from school, talk with them about their day and ask if they earned Dollahan SPOTs or 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.
- Use the same language at home that is being used at school.
- Our 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
L 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
E 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
A 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
D 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

	Pasillo	Baño	Sala de la universidad	Patio de recreo - Estructura de juego	Patio de recreo - Superficies
L 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
E 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
A 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
D 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

Under Construction ♦ ***Bajo construcción***

Spanish translation of Matrices ♦ Traducción al español de Matrices

Behavior Matrices for Specific Locations

HALLWAYS

- | | |
|------------------------------|----------------------------------------------------------|
| L ead by example | Walk quietly with hands to your side or behind your back |
| E ncourage others | Encourage with a thumbs up or a smile :) |
| A lways be respectful | Respect other's space and property |
| D o the right thing | Go directly there and back |

BATHROOM

- | | |
|------------------------------|-----------------------------------------------------------------------|
| L ead by example | Walk safely
Be quick and quiet |
| E ncourage others | Keep it clean
Wash your hands |
| A lways be respectful | Mind your own business
Check before entering |
| D o the right thing | Save paper, save water, flush once
Keep playtime on the playground |

UNIVERSITY HALL

Lead by example

Walk in a straight line
Use inside voices

Encourage others

Show the quiet sign
Stay focused

Always be respectful

Keep your hands and feet to yourself
Say “please”, “thank you”, and “excuse me”.

Do the right thing

Clean up your area

PLAYGROUND-PLAY STRUCTURE

Lead by example

Play safely and use equipment properly
Play fairly

Encourage others

Play games without chasing
Think Win-Win

*When
swinging,
count 20
full
swings.

Always be respectful

Follow all adult directions
Take turns
Use kind words

Do the right thing

Keep hands and feet to yourself
Help others

Specific Structure Expectations

● ***Spinning Platform***

- Stand of the platform
- 4 students at a time
- 1 student spinner from the outside
- NO HANGING ON from the outside
- FIRST in line is the structure leader: counts slowly to 30 for next turns

● ***See Saw***

- NO sitting or standing of the center platform
- 4 students at a time
- Get on when it isn't in motion
- ONLY riders can make the see saw go in motion
- FIRST in line is the structure leader: counts slowly to 30 for next turns. Each time one end goes down, it equals 1 count.

● ***Climbing Items***

- Get up and over; one direction to another
- Start from the outside and go in
- NO jumping off

● ***Rock/Hole Wall***

- 1 person at a time
- Up only
- NO jumping off

● ***Bridges***

- TAKE TURNS with students on opposite side
- 1 student at a time
- Hold onto hand support
- NO running across
-

- ***Slides***

- Slides go **DOWN** only
- Slide sitting down
- **NO** heads first/stomach sliding
- **NO** stopping and jumping off - complete the slide
- Keep end of slide clear
- Next slider begins when slide is clear

- ***Swings***

- **ONLY** swinging sitting down
- **ONLY** swinging front and back
- **ONLY** swinging with feet toward houses behind the fence
- **SLOW DOWN**, then get off swing
- **NO** walking between swings
- Wait for your turn on the Play Structure area outside curb
- Count on 1 person specifically; Count to 30 for next turns; each time legs go up (kick out) is 1 count.

- ***Taking Turns***

- Most Play Structure Sections require a student leader and turns to be taken.
- **FIRST** student in line is the structure leader: counts slowly to 30 for next turns
- Everyone exits from the section and gets into line for another opportunity.

- ***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 remind group of rules and leads group talk to find solutions when necessary

PLAYGROUND-SURFACE AREAS

Lead by example

Walk on blacktop
Play safe

Remember to walk to your line when the bell rings or your class is called at lunch.

Encourage others

Be fair
Use positive words

Always be respectful

Follow all adult directions
Take turns

Do the right thing

Use equipment properly
Return equipment to where it belongs

Under Construction* ◇ *Bajo construcción

- Office ◇ La oficina
- Conference Room "PODS" ◇ Sala de conferencias "PODS"
 - Library ◇ Biblioteca
 - Music Room ◇ Sala de música
 - Garden ◇ Jardín
- Visual And Performing Arts Instruction ◇ Instrucción en artes visuales y escénicas
- Front of School - Before School ◇ Frente de la escuela - Antes de la escuela

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).
- 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.

