



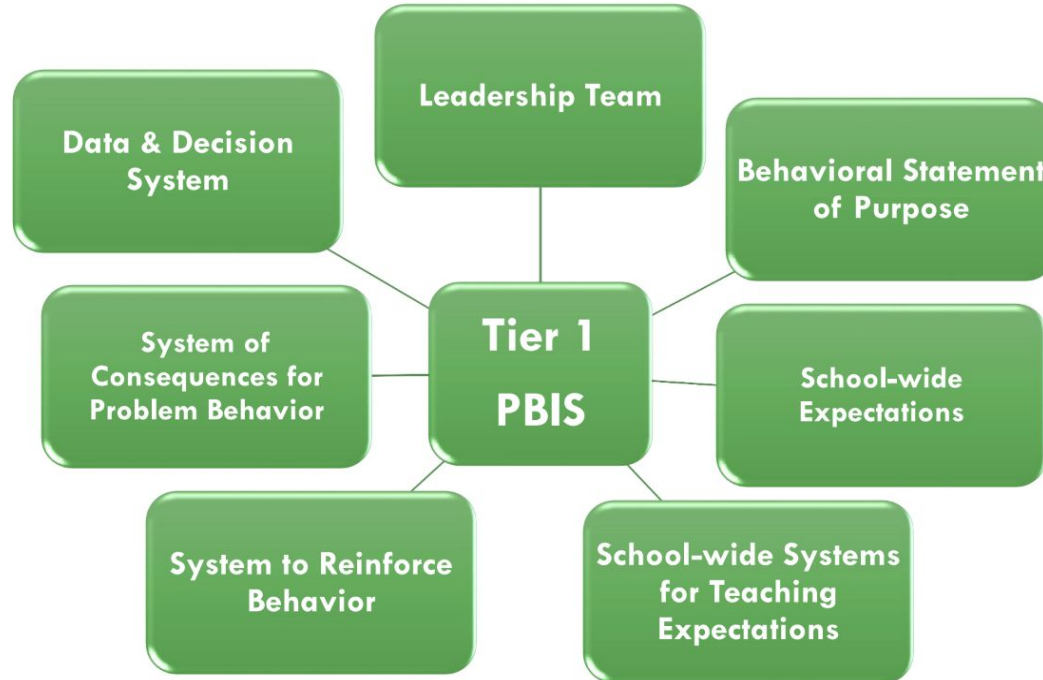
welcome

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT (PBIS)

BRET HARTE SCHOOL-WIDE
IMPLEMENTATION

[HTTPS://BIT.LY/3UQPLJI](https://bit.ly/3uqplji)

Harte PBIS Tier 1 core components



Leadership Team

YIP YIP Hooray!

Team PBIS

Ms. Carpenter, Mrs. Sykes, Mrs. Preston, Mrs. Rodriguez, Ms. Kim, Mrs. Anderson, Ms. Dubuque Ms. Rivera Mrs. Stephanie Ramos, and Mrs. Shannon Ramos, Mr. Burns and Mrs. Dunkoe



Behavioral Statement
of Purpose

Academic

Through the implementation of PBIS
(Positive Behavior Interventions and Supports)
ALL students will **achieve**
academic, behavioral, and social-emotional success.

Behavioral



Social
Emotional

School-wide
Expectations

Harte SCHOOL-WIDE EXPECTATIONS



P.A.W.S.

