



**P.S. 152 THE EVERGREEN SCHOOL**

**PBIS**

**PARENT & STAFF HANDBOOK**

**2026–2027 SCHOOL YEAR**



***Elevate Every Eagle***

**One School. One Community. One Shared Commitment.**

## Welcome to Our PBIS Community

A shared approach to safe, supportive, and joyful learning

Dear Families and Staff,

At P.S. 152 The Evergreen School, we believe every child deserves a learning environment where they feel safe, valued, challenged, and connected. Positive Behavioral Interventions and Supports (PBIS) gives our school a common way to teach, recognize, and strengthen the behaviors that help every Eagle succeed.

Our schoolwide expectations are summarized by SOAR: We are Safe, we Own It, we Take Action, and we Show Respect. These expectations are taught explicitly, practiced in every school setting, and reinforced throughout the year. The revised Behavior Expectation Matrix in this handbook explains what SOAR looks and sounds like in the cafeteria, hallways, classrooms, playground, and assemblies.

PBIS is not simply a reward or consequence system. It is a proactive, instructional approach. Adults teach expectations before problems occur, acknowledge positive choices, respond consistently when students need correction, and use data to determine what additional support may be needed.

Families are essential partners. We ask you to review the matrix with your child, use SOAR language at home, celebrate growth, and communicate with us when questions or concerns arise. Together, we can ensure that every student is ready to learn and able to contribute positively to our school community.

Thank you for your partnership and commitment to helping every Eagle SOAR.

Sincerely,

P.S. 152 The Evergreen School Administration and Staff

**Our shared promise:** We teach behavior with the same clarity, patience, practice, and encouragement that we use to teach academics.

## Family Acknowledgment

Please review, sign, and return this page to your child's teacher.

### PBIS FAMILY–SCHOOL COMMITMENT

By signing below, I acknowledge that I received and reviewed the P.S. 152 PBIS Parent & Staff Handbook. I understand the schoolwide SOAR expectations and will partner with the school to support my child's social, emotional, behavioral, and academic growth.

**Student name:** \_\_\_\_\_

**Class / Teacher:** \_\_\_\_\_

**Parent or guardian name:** \_\_\_\_\_

**Parent/Guardian signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### OUR SOAR CONVERSATION

After reviewing the handbook together, families may use these prompts:

- Which SOAR expectation is already a strength for you?
- Which school setting might require extra practice?
- What can you do if you make a mistake or need help?
- How can we use SOAR at home and in our community?

**Keep the handbook:** After returning this signed page, keep the remaining handbook as a family reference throughout the school year.

## PBIS at a Glance

Positive Behavioral Interventions and Supports (PBIS) is a schoolwide framework that organizes how adults teach behavior, recognize success, respond to concerns, and provide additional support. It helps create predictable routines and a positive climate so that more time can be devoted to learning.

|                    |                                                                                                                            |
|--------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>TEACH</b>       | Adults explicitly model, practice, and reteach expectations in each setting.                                               |
| <b>ACKNOWLEDGE</b> | Staff name the positive behavior they observe and recognize growth through praise, Feathers, privileges, and celebrations. |
| <b>RESPOND</b>     | Behavior errors are corrected calmly, consistently, privately when possible, and with an opportunity to repair harm.       |
| <b>SUPPORT</b>     | School teams review patterns and provide targeted or individualized supports when universal instruction is not enough.     |

## Our Purpose

- Create a welcoming, affirming, safe, and predictable learning environment.
- Build a common language for positive behavior across classrooms and shared spaces.
- Teach students to make responsible choices, solve problems, and repair harm.
- Strengthen relationships among students, staff, and families.
- Use behavioral data to improve practices and match supports to student needs.
- Celebrate student growth, effort, leadership, and contribution.

## What It Means to SOAR

**S****SAFE**

Protect yourself and others. Follow routines, use materials correctly, and seek adult help when needed.

**O****OWN IT**

Take responsibility for your choices, belongings, learning, and impact on the community.

**A****TAKE ACTION**

Participate, persevere, solve problems, include others, and make choices that move learning forward.

**R****SHOW RESPECT**

Use kind words, honor identities and boundaries, listen to others, and care for shared spaces.

