



## **PS 152 The Evergreen School**

**2026-2027**

**P.B.I.S. Parent/Staff Handbook**

We are Evergreen EAGLES!

Eagles at PS 152 SOAR every day!

**S** – Safety

**O** – Ownership

**A** – Action

**R** – Respect

Dear Families,

We are excited to share with you our school-wide behavior system that we are continuing this year! PBIS (Positive Behavioral Interventions & Supports) is a framework to promote and maximize academic achievement and behavioral competence. It is a school-wide strategy for helping all students achieve important social and learning goals. We know that when good behavior and good teaching come together, our students will excel in their learning. PS 152 The Evergreen School is proud to be a part of this exciting initiative.

As part of the PBIS framework, we have established clear rules for the behaviors we expect in all areas of our school. These expectations are outlined in our attached Behavior Matrix. We will teach these expectations to the students during our Morning Meetings and during our review activities. Our staff will verbally acknowledge students' appropriate behaviors and acknowledge their behaviors by giving them a Feather. Students will continue to add their Feathers to their PBIS online portal. At the end of each week, students will log into the portal and shop using their Feather points to purchase items. Students will also keep a log to track how many Feathers he/she has received. This log will allow students to track the number of Feathers received/needed to attend the monthly celebration. Teachers and staff will set the monthly ticket goal. The expectations for all student behaviors will be clear throughout our classrooms, playground, lunchroom, gym, bathrooms, and hallways.

Our expectations will provide a school environment where more time is spent instructing and less time spent disciplining. If your child does have a discipline concern, an Office Discipline Referral Form (ODR) will be completed. If your child has a "Major" or "Minor," a copy will be sent home with your child. If your child receives an ODR, we ask that you please discuss the behavior concern with your child, sign, and return the form to school. We will have consistent consequences and positive reinforcement for all kids.

By teaching the expected behaviors in a positive way, we are providing a common language for everyone in our building, including students, teachers, and staff. We believe that by helping students practice good behavior, we will build a school community where all students can learn.

Please note that this is a new process for students, teachers, and staff, so we ask for your patience. As with anything new we will have some hiccups along the way. We will be reviewing the effectiveness of this plan each month. In doing so, there may be some aspects that are changed, removed, added, etc. This will be an ongoing process for the next 3-5 years. We appreciate your help, support, patience, and understanding! Please contact us if you have any questions or need further information. Thank you for your support!

Sincerely,  
PS 152 The Evergreen School Staff

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*Please cut on the line and sign & return the bottom portion to your child's teacher. Thank you!*

Child's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Signature: \_\_\_\_\_

\*By signing this form, I acknowledge that I have received, read, understand, and will encourage/support this PBIS plan.

## **PBIS Overview**

PS 152 The Evergreen School has implemented the PBIS (Positive Behavior Intervention Supports) to benefit our entire student population.

Here are the key points of PBIS:

- We have clearly defined behavior expectations of **SOAR (Safety, Ownership, Action, and Respect)**. Every student will be taught our expectations in multiple settings throughout our school (see Behavior Matrix below).
- We, as a staff, will continually self-evaluate our culture and seek behavior support to effectively meet the social and emotional needs of all students.
- We have established a supportive community here at PS 152, the Evergreen School, to encourage the expected behaviors of showing **Safety, Ownership, Action, and Respect**. We will hold monthly staff meetings for continued growth and to strengthen PBIS Fidelity
- We are developing a curriculum that is shared school-wide that discourages inappropriate behavior and teaches appropriate behaviors that optimize learning and social-emotional competence.
- We are reducing the need to always be reactive by replacing it with a more proactive approach of teaching students our expectations first. Rather than waiting for a student to fail before we intervene, we provide the necessary supports aligned with the Social and Emotional Learning Standards.
- With this being the first year we are implementing PBIS, we will focus on Tier 1 of the multi- tiered system. We will work on developing Tiers 2 and 3.
- We develop individualized behavior support plans that target problem behaviors while working on establishing environments that teach and reinforce functionally equivalent replacement behavior
- PBIS reminds us that growth must occur for all students, even in situations of misbehavior.
- Research has shown that PBIS not only improves a school culture but it will also improve academic performance.