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 a fun 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

CAFETERIA-EXPECTATIONS LESSON PLAN

I. Review School-Wide Expectations

Show Respect, Responsibility, and be Ready to Learn

II. Teach Expectations for Specific Settings:

<u>RESPECT</u>	<u>RESPONSIBILITY</u>	<u>Be Ready to Learn</u>
<ul style="list-style-type: none"> ● Wait Patiently ● Leave Space ● Use Your Manners 	<ul style="list-style-type: none"> ● Keep Your Area Clean ● Use Inside Voices ● Listen to All Supervisors 	<ul style="list-style-type: none"> ● Eat a healthy meal

III. Tell Why Expectations Are Important

Following the cafeteria expectations is great practice for when you eat at someone else's house or at a restaurant.

IV. Demonstrate Expectations

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>
<ul style="list-style-type: none"> ● Walk in line quietly facing forward. ● Keep my hands on my own lunch. ● Use a quiet voice while in the cafeteria. ● Clean up my trash at the lunch table and floor area. ● Raise my hand and wait for the supervisor to excuse me. 	<ul style="list-style-type: none"> ● Running, pushing, or playing in line. ● Putting my hands on others' lunches. ● Yelling, screaming, or talking loudly while in the cafeteria. ● Leaving my trash at the lunch table and floor area. ● Leaving to go to recess without permission.

V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Role playing
- Brainstorm/anchor charts/list examples or ways to follow rules
- Perform skits
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

OFFICE-EXPECTATIONS LESSON PLAN

I. Review School-Wide Expectations

Show Respect, Responsibility, and be Ready to Learn

II. Teach Expectations for Specific Settings:

<u>RESPECT</u>	<u>RESPONSIBILITY</u>	<u>Ready to Learn</u>
<ul style="list-style-type: none"> ● Speak Clearly to the Adult ● Bring a Pass from an Adult ● Say “Please”, “Thank You”, & “Excuse Me” 	<ul style="list-style-type: none"> ● Stay in Your Seat ● Bring Work with You ● Ask Permission to Get Out of Your Seat 	<ul style="list-style-type: none"> ● Sit Correctly in the Chair ● Keep Hands & Feet to Oneself ● Keep Objects in Your Possession

III. Tell Why Expectations Are Important

While in public offices, showing good manners and honoring other’s work spaces will allow them to help you with what you need.

IV. Demonstrate Expectations

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>
<ul style="list-style-type: none"> ● Use quiet voices. ● Show my pass to the office staff. ● Wait patiently to be acknowledged. ● Will say “Please”, “Thank you”, or “Excuse me” to the office staff. ● Sit quietly with my feet to the floor and bottom in the chair. 	<ul style="list-style-type: none"> ● Use loud voices or yelling/screaming/making noises. ● Show up to the office without permission/pass. ● Interrupt or be rude/disrespectful to the office staff. ● Use disrespectful language to the office staff. ● Fall out of/get up from the chair and walk around the office.

V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Role playing
- 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

LIBRARY-EXPECTATIONS LESSON PLAN

I. Review School-Wide Expectations

Show Respect, Responsibility, and be Ready to Learn

II. Teach Expectations for Specific Settings:

<u>RESPECT</u>	<u>RESPONSIBLE</u>	<u>Be Ready to Learn</u>
<ul style="list-style-type: none"> ● Wait patiently & Quietly ● Hold books with two hands and take care of them ● Say “Please” & “Thank You” to the Librarian 	<ul style="list-style-type: none"> ● Use the shelf marker ● Use inside voices ● Ask permission to get Out of your seat 	<ul style="list-style-type: none"> ● Sit correctly in the chair ● Walk quietly in the library ● Sit quietly on the rug ● Keep hands & feet to oneself

III. Tell Why Expectations Are Important

Literacy is the ticket to learning and the key to a successful life.