## Using SOAR at Home

| Expectation    | At school                                                | At home                                                 |
|----------------|----------------------------------------------------------|---------------------------------------------------------|
| <b>Safe</b>    | Walk, use materials appropriately, report concerns.      | Follow safety rules; ask for help.                      |
| <b>Own It</b>  | Bring materials; accept responsibility; repair mistakes. | Complete routines; care for belongings; tell the truth. |
| <b>Action</b>  | Participate, persevere, and solve problems.              | Begin tasks, keep trying, and offer help.               |
| <b>Respect</b> | Listen, use kind words, and honor boundaries.            | Speak courteously; respect people, space, and property. |

## Everyone Has a Role

## STUDENTS

- Learn and practice SOAR expectations in every setting.
- Accept reminders and use feedback to make a better choice.
- Ask for help, use problem-solving strategies, and repair harm when needed.
- Celebrate classmates and contribute to a positive school community.

## FAMILIES

- Review the behavior matrix and use SOAR language at home.
- Ask about positive choices and celebrate effort, improvement, and honesty.
- Support reasonable school responses while seeking clarification respectfully when needed.
- Keep contact and dismissal information current; communicate attendance or behavioral concerns promptly.
- Sign and return requested reflection or referral forms.

## TEACHERS &amp; STAFF

- Establish clear, predictable, culturally responsive routines.
- Teach, model, practice, and reteach expectations throughout the year.
- Use active supervision, pre-correction, nonverbal cues, and private redirection.
- Acknowledge positive behavior specifically and frequently.
- Document patterns, communicate with families, and request additional support when appropriate.
- Protect student dignity and preserve instructional time.

**Behavior-specific praise:** Name exactly what the student did: "You owned it by beginning your work right away and asking for help appropriately."

## Recognizing Positive Behavior

When expectations are clearly taught, students need frequent feedback that helps them connect their choices to successful outcomes. Every staff member may acknowledge students across the school day.

| Level             | Examples                                                           | Purpose                                             |
|-------------------|--------------------------------------------------------------------|-----------------------------------------------------|
| <b>Individual</b> | Specific praise; Feather; personalized reinforcement               | Connect the student's action to a SOAR expectation. |
| <b>Classroom</b>  | Praise; Feathers; teacher-selected privileges or choices           | Build shared routines, cooperation, and belonging.  |
| <b>Grade</b>      | Recognition; collaborative goals; special activity or extra recess | Celebrate collective progress across classes.       |
| <b>School</b>     | PBIS awards; drawings; celebrations; leadership recognition        | Strengthen school pride and community.              |

## How Feathers Work

- A Feather recognizes a specific behavior connected to Safe, Own It, Action, or Respect.
- Students add earned Feather points to the school's PBIS portal and track progress toward goals.
- Students may use points for available items, privileges, or experiences according to school procedures.
- Monthly goals and celebrations are communicated by teachers and staff.
- Feathers are one form of feedback; relationships, encouragement, student voice, and meaningful privileges are equally important.

**Ask your child:** "Which SOAR expectation did you demonstrate today?" and "What choice are you proud of?"

## A Continuum of Support

Students receive the level of instruction and support they need to be successful.

| Level         | Who it supports                                   | Examples                                                                                                                           |
|---------------|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>Tier 1</b> | All students                                      | Schoolwide SOAR instruction; predictable routines; active supervision; positive acknowledgment; consistent responses.              |
| <b>Tier 2</b> | Some students who need targeted support           | Check-in/check-out; social skills groups; mentoring; increased feedback; targeted behavior goals; family collaboration.            |
| <b>Tier 3</b> | A few students with intensive or persistent needs | Individualized assessment and planning; coordinated team support; individualized teaching, reinforcement, and progress monitoring. |

## How Support Decisions Are Made

- The team reviews the student's strengths, needs, setting, frequency, duration, and impact of the behavior.
- Staff consider which expectations and replacement skills need to be taught or retaught.
- Families and students are included as partners whenever individualized support is planned.
- Supports are monitored and adjusted based on progress and data.
- Responses are individualized and aligned with applicable school and NYCPS policies.

**Important:** PBIS supports students with disabilities and multilingual learners by maintaining high expectations while providing appropriate, individualized access and support.