## **PS 152 The Evergreen School Purpose Statement**

The purpose of implementing Positive Behavior Supports and Interventions, PS 152 The Evergreen School, is to:

- Create a more positive culture in the entire learning community
- Continue to improve life in school for all students
- Challenge students and adults to maintain consistent expectations
- Inspire positive behavior within the learning environment
- Empower the decision-making process by utilizing behavioral data
- Celebrate the successes of our students and staff

## **Importance of Family Engagement**

Research has consistently linked family engagement (or parental involvement) with positive academic outcomes, reductions in delinquent behaviors, and an overall increase in self-esteem and self-worth.

### **Parents Role in PBIS**

By working together, parents and the PS 152 The Evergreen staff will reinforce the skills necessary for productive citizenship. Home and school communication is a must for 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 him/her be successful in school. We ask that you support the school's expectations in the following ways:

1. Please spend time reviewing the behavior expectations with your student
2. Please remind your student of the expectations each day before he/she leaves for school

#### **Show Respect, Make Good Decisions, & Solve Problems**

3. Our system is consistent and predictable, so if your student has earned a consequence, please support the decision and do all you can to have your student take responsibility for his/her actions. Your student will be told the reason for the consequence, and he/she should be able to tell you what occurred. If you have any questions regarding the situation, please call the classroom teacher and/or school administration.
4. When your student arrives home from school, talk with them about their day and ask if their behavior was acknowledged with a Feather (ticket they receive for positive behavior) or other privilege. Ask your student what they did to earn a Feather. Please offer your student extra praise and reinforcement for these behaviors.
5. If your student did not meet the school expectations that day, use the matrix as a tool to go over and reinforce specific expected behaviors.
6. You might try to use the same language at home. You might even add additional behavior expectations for your home.

# As an Eagle parent, I/We will...

<u>Be Ready</u>	<u>Show Respect</u>	<u>Take Pride</u>
<ul style="list-style-type: none"> <li>• Have log-ins and passwords for online tools</li> <li>• Have the teacher's contact information</li> <li>• <u>Stay informed!</u> *Read the weekly school newsletter *Visit the school website and school app for information</li> <li>• Make sure the student is on time and dressed appropriately for the weather</li> </ul>	<ul style="list-style-type: none"> <li>• Notify the office if the student is absent, late, or leaving early</li> <li>• When there is a change in dismissal, please call the office with the changes</li> <li>• Contact teachers directly regarding concerns</li> <li>• Work with school staff to guide my student's success</li> </ul>	<ul style="list-style-type: none"> <li>• Support PBIS expectations and the school community</li> <li>• <u>Get involved!</u> *Parent Association *School events *PBIS celebrations *And more!</li> </ul>

School Phone Number: (718) 589-4560

Elementary Office and Attendance Line:

(718)589-4560 Ext. 1350 Ms. Barbara

School Website:

<http://www.ps152bx.org/>

## Teachers & Staff Responsibilities: Tier 1

How do we prevent negative behaviors?

- Establish regular, predictable, positive learning and teaching environments.
- Teachers and staff will teach, model, and practice each of the behavioral expectations throughout the year
- Students and teachers together develop specific classroom rules, procedures, and routines that are aligned with the school-wide expectations
- Teachers and staff will acknowledge student behaviors that meet our expectations
- Pre-correction methods will be provided. We will work on anticipating and preventing behavior by correcting the behavior before it occurs (e.g. The teacher is aware the student becomes upset when making mistakes; therefore, prior to a challenging assignment, the teacher discusses this with the student, reminding him how to remain calm if frustrated and how to assertively seek help).
- Teachers will provide interesting and engaging instruction aligned with students' needs and interests. Students will be provided with multiple opportunities to respond during instruction to maintain attention to the lesson.
- Teachers and Staff will provide non-verbal cues (gestural, facial expression, moving closer to the student) to redirect misbehavior prior to verbal correction.
- Teachers and Staff will praise immediately by naming positive behavior observed (e.g. "Good job Anthony; you raised your hand before speaking"). The ratio of teacher acknowledgment of appropriate behavior to correction of inappropriate behavior should be HIGH (e.g., 4 positive comments to every one correction).
- Teachers and Staff will focus on relationship building. Positive teacher-student relationships support students' adjustment to school, contribute to social skills, promote academic performance, and foster students' resiliency in academic performance.
- Teachers and staff will follow the Six Components of the School-Wide PBIS philosophy:
  1. Select and define expectations and routines. Expectations and routines need to be Observable, Acknowledgeable, and Teachable.
  2. Teach and Re-teach behaviors and routines directly in all settings
  3. Actively monitor behavior (Direct eye contact)
  4. Acknowledge appropriate behavior
  5. Review data to make decisions
  6. Correct behavior errors (Redirection, Verbal Warning, Visual/Gestural Cues, Private Talk)