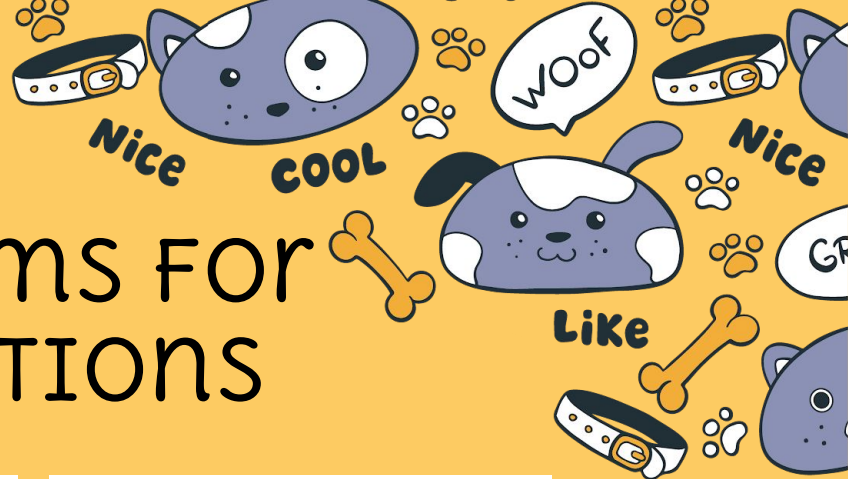
Harte Schoolwide Expectations

Prepare for Success

Act Respectfully

Work Together

Stay Safe



SCHOOL-WIDE SYSTEMS FOR TEACHING EXPECTATIONS

Walkway PAWS

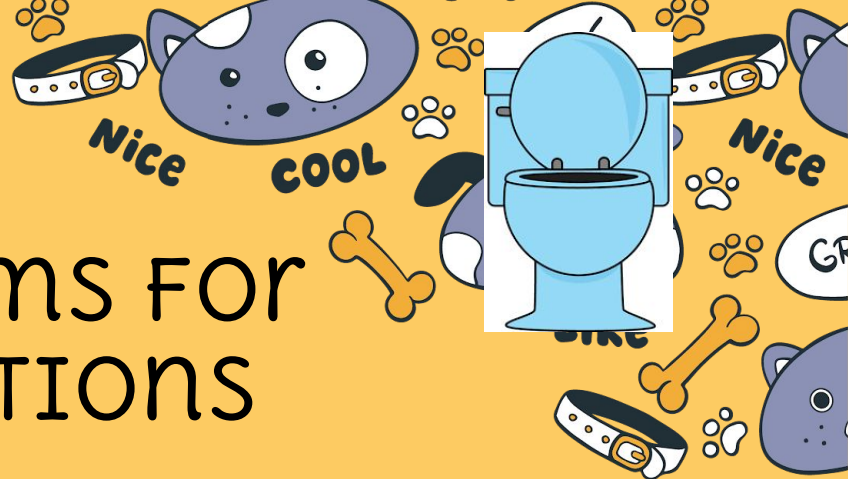
P		<u>Prepare for Success</u> - Read the expectations ♥ Remember that others are learning
A		<u>Act Respectfully</u> - Face forward - Silent voices
W		<u>Work Together</u> - Keep to the right or on the red line - Stay together
S		<u>Stay Safe</u> - Calm bodies - Have a Hall Pass - Walking feet ♥ Report unsafe behavior to a trusted adult immediately

Restroom PAWS

P		<u>Prepare for Success</u> - Read the expectations - Have a Hall Pass
A		<u>Act Respectfully</u> - Use the restroom correctly "Go, flush, wash, leave." - Calm Voices
W		<u>Work Together</u> - Keep it clean "4 or more exit the door." - One bathroom buddy
S		<u>Stay Safe</u> - Stay in your stall - Walking feet ♥ Report unsafe behavior to a trusted adult immediately

Playground PAWS

P		<u>Prepare for Success</u> - Read the expectations - Take a snack, water, and a jacket
A		<u>Act Respectfully</u> - Use equipment correctly and in the correct area/zone - Put equipment away at the end of recess "Pause, pose, whistle, walk" ♥ Use kind words
W		<u>Work Together</u> - Share the equipment - Show good sportsmanship ♥ Invite others to play
S		<u>Stay Safe</u> - Keep hands and feet to yourself - Eat snacks at the brown benches (TK-2nd) or blue benches (3rd-5th) ♥ Report unsafe behavior to a trusted adult immediately



SCHOOL-WIDE SYSTEMS FOR TEACHING EXPECTATIONS

Auditorium PAWS

P		<u>Prepare for Success</u> • Read the expectations • Enter calmly
A		<u>Act Respectfully</u> • Sit back • Calm and listening bodies • Keep food and drink outside • Silent voice levels, unless asked by the presenter to participate
W		<u>Work Together</u> • Keep it clean • Applaud to show appreciation
S		<u>Stay Safe</u> • Watch and listen for directions • Stay in your seat • Walking feet • ❤️ Report unsafe behavior to a trusted adult immediately

Assembly PAWS

P		<u>Prepare for Success</u> • Read the expectations • Line up at your class meeting spot
A		<u>Act Respectfully</u> • Look and listen to the speaker • Calm body • Respect the flag salute rules • Save conversations for later
W		<u>Work Together</u> • Applaud to show appreciation • Participate when asked
S		<u>Stay Safe</u> • Maintain personal space • Stay in your line • Walking feet