## When Expectations Are Not Met

Behavior mistakes are opportunities for instruction, reflection, accountability, and repair. Staff respond according to the seriousness, frequency, context, and impact of the behavior.

|                                      |                                                                                             |
|--------------------------------------|---------------------------------------------------------------------------------------------|
| <b>1. PROMPT</b>                     | Remind or pre-correct the expected behavior.                                                |
| <b>2. REDIRECT</b>                   | State the expected behavior briefly, calmly, and privately when possible.                   |
| <b>3. RETEACH</b>                    | Model and practice the replacement behavior.                                                |
| <b>4. REFLECT &amp; REPAIR</b>       | Help the student consider impact, restore relationships or property, and make a plan.       |
| <b>5. DOCUMENT &amp; COMMUNICATE</b> | Record recurring or significant concerns and communicate with families.                     |
| <b>6. REQUEST SUPPORT</b>            | Involve the appropriate support team or administrator when behavior persists or is serious. |

## Progressive, Restorative Responses

Possible responses include redirection, a conference with the student, reteaching, a reflection form, a logical or natural consequence, loss of a related privilege, family contact or conference, a behavior-support plan, referral to a school support team, or an administrative response when warranted. Consequences are not automatic; individual circumstances and student needs are considered.

**Reflection before exclusion:** Whenever safe and appropriate, the goal is to keep students connected to learning while helping them understand impact and practice a more successful choice.

## Classroom-Managed and Office-Managed Concerns

The examples below guide staff response. They are not an exhaustive list. The intensity, repetition, context, safety risk, and impact on others may change how a behavior is handled.

| CLASSROOM / STAFF MANAGED                                                                                                                                                                                                                                                                                                                                                                                                                                        | OFFICE / ADMINISTRATOR MANAGED                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● Off-task behavior or work refusal</li> <li>● Disruptive talking or minor disruption</li> <li>● Minor disrespect or inappropriate language</li> <li>● Teasing, gossiping, or social exclusion</li> <li>● Minor physical contact without injury</li> <li>● Running in hallways or playground infractions</li> <li>● Minor misuse of technology</li> <li>● Minor dishonesty or taking low-value classroom items</li> </ul> | <ul style="list-style-type: none"> <li>● Fighting, aggression, biting, or conduct causing injury</li> <li>● Threats to school, self, or others</li> <li>● Bullying, harassment, or severe abusive language</li> <li>● Weapons or dangerous/threatening objects</li> <li>● Serious property destruction or theft</li> <li>● Leaving class, campus, or supervised area without permission</li> <li>● Substance-related behavior</li> <li>● Serious or repeated technology/electronic violations</li> </ul> |

### Before a Routine Classroom Concern Is Referred

Staff generally contact the family, try and document multiple appropriate interventions, reteach the expectation, and confirm that the behavior continues or significantly disrupts learning. Major or crisis concerns are referred immediately.

**Crisis behavior:** Immediately contact an administrator for behavior that is self-injurious, assaultive, causes serious property damage, presents a credible threat, or creates an immediate safety risk.

## Family Partnership & Communication

Consistent communication helps students experience one clear message: the adults in their lives are working together to help them learn, grow, and make things right.

### WHEN YOUR CHILD HAS A SUCCESS

- Ask what they did—not only what they received.
- Connect the behavior to SOAR language.
- Praise effort, honesty, improvement, and helpfulness.
- Encourage your child to notice and celebrate others.

### WHEN YOUR CHILD HAS A BEHAVIOR CONCERN

- Listen calmly and ask your child to describe what happened, who was affected, and what they can do next.
- Review the relevant matrix expectation and practice the replacement behavior.
- Support reflection, accountability, and reasonable repair.
- Sign and return requested forms promptly.
- Contact the classroom teacher first for routine concerns; contact administration for unresolved, serious, or safety-related concerns.

### STAY CONNECTED

|                        |                                              |
|------------------------|----------------------------------------------|
| <b>Main office</b>     | (718) 589-4560                               |
| <b>Attendance line</b> | (718) 589-4560, extension 1350               |
| <b>School address</b>  | 1007 Evergreen Avenue, Bronx, New York 10472 |
| <b>Website</b>         | ps152bx.org                                  |

#### Communication tip:

Begin with shared goals: “I want to understand what happened and work together on the next step.”