**"If a child doesn't know  
how to read, *we teach.*  
If a child doesn't know to  
swim, *we teach.*  
If a child doesn't know how  
to multiply, *we teach.*  
If a child doesn't know how  
to drive, *we teach.*  
If a child doesn't know to  
behave, *we teach?*  
*Or punish?"***

## Positive Behavior Acknowledgment System

When appropriate behaviors have been identified and taught, they should be acknowledged regularly. All staff at PS 152 The Evergreen School can acknowledge students' positive behavior throughout the school day and across the school building. Acknowledgment occurs in various levels, as described below:

- We have defined our expected behavior for students.
- We have taught our students the expected behavior.
- Now we will encourage expected behavior through acknowledgment and positive praise

Reinforcement will occur on various levels

- Individual student
- Classroom
- Grade Level
- Whole School

Individual Student

- Verbal Praise
- Feather
- Other personalized behavior reinforcement system

Classroom Level

- Verbal Praise
- Feather
- Choices within the classroom as determined by the classroom teacher

Grade Level

- Verbal Praise
- Extra recess time

School Level








- PBIS School Award
- Weekly drawing for a special prize

## Student Matrix

On the following page, you will find our PBIS student matrix that defines how to show **Safety, Ownership, Action, and Respect**. The Matrix is the foundation of how we will teach our students the behavioral expectations here at PS 152 The Evergreen School. Everything we have put in place has been a collaborative effort of our teachers and staff. This has not been done by an outside source. Everything we do with PBIS is "homegrown". The students, staff, and parents will continue to align their goals with the students' needs. Our PBIS curriculum is never set and will always change with our culture. Everyone plays a significant role in helping

our students.

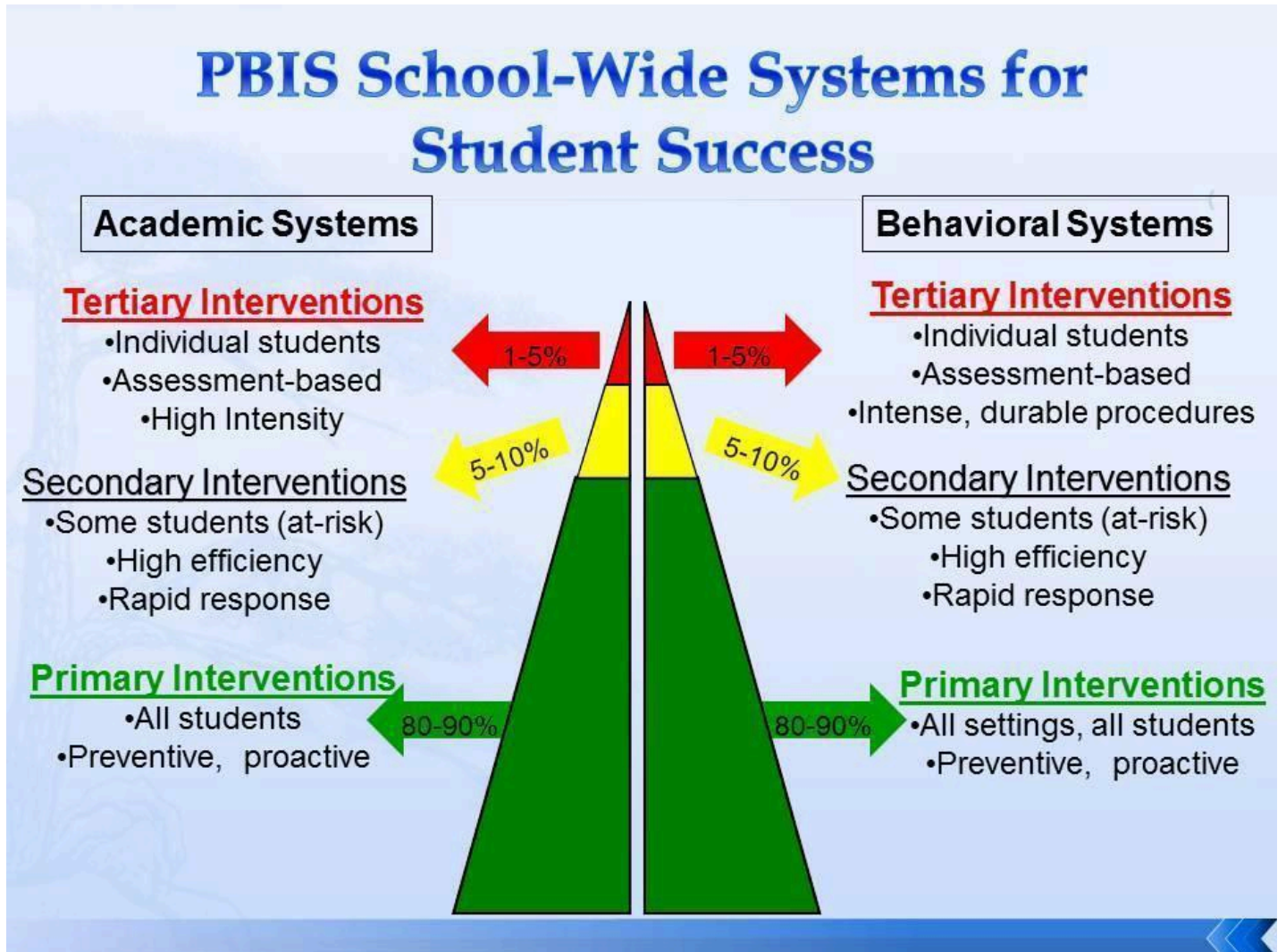
## P.S. 152 Eagles Behavior Expectation Matrix