Cafeteria PAWS

P		<u>Prepare for Success</u> • Read the expectations • Calm body • Get your student I.D. if needed
A		<u>Act Respectfully</u> • Take each required item • Quiet voices so that only your neighbors hear you • ❤️ Say "Please," "Thank you," and "Excuse me." • ❤️ Give a compliment
W		<u>Work Together</u> • Clean table area • Throw trash away • Pick up trash off the floor • ❤️ Use kind words
S		<u>Stay Safe</u> • Only touch what you want • Raise your hand for help • Walking feet



System to Reinforce
Behavior

SYSTEM TO REINFORCE BEHAVIOR

System to reinforce positive behavior is multi-tiered

Immediate-Bulldog Boast are given immediately to any students when PAW behaviors are demonstrated in those areas. Students are able to redeem Bulldog Boast at student stores once a week.

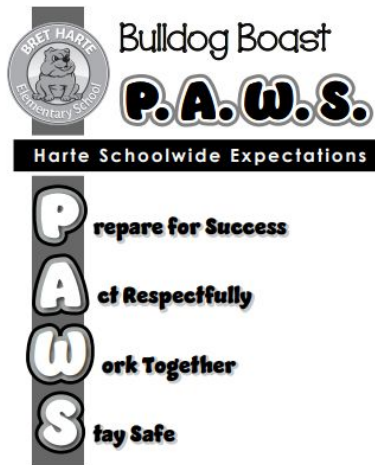
Intermittent-Can be based on data, but seemingly random. Students can receive Bulldog Boast from Lucky lunch tray or raffle at spirit assembly (3 times a month.)

Long-term School-Wide Celebration: (**not individually based**). For example, school-wide target met for certain setting/behavior area), school-wide dance at least each quarter/semester, Magic Show or BMX show at the end of the year.



System to Reinforce
Behavior

BULLDOG BOAST



Student Name _____ Room# _____

Teacher _____



Bulldog Bodega

oo

Item	Cost	Picture	Item	Cost	Picture
PAW Stickers	1 boasts		Mini Stamps	10 boasts	
Slap Bracelets	5 boasts		Stretchy Sensory tubes	10 boasts	
Bubbles	5 boasts				
Helicopters	5 boasts				
Watercolor paint set	10 boasts				

Like

woof





Bulldog Bodega

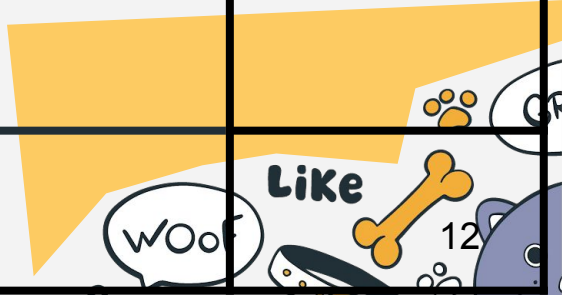
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Item	Cost	Picture	Item	Cost	Picture
Mini Skateboards	10 boasts		Playdough	10 boasts	
Ring Pops	10 boasts		Airheads	10 boasts	
Pens	10 boasts		Fruity Snacks (Member's Mark)	10 boasts	
Light Up Rings	10 boasts		Snack Size Cookies	10 boasts	
Soccer Ball Fidget Spinner	----- sold out -----		Donnettes	20 boasts	



Bulldog Bodega

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Item	Cost	Picture	Item	Cost	Picture
Dino Mini Activity Book	10 boasts		Slime	20 boasts	
Mini Fidget Spinners	10 boasts				
Capris Sun	20 boasts				
Chips	20 boasts				
Mini Stuffed Animals	20 boasts				