IV. Demonstrate Expectations

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>
<ul style="list-style-type: none"> ● Enter quietly and use quiet voices. ● Return books/shelf markers in good condition. ● Use the shelf marker correctly and put books back correctly on the shelf if I don't want it or am done with it. ● Will say “Please”, “Thank you”, or “Excuse me” to the librarian. ● Sit quietly with my feet to the floor and bottom in the chair. 	<ul style="list-style-type: none"> ● Use loud voices or screaming/making noises. ● Return books/shelf markers dirty/broken/sticky. ● Not use the shelf marker correctly; leave books on the floor or in the wrong place after taking them out. ● Interrupt or be rude/disrespectful to the librarian. ● Fall out of/get up from the chair and walk around the library.

V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Role playing
- 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

HALLWAY- EXPECTATIONS LESSON PLAN

I. Review School-Wide Expectations

Show Respect, Responsibility, and be Ready to Learn

II. Teach Expectations for Specific Settings:

<u>RESPECT</u>	<u>RESPONSIBLE</u>	<u>Ready to Learn</u>
<ul style="list-style-type: none"> ● Walk quietly ● Don't bother classes ● Keep your hands and feet to yourself ● Pick up any trash you might drop 	<ul style="list-style-type: none"> ● Stay clear of Safety Circles by the doors ● Go directly to where you need to be 	<ul style="list-style-type: none"> ● Be on time to your destination

III. Tell Why Expectations Are Important

Cooperation with a team leads to a well-functioning society.

IV. Demonstrate Expectations

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>
<ul style="list-style-type: none"> ● Use quiet feet and voices. ● Walk quickly to and from where I'm going without getting distracted . ● Walk by other classrooms silently. ● Use the yellow line to walk in a single file line with my hands and feet to myself and keep up with the class. 	<ul style="list-style-type: none"> ● Stomping or using loud voices/screaming. ● Waste time by stopping to read things, dawdling, or talking to others in the hallway. ● Looking into or distracting other rooms as I walk by. ● Walk next to another person in line or in a group and lag behind the rest of the class.

V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Role playing
- 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

PLAYGROUND-EXPECTATIONS LESSON PLAN

I. Review School-Wide Expectations

Show Respect, Responsibility, and be Ready to Learn

II. Teach Expectations for Specific Settings:

<u>RESPECT</u>	<u>RESPONSIBLE</u>	<u>Ready to Learn</u>
<ul style="list-style-type: none"> ● Use respectful language ● Take turns & wait patiently ● Share play equipment ● Have a positive attitude 	<ul style="list-style-type: none"> ● Show good sportsmanship ● Freeze When the Bell Rings ● Use restroom & get water before the bell rings ● Walk on the blacktop and play structure area 	<ul style="list-style-type: none"> ● Walk to line and wait quietly ● Follow directions ● Keep hands/feet to oneself

III. Tell Why Expectations Are Important

Abiding by the playground rules and including everyone provides the opportunity to make new friends and make good choices in life .

IV. Demonstrate Expectations

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>
<ul style="list-style-type: none"> ● Use kind, appropriate language. ● Accept when others win a game. ● Stop and wait for the whistle to be blown to line up. ● Line up in a single file at the designated spot for my class. ● Use the bathroom, get water, then play. 	<ul style="list-style-type: none"> ● Use unkind or bad language . ● Get mad/ throw a tantrum/call others cheaters when others win a game . ● Moving/playing with equipment before the teacher has blown the whistle. ● Dawdle/waste time getting back to my class' spot to line up. ● Play in the bathroom or use the bathroom after recess.

V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Role playing
- 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

BATHROOM-EXPECTATIONS LESSON PLAN

I. Review School-Wide Expectations

Show Respect, Responsibility, and be Ready to Learn.

II. Teach Expectations for Specific Settings:

<u>RESPECT</u>	<u>RESPONSIBLE</u>	<u>Ready to Learn</u>
<ul style="list-style-type: none"> ● Respect privacy ● Wait patiently for your turn ● Use respectful language 	<ul style="list-style-type: none"> ● Flush thoroughly ● Leave bathroom clean ● Wash your hands ● Use supplies correctly 	<ul style="list-style-type: none"> ● Use the restroom and return the class or the playground ● Report Any Safety Issues

III. Tell Why Expectations Are Important

Exhibiting healthy hygiene habits ensures a healthy and happy lifestyle.