	<b>CAFETERIA</b> 	<b>HALL</b> 	<b>CLASSROOM</b> 	<b>PLAYGROUND</b> 	<b>ASSEMBLY</b> 	<b>REMOTE</b> 
<b>We are Safe</b>	Use my inside voice Follow directions Line up quickly and quietly	Stay in line Use walking feet and quiet bodies	Stay seated Listen carefully Follow directions	Play safely Listen for directions	Enter and exit quietly	Keep passwords and links to myself
<b>We Own it</b>	Clean up after myself Keep track of my belongings	Make good decisions Be my best self	Come prepared to learn Show my best Ask for help	Have fun Clean up equipment Be a good friend	Show good manners Be proud of your achievements	Join class on time with the camera on and ready to work Complete and submit all assignments
<b>We Take Action</b>	Look and listen for quiet signals from adults Raise my hand when I have questions Keep my hands to myself	Tell my problems to adults Use handrails to go up and down the stairs Keep my hands to myself	Engage in activities Do my personal best Share my ideas and listens to the ideas of others	Follow rules Tell problems to adults Share and take turns	Pay attention to the speaker Celebrate everyone's success	Join groups when directed by the teacher Respond when called on
<b>We Show Respect</b>	Say please and thank you Use kind words	Stay in my personal space Look at bulletin boards with my eyes Remember others are learning	Be considerate of others Celebrate differences Follow class/school rules	Be fair Use kind words Encourage each other	Cheer for your peers Say please and thank you	Raise your hand before turning on the microphone Use chat only to respond to the teacher

## Tier Level Interventions

As you can see, we are creating a strong foundation of how we are going to help 100% of our students become successful. As we continue on this with the implementation of PBIS, our interventions will strengthen over the years.

Below is a chart showing that the tiers of PBIS are almost identical to those of academic success. This year, as we roll out PBIS to our students, we will have a focus on Tier 1. We will also be developing Tiers 2 and 3 throughout the school year.



## **Consequences for Classroom-Managed and Office Managed Incidents**

When students do not follow the outlined schoolwide discipline plan, they will receive consequences based on the philosophy of progressive discipline. Progressive discipline uses a consistent approach that starts with a minor consequence for first offenses and progresses to a more severe consequence for repeat offenses.

Classroom-managed behavioral issues will be handled by the teacher. Teachers will refer to the chart below when they believe the classroom behavior requires a consequence. The following is a sampling of the consequences teachers may use:

- Redirection
- Written referral
- Conference with student
- Note to parent
- Phone call to parent
- Removal to another setting (no longer than 30 minutes and as last resort to preserve instructional learning time)
- Parent conference

\*\*The Problem-Solving Form is used as an opportunity for students to reflect on their behavior and consider alternative solutions that meet our expectations. Parents will need to sign the form and return to school the next day. Problem-solving forms are classroom-managed issues and do not go to the office unless the behavior continues.