**P.S. 152 THE EVERGREEN SCHOOL**

# Eagles Behavior Expectation Matrix

**Safe • Own It • Action • Respect**

|                            | <b>CAFETERIA<br/>EAT • CONNECT</b>                                                                                                                                                                                            | <b>HALLWAYS<br/>MOVE • TRANSITION</b>                                                                                                                                                                               | <b>CLASSROOM<br/>LEARN • GROW</b>                                                                                                                                                                                                        | <b>PLAYGROUND<br/>PLAY • INCLUDE</b>                                                                                                                                                                                               | <b>ASSEMBLY<br/>LISTEN • CELEBRATE</b>                                                                                                                                                                                                          |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>We are<br/>SAFE</b>     | <ul style="list-style-type: none"> <li>• Walk at all times</li> <li>• Keep food on my tray and table</li> <li>• Remain seated until dismissed</li> <li>• Follow adult directions right away</li> </ul>                        | <ul style="list-style-type: none"> <li>• Walk on the right side</li> <li>• Keep hands, feet, and objects to myself</li> <li>• Use the handrail on stairs</li> <li>• Move directly to my destination</li> </ul>      | <ul style="list-style-type: none"> <li>• Use materials and technology appropriately</li> <li>• Keep my area free of hazards</li> <li>• Follow classroom routines</li> <li>• Tell an adult when help is needed</li> </ul>                 | <ul style="list-style-type: none"> <li>• Use equipment the correct way</li> <li>• Stay within assigned areas</li> <li>• Stop and listen when the signal is given</li> <li>• Report unsafe behavior to an adult</li> </ul>          | <ul style="list-style-type: none"> <li>• Enter, sit, and exit calmly</li> <li>• Keep aisles and exits clear</li> <li>• Remain with my class</li> <li>• Follow all adult directions</li> </ul>                                                   |
| <b>We<br/>OWN IT</b>       | <ul style="list-style-type: none"> <li>• Choose my seat quickly</li> <li>• Take only what I need</li> <li>• Clean my eating space</li> <li>• Put trash in the correct place</li> </ul>                                        | <ul style="list-style-type: none"> <li>• Carry a hall pass when required</li> <li>• Keep track of my belongings</li> <li>• Arrive on time</li> <li>• Protect learning time</li> </ul>                               | <ul style="list-style-type: none"> <li>• Bring the materials I need</li> <li>• Begin work promptly</li> <li>• Complete assignments with care</li> <li>• Ask questions and accept feedback</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Return equipment to its proper place</li> <li>• Solve small problems peacefully</li> <li>• Include others in games</li> <li>• Accept responsibility for my choices</li> </ul>             | <ul style="list-style-type: none"> <li>• Be ready when the program begins</li> <li>• Participate appropriately</li> <li>• Represent my class with pride</li> <li>• Leave the space clean</li> </ul>                                             |
| <b>We Take<br/>ACTION</b>  | <ul style="list-style-type: none"> <li>• Use an appropriate voice level</li> <li>• Practice good table manners</li> <li>• Invite others into positive conversation</li> <li>• Respond immediately to quiet signals</li> </ul> | <ul style="list-style-type: none"> <li>• Use a silent or low voice as directed</li> <li>• Give others space to pass</li> <li>• Keep transitions orderly</li> <li>• Model expectations for younger Eagles</li> </ul> | <ul style="list-style-type: none"> <li>• Participate actively in every lesson</li> <li>• Use learning time wisely</li> <li>• Persevere when work is challenging</li> <li>• Apply feedback to improve my work</li> </ul>                  | <ul style="list-style-type: none"> <li>• Take turns and share fairly</li> <li>• Encourage positive play</li> <li>• Use words to solve conflicts</li> <li>• Invite classmates to join</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Face the speaker and listen</li> <li>• Participate when invited</li> <li>• Applaud at appropriate times</li> <li>• Celebrate the accomplishments of others</li> </ul>                                  |
| <b>We Show<br/>RESPECT</b> | <ul style="list-style-type: none"> <li>• Use kind words and polite manners</li> <li>• Wait patiently in line</li> <li>• Respect personal space</li> <li>• Follow directions from all staff members</li> </ul>                 | <ul style="list-style-type: none"> <li>• Protect student work and displays</li> <li>• Allow classes to learn without interruption</li> <li>• Use courteous language</li> <li>• Greet others respectfully</li> </ul> | <ul style="list-style-type: none"> <li>• Listen when others are speaking</li> <li>• Value different ideas and identities</li> <li>• Use people's names and pronouns correctly</li> <li>• Care for shared materials and spaces</li> </ul> | <ul style="list-style-type: none"> <li>• Play fairly and include everyone</li> <li>• Use encouraging words</li> <li>• Respect boundaries and personal space</li> <li>• Resolve disagreements without teasing or insults</li> </ul> | <ul style="list-style-type: none"> <li>• Give the speaker my full attention</li> <li>• Keep comments positive and appropriate</li> <li>• Honor every performance and presentation</li> <li>• Show school pride from beginning to end</li> </ul> |