IV. Demonstrate Expectations

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>
<ul style="list-style-type: none"> ● Use respectful, quiet voices when in the bathroom. ● Clean up after myself by flushing the toilet and placing my trash in the trash can. ● Give others privacy. ● Make sure the restrooms look nice and clean after use. ● Wait patiently outside when 4 students are in the restroom. 	<ul style="list-style-type: none"> ● Screaming, being loud, and/or using bad language in the bathroom. ● Throwing paper towels, squirting soap onto the floor, leaving the water running or forgetting to flush the toilet. ● Peeking overt, under, or inside of the restroom stalls. ● Destroy things in the bathroom or write on the wells or stalls. ● Running in and out of the restroom or going into restroom with more than 4 kids.

V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Role playing
- 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

GARDEN-EXPECTATIONS LESSON PLAN

I. Review School-Wide Expectations

Show Respect, Responsibility, and be Ready to Learn.

II. Teach Expectations for Specific Settings:

<u>RESPECT</u>	<u>RESPONSIBLE</u>	<u>Be Ready to Learn</u>
<ul style="list-style-type: none"> ● Ask before harvesting crops ● Be gentle to the plants ● Respect all insects 	<ul style="list-style-type: none"> ● Water the plants ● Pull the weeds ● Keep the garden clean/pick up trash 	<ul style="list-style-type: none"> ● Take turns using the tools ● Handle gardening tools carefully

III. Tell Why Expectations Are Important

Understanding how fruits/ vegetables grow and the importance of the insects that inhabit/visit the garden will ensure a healthy and happy lifestyle.

IV. Demonstrate Expectations

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>
<ul style="list-style-type: none"> ● Using the correct form of harvesting the fruits/vegetables. ● Ignoring the insects/bugs in the garden. ● Walking using the paths in the garden. ● Handling the gardening tools carefully. 	<ul style="list-style-type: none"> ● Pulling or picking the fruits/vegetables incorrectly so that the crops/trees will get damaged. ● Stepping/swatting the insects in the garden. ● Running/jumping over the vegetable beds in the garden. ● Playing/throwing/tossing gardening tools in the garden.

V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Role playing
- Brainstorm/anchor charts/list examples or ways to follow rules
- Perform skits
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

PBIS Professional Development Calendar

The Leader In Me

The Dollahan 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 curricula. We also host a Family Habits workshop that introduces families to the habits and how they can positively impact home life.

The Leader In Me supports the 5 Social Emotional Learning goal: supports the 5 SEL goals: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These goals are developed through instruction on the 8 habits that lead to happy kids. Habits 1-3, 8 (Be Proactive, Begin with the End In Mind, Put First Things First, and Find Your Voice) focus on learning to master oneself. Habits 4-7, 8 (Think Win-Win, Seek First to Understand, Then be Understood, Synergize, Sharpen the Saw, and Inspire Others To Find Their Voice) focus on the need to give of oneself in leading others. These habits support the paradigm that all can lead. All eight Habits develop student

Each month, Dollahan focuses on one habit to develop Leaders with character.