Office-managed offenses will be handled by an administrator. Each child is an individual whose needs will be considered when determining the consequence. The following is a sampling of the consequences administrators may use:

- Natural consequence (clean desk that student wrote on, letter of apology, etc.).
- Parent phone call
- Referral to the Guidance Team to develop a behavior improvement plan
- Suspension (if behavior is severe in nature)

## **Classroom/Non-Classroom Managed vs. Office Managed Behaviors**

<b>Classroom Managed Behaviors</b>	<b>Non-Classroom/Office Managed Behaviors</b>
Inappropriate Language	Inappropriate Language (MAJOR)
Disruption of Learning Environment	Inappropriate behavior on the bus
Minor Physical Aggression (pushing, or tripping, poking, etc. that does not result in injury)	Aggression, Biting, and Fighting (with mark left)
Playground Infractions	School Threat, Threat to Self
Disrespect	Destruction of school property (ex., breaking a chair, ripping books, etc.)
Refusal to Participate, Defiance	Alcohol, Tobacco, Drugs
Not Completing Work, Off-task	Attendance Policy Violation
Lying, Cheating, Forgery, Plagiarism	Improper Use of Cell Phones and Electronics
Stealing – erasers, pencils, etc.	Weapons and Dangerous/Threatening Objects
Technology-Off Task	Technology-Inappropriate Use
Teasing, Gossiping, Social Exclusion	Bullying
Disruptive talking	Stealing – money, cell phones, etc.
Running in the halls	Leaving school/leaving class

**Note: Immediately contact an administrator for crisis behaviors. Examples of crisis behaviors consist of the following: Behaviors that are self-injurious, assaultive, cause serious property damage, and/or other pervasive maladaptive behaviors.**

Before sending a student with a Discipline Referral to the Principal for any CLASSROOM-managed behaviors, the teacher must have:

1. Contacted parents
2. Tried a number of interventions
3. Seen the behavior continue to be repeated



PS 152 The Evergreen School

**Behavior Reflection Form**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Please check the expectation that was not being followed:**

- Safety
- Ownership
- Action
- Respect

**What were you doing?**

.  
. .  
. .

**What should you have been doing?**

.  
. .  
. .

**What will you do differently next time?**

.  
. .  
. .

Student

Signature: \_\_\_\_\_  
(as needed)

Teacher

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent

Signature: \_\_\_\_\_

# Office Referral Form

Name: \_\_\_\_\_

**Location**

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Playground  Library

Teacher: \_\_\_\_\_

Cafeteria  Bathroom

Grade: K 1 2 3 4 5 6

Hallway  Arrival/Dismissal

Referring Staff: \_\_\_\_\_

Classroom  Other \_\_\_\_\_

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
<input type="checkbox"/> Inappropriate language, <input type="checkbox"/> Physical aggression, <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption, <input type="checkbox"/> Lying/Cheating, <input type="checkbox"/> Playground infraction, <input type="checkbox"/> Disrespect <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Other _____	<input type="checkbox"/> Abusive language <input type="checkbox"/> Fighting/ Physical aggression <input type="checkbox"/> Overt Defiance <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Dress Code <input type="checkbox"/> Tardy <input type="checkbox"/> Vandalism <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Threat to school or self <input type="checkbox"/> Leaving class/campus <input type="checkbox"/> Other _____	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid the task or activity <input type="checkbox"/> Don't know <input type="checkbox"/> Other _____
<b>Administrative Decision</b>		
<input type="checkbox"/> Loss of privilege <input type="checkbox"/> Time in office <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent Contact	<input type="checkbox"/> Individualized instruction <input type="checkbox"/> In-school suspension (__hours/ days) <input type="checkbox"/> Out-of-school suspension (__days) <input type="checkbox"/> Other _____	

**Others involved in incident:**  None  Peers  Staff  Teacher  Substitute  Unknown  Other

**Other comments:** \_\_\_\_\_

I need to talk to the students' teacher  I need to talk to the administrator

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

PS 152 The Evergreen School will use a consistent procedure for handling discipline. Teachers will address all minor infractions in the classroom. Teachers will document the minor infractions using the minor incident tab of our database system. Teachers will refer all major infractions to the office by completing the Office Referral Form. Please note that three minor incidents will result in an office referral. If a student receives an office referral form, the administration will notify parents.

### **Summary**

We hope this handbook helped with the learning process of PBIS and how we will implement it this school year. Please use this handbook as a quick reference for questions you may have. Your support, flexibility, and understanding are greatly appreciated and will make a positive impact! We appreciate all of your help with our PBIS program and what it can do for our students. We are looking forward to a great year!