## Student Reflection & Repair Form

Use developmentally appropriate language and adult support as needed.

|                                  |                           |
|----------------------------------|---------------------------|
| <b>Student name:</b><br>_____    | <b>Date:</b><br>_____     |
| <b>Teacher / Class:</b><br>_____ | <b>Location:</b><br>_____ |

Which SOAR expectation needs more practice?

☐ **Safe**    ☐ **Own It**    ☐ **Take Action**    ☐ **Show Respect**

**What happened? Tell the story in your own words.**

\_\_\_\_\_

—

\_\_\_\_\_

—

**Who was affected, and how?**

\_\_\_\_\_

—

\_\_\_\_\_

—

**What was the expected behavior?**

\_\_\_\_\_

—

\_\_\_\_\_

—

**What can you do to repair the situation?**

\_\_\_\_\_

—

\_\_\_\_\_

—

**What will you do differently next time? What support would help?**

\_\_\_\_\_

—

\_\_\_\_\_

—

**Student signature:** \_\_\_\_\_ **Staff signature:** \_\_\_\_\_

**Parent/Guardian signature (as needed):** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Office Discipline Referral

For staff use; share with families according to school procedures.

|                                                |                                      |                                  |
|------------------------------------------------|--------------------------------------|----------------------------------|
| <b>Student name:</b><br>_____                  | <b>Grade / Class:</b><br>_____       | <b>Date / Time:</b><br>_____     |
| <b>Referring staff:</b><br>_____               | <b>Location:</b><br>_____            | <b>Others involved:</b><br>_____ |
| <b>Family contact made by / date:</b><br>_____ | <b>Prior interventions:</b><br>_____ | <b>Administrator:</b><br>_____   |

**LOCATION**

☐ Classroom ☐ Cafeteria ☐ Hallway/Stairs ☐ Playground ☐ Bathroom ☐ Assembly ☐ Arrival/Dismissal ☐ Other

**CONCERN**

☐ Inappropriate/abusive language ☐ Physical aggression/fighting ☐ Defiance/disruption ☐ Harassment/bullying ☐ Property damage/theft  
☐ Electronic violation ☐ Threat to school/self/others ☐ Leaving supervised area ☐ Other

**POSSIBLE FUNCTION / CONTEXT**

☐ Peer attention ☐ Adult attention ☐ Access to item/activity ☐ Avoid peer/adult ☐ Avoid task/activity ☐ Skill deficit ☐ Unknown ☐ Other

**Brief, objective description of incident:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Actions already taken / student response:**

\_\_\_\_\_  
 \_\_\_\_\_

**Administrative decision / follow-up plan:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Parent/Guardian notified by:** \_\_\_\_\_ **Date/Time:** \_\_\_\_\_

## Quick Reference

|                       |                                                                                         |
|-----------------------|-----------------------------------------------------------------------------------------|
| <b>OUR LANGUAGE</b>   | Safe • Own It • Take Action • Show Respect                                              |
| <b>OUR APPROACH</b>   | Teach • Acknowledge • Respond • Support                                                 |
| <b>OUR GOAL</b>       | A safe, affirming, predictable school where every student can learn and belong.         |
| <b>FAMILY ACTION</b>  | Review the matrix, celebrate growth, support reflection and repair, and stay connected. |
| <b>SCHOOL CONTACT</b> | (718) 589-4560 • ps152bx.org                                                            |

## A Final Word

PBIS is strongest when expectations are clear, adults are consistent, students have repeated opportunities to practice, and families are trusted partners. This handbook is a living guide. School teams will review implementation and behavioral data throughout the year and may refine procedures to meet the needs of our students and community.

Thank you for helping us create a school where every Eagle is known, supported, challenged, and celebrated.



**WE ARE EVERGREEN EAGLES.  
WE SOAR TOGETHER.**