Dollahan's Monthly Habit Focus

<p>August &</p> <p>Habit 1: Be Proactive <i>You're in Charge</i></p>	<p>Highly Effective Paradigm: I am free to choose and am ultimately responsible for my happiness</p> <p>Principles:</p> <ul style="list-style-type: none"> • Responsibility • Choice • Accountability • Initiative • Resourcefulness 	<p>September &</p> <p>Habit 2: Begin with the End in Mind <i>Have a Plan</i></p>	<p>Highly Effective Paradigm: Clearly defining my vision and purpose in life will make all the difference.</p> <p>Principles:</p> <ul style="list-style-type: none"> • Vision • Commitment • Purpose
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<p>October &</p> <p>Habit 3: Put First Things First <i>Work first then Play</i></p>	<p>Highly Effective Paradigm: I spend time on what's most important</p> <p>Principles:</p> <ul style="list-style-type: none"> ● Focus ● Integrity ● Discipline ● Prioritization 	<p>November</p> <p>Habit 4: Think Win-Win <i>Everyone can Win</i></p>	<p>Highly Effective Paradigm: There is plenty out there for everyone and more to spare</p> <p>Principles:</p> <ul style="list-style-type: none"> ● Mutual benefit ● Fairness ● Abundance
<p>December &</p> <p>Habit 5: Seek First to Understand then to be Understood <i>Listen before you talk</i></p>	<p>Highly Effective Paradigm: I have greater influence with others if I truly understand them first.</p> <p>Principles:</p> <ul style="list-style-type: none"> ● Respect ● Mutual Understanding ● Empathy ● Courage 	<p>January</p> <p>Habit 6: Synergize Together is Better</p>	<p>Highly Effective Paradigm: Let's come up with something that's better than what either of us has in mind.</p> <p>Principles:</p> <ul style="list-style-type: none"> ● Creativity ● Cooperation ● Diversity ● Humility
<p>February</p> <p>Habit 7: Sharpen the Saw Balance Feels Best</p>	<p>Highly Effective Paradigm: I take time for myself everyday because it gives me the ability to do everything else.</p> <p>Principles:</p> <ul style="list-style-type: none"> ● Renewal ● Continuous Improvement ● Balance 	<p>March</p> <p>Habit 8: Find Your Voice Discover your talents and Inspire others to find theirs</p> <p>Unity Day: Anti-Bullying, wear orange</p>	<p>Going beyond the 7 Habits...</p> <p>Highly Effective Paradigm: I incorporate the habits into my daily life and share them with others.</p> <p>Principles:</p> <ul style="list-style-type: none"> ● Self Reflection ● Self Awareness ● Global Awareness ● Inclusivity ● Generosity
<p>April</p> <p>Continual Improvement with the Habits</p>		<p>May</p> <p>Continual Improvement with the Habits</p>	

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 positive reinforcement 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 receive "SPOT Acknowledgments" and 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 are doing a great job showing respect by standing quietly in line.”

Non-Example: “Jayleen, good job.”

Example: “Jayleen, I need you to show respect by standing quietly in line.”

Non-Example: “Jayleen, stop dancing around in line.”

Discipline Policy

Discipline at Dollahan is based on the philosophy of Restorative Practices, Teaching and Practicing Positive Skills, and experiencing Natural/Logical Consequences. Restorative Practices begin with the foundation of belonging. Every student at Dollahan belongs.

- Dollahan teaches, models, and practices what proactive, positive LEADership behavior looks like, sounds like, and feels like. There are 4 Dollahan Behavior Expectations. Proactive, positive LEADership behavior are taught through the 7 Habits of Happy Kids. Restorative Practices continue by using strategies that help restore a child to community when actions and attitudes injure and build barriers to positive community.
- Behaviors at Dollahan are defined. Additionally, all Dollahan staff acknowledge proactive, positive, LEADership behavior. This is Dollahan's preventative approach to minimize negative behaviors.
- Behaviors are first managed in the most connected community, the classroom.
 - The classroom teacher positively reinforces proactive, positive LEADership behavior with on-going teaching, modeling and practice. Additionally, acknowledgement of proactive, positive, LEADership behavior is on-going.
 - Minor negative behaviors have a developed flow-chart to approach restoration. These behaviors are first addressed through continued reteaching, modeling, and practice.
 - On-going 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. Interventions continue for 3 weeks.
 - Student minor behaviors are documented using the virtual Dollahan Minor Behavior Documentation. This allows everyone involved to have ongoing communication about students' progress toward

following expectations. Through the documentation we are able to better assess each students' individual needs and provide specific lessons, interventions, strategies, and/or support.

- Persistent Minor Behaviors will be referred to the Dollahan Administration.
 - The teacher will print the minor behavior documentation and send it, the major office referral, and the student to the office during non-instructional time. The Dollahan Administration will evaluate the minor discipline log, along with the major office referral to determine which interventions are needed.
- PBIS Major Behaviors are part of the defined Dollahan Behaviors.
 - PBIS Major Behaviors are managed by the Dollahan Administration.
 - Office Referral Documentation is a paper form. Once the Dollahan administration receives a major behavior referral, they will determine the extent of 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 interventions. Tier 2 intervention process begins with parental/guardian consent.

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. So, what are restorative practices? Restorative practices are an approach to discipline that empowers students to resolve conflicts by 1) having the student(s) own what they did; 2) providing tools to the student(s) to help make it right for those hurt or affected; and 3) involving stakeholders/community in helping both the victim and the offender. The student(s) are brought together, one-on-one or in small groups, with a mediator to talk, ask questions, and air their concerns and grievances. Through the use of restorative justice, the focus is on conflict resolution and personal growth rather than punishment. Restorative disciplinary practices at Dollahan Elementary include:

- Belonging Activities - These activities support each student's sense of belonging at Dollahan and in the grade level classroom
- 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.

The goal of these activities is to...

- Creating caring climates to support healthy communities in order that...
 - Students learn to understand the harm and developing 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 society.
- These characteristics allow students to make things right.

Dollahan's Behavior Definitions

Teacher Staff Managed - Minor Behaviors	Administration Managed - Major Behaviors
Inappropriate Language: Offensive remarks or gestures in a casual manner inappropriate, sexual connotations;, Put downs to a particular subgroup	Inappropriate Language: Offensive remarks or gestures in a casual manner inappropriate, sexual connotations;, Put downs to a particular subgroup
Physical Contact: Rough play; pre-fight aggressive posturing, wrestling, bumping into others	Fighting/Physical Aggression: Hitting or kicking; encouraging another to fight; retaliating
Harassment/Teasing/Taunting: Annoying on purpose; altering names; “Put-downs”; threatening and/or disrespectful body language/posturing; targeted insults	Harassment/Teasing/Taunting: Threat/extortion; racist/socioeconomic status/ sexual/ religious/ disability/ ethnicity/ sexual orientation/ cultural remarks; continued proximity after separation; cyberbullying/intimidation
Property Misuse: Not returning items to appropriate places; Thoughtlessly or “accidentally” damaging property; Misuse of technology or other property	Property Damage/Theft: Theft, purposefully damaging or defacing property. Chronic misuse of technology or other property
Defiance: Passive refusal to participate, extremely slow in response to request, testing the limit; Ignoring reasonable request to stop low-level disruption; overt refusal to participate	Willful Defiance/Noncompliance: Repeated refusal, ignoring reasonable request that leads to escalation and/or to an unsafe situation
Disruption: Noise making; Outside talk; attention getting behaviors (silly answers, class clowning, etc.); bugging others; attention getting behaviors (silly answers, class clowning, etc.); bugging others	Disruption: Behavior that stops the learning in class; defiant repetition of behavior following correction
Lying/Cheating/Theft: Borrowing without asking; Taking another’s property (minor value), refusing to return a borrowed item, substituting someone else’s work for your own; Making up stories	Lying/Cheating: Not telling the truth when it involves someone's personal safety or property damage; slander of staff members
Possession of a controlled/illegal item: Inappropriate drug/alcohol references; talking about use, clothing, or obvious lookalike weapons	Possession of an illegal item: Under the influence, possession, distribution, paraphernalia of drugs or possession of actual or lookalike gun, knife, or other weapons

Dollahan's Behavior Flow Chart

Clear and Consistent Discipline Policy

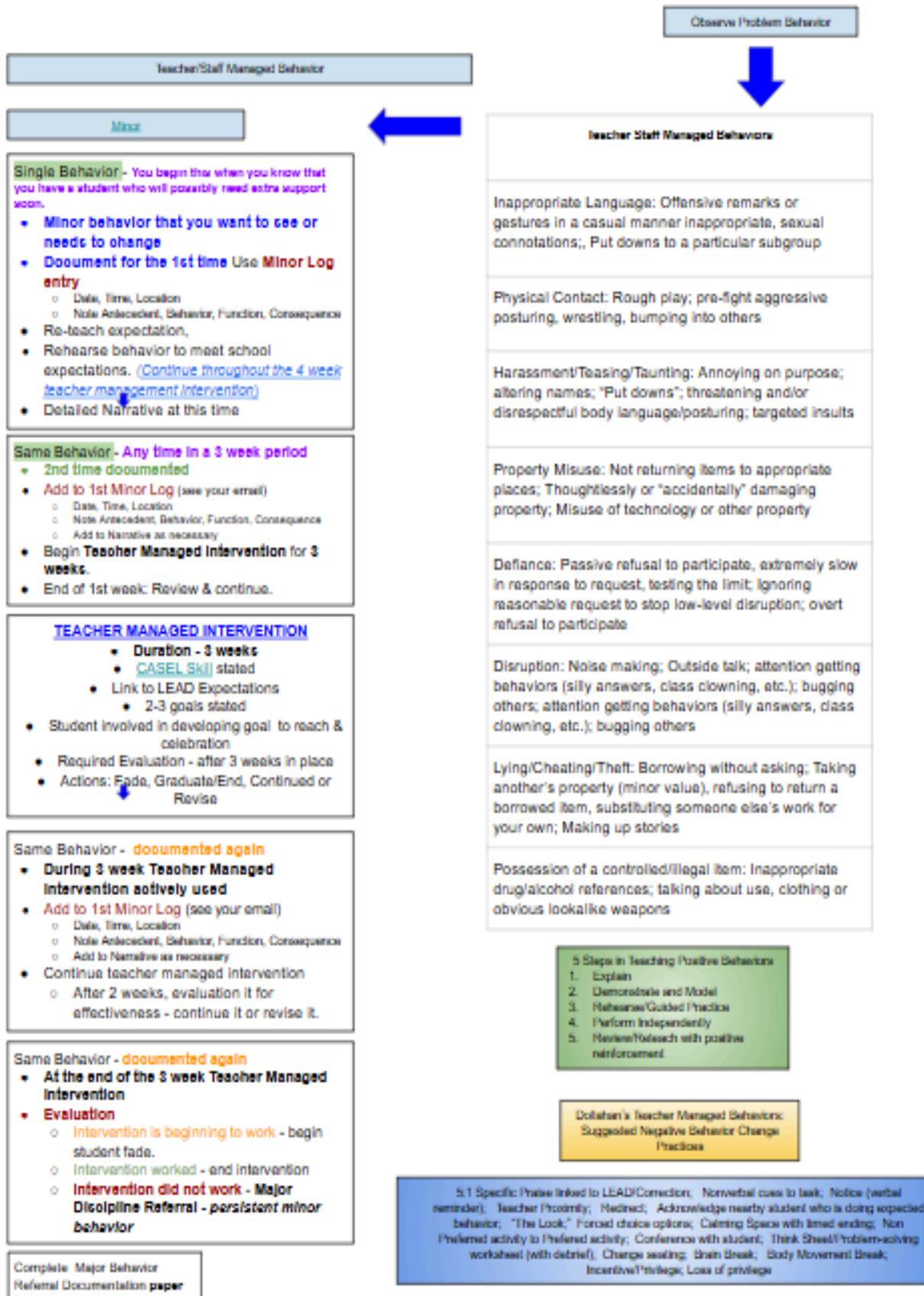
In order to maximize student instructional time, we encourage the classroom teacher to deal with classroom managed behavioral issues in the classroom as much as possible. Dollahan Elementary has developed a clear discipline plan, in which teaching expectations and routines, recognition of positive behavior, and clear classroom responses to problem behavior for the classroom have been established.

When a teacher observes minor student behaviors that are ongoing, the teacher will, in addition to the instructional and proactive approaches to inappropriate behavior, begin a teacher managed behavior intervention.

Some behaviors can be defined as major behaviors. These become administration managed behaviors in three ways: (1) persistent minor behaviors are major behaviors because classroom based proactive approaches and teacher managed behavior interventions have not been effective in helping a child gain the necessary skills to self-manage, (2) these behaviors fit the staff agreed upon definition of behaviors that ought to be managed by administrators, or these behaviors are defined as administration managed behaviors by the 48900 section of the California Education Code.

The following charts are the flow charts for each management process.

Teacher Managed Behaviors



Teachers' Focus

Instructional and Proactive Approaches

to Problem Behavior

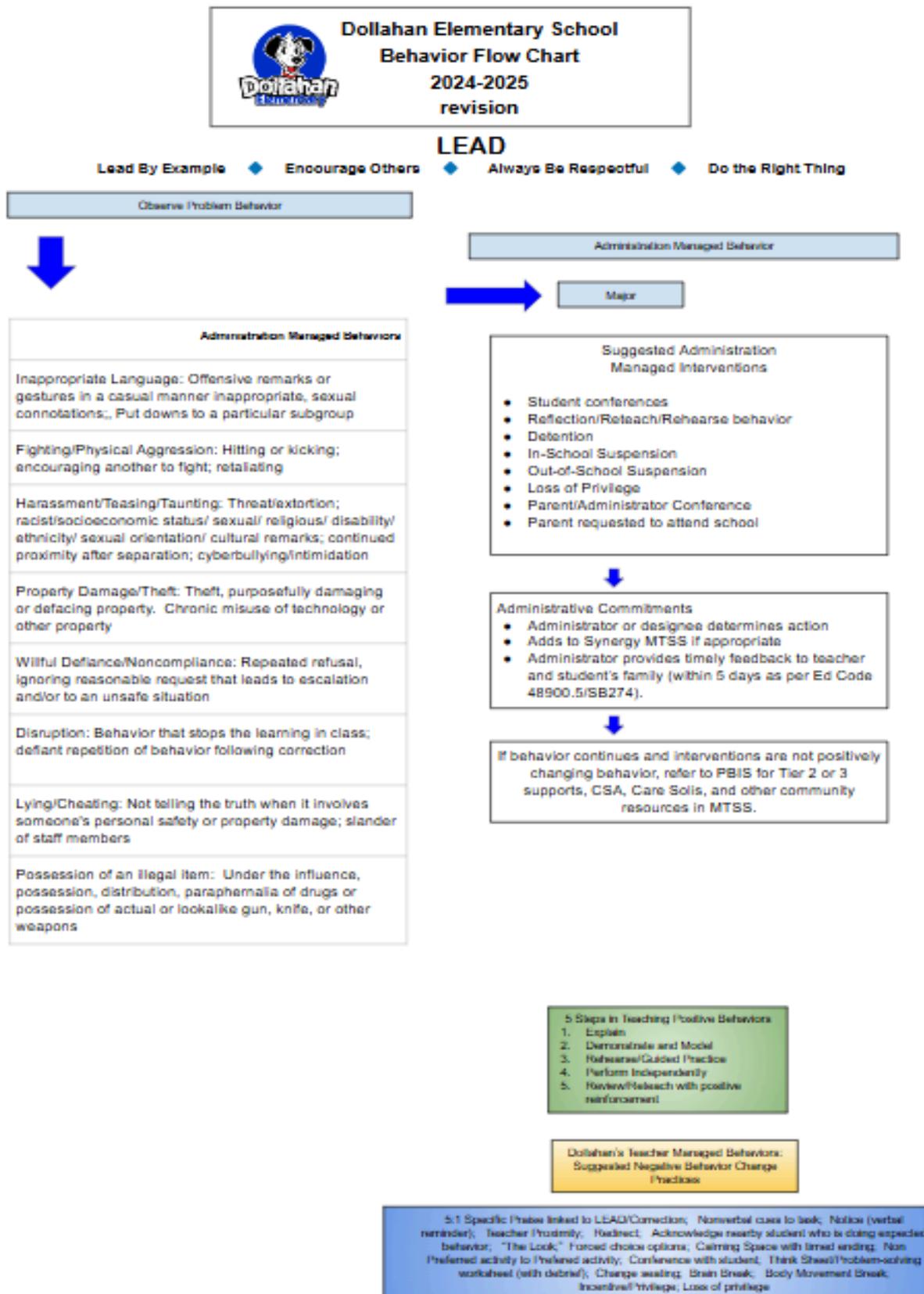
Using an instructional approach when students make behavioral errors is similar to when they make academic errors. This is an opportunity to re-teach and provide feedback. Try to approach the situation with a positive mindset and seek to uncover the possible reason for the problem behavior (e.g., skill 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



5 Steps in Teaching Positive Behaviors

1. Explain
2. Demonstrate and Model
3. Rehearse/Guided Practice
4. Perform Independently
5. Review/Reteach with positive reinforcement

Dollahan's Teacher Managed Behaviors:
Suggested Negative Behavior Change Practices

5:1 Specific Praise linked to LEAD/Correction; Nonverbal cues to seek; Notice (verbal reminder); Teacher Proximity; Redirect; Acknowledge nearby student who is doing expected behavior; "The Look;" Forced choice options; Calming Space with timed ending; Non-Preferred activity to Preferred activity; Conferences with student; Think Sheet/Problem-solving worksheet (with debit); Change seating; Brain Break; Body Movement Break; Incentive/Privilege; Loss of privilege

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](#)