Bulldog Bodega

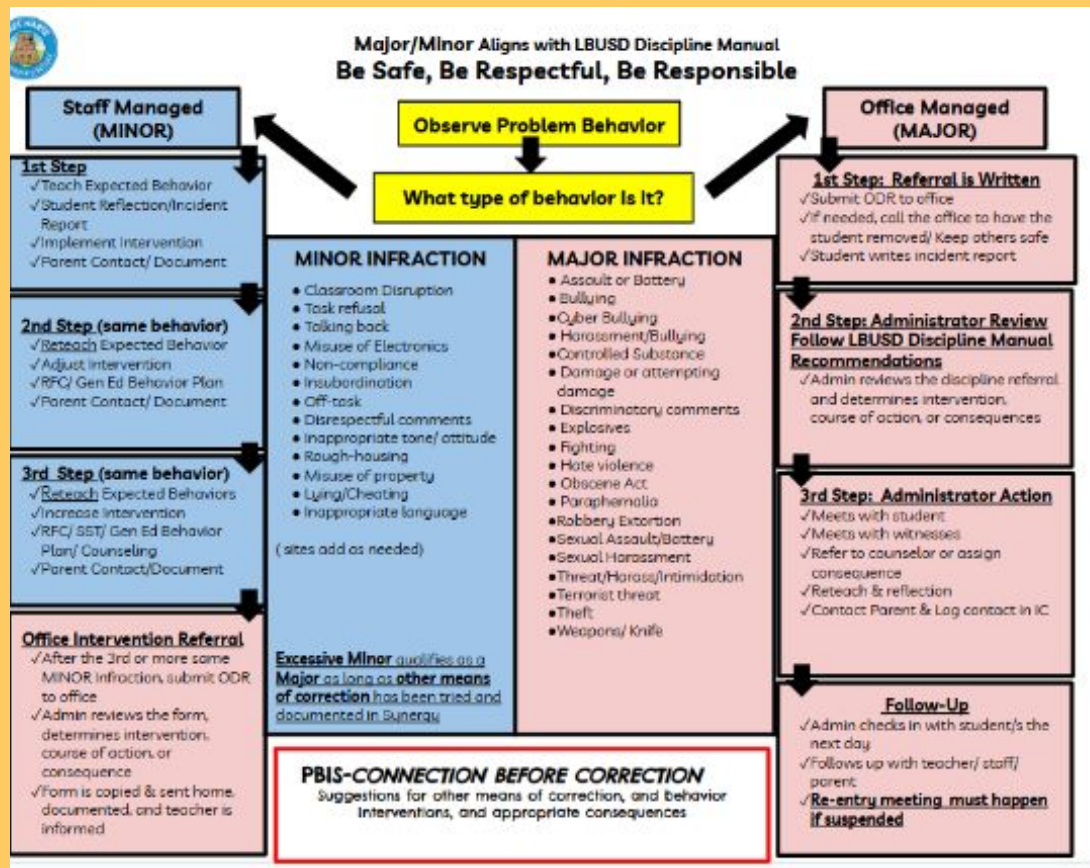
Menu

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Item	Cost	Picture	Item	Cost	Picture
Soccer Ball	100 boasts x1		Gummy Bear Jumbo Tube	40 boasts x1	
Penny Skateboard	100 boasts		Sour Punch Jumbo Tube	40 boasts x2	
Basketball	100 boasts x5		AirHead Jumbo Tube	40 boasts x1	
Football	100 boasts x2		Warheads Jumbo Tube	40 boasts	 24 inches tall
Hello Kitty	100 boasts				

System of Consequences for Problem Behavior

PBIS DISCIPLINE FLOW CHART



WOOF

WOOF

Nice

OFFICE DATA referral

Office Data Referral Form P - Please for Services A - Act Responsibly M - Move Together S - Stay Safe

Student Name: _____ Grade: _____ Date: _____ Time: _____

Room: _____ Teacher: _____ Referring Adult's Name: _____

Location: _____ Adult Witness: _____ Other: _____ Motivation (Student/Teacher): _____

Details: Please list only the facts of the incident. Make sure to properly quote when writing what someone said in their account of the incident.

Notes: _____

☐ Check box is this is the 3rd minor offense.

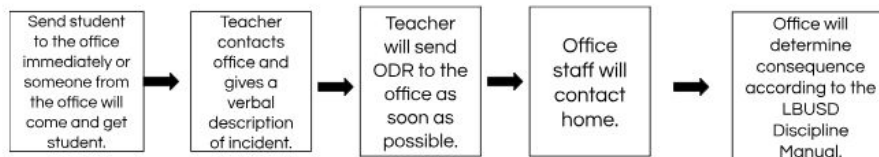
Major Behaviors
Includes support from office staff

Actions taken by office staff ☐ Alternative Placement ☐ Community Service ☐ Conference with Student ☐ Dismissed in Assembly ☐ Loss of Privilege if Days: _____ Describe: _____ ☐ Parent/Family Contact Date: _____ Time: _____ ☐ Reflection writing ☐ Separation out of school at Day: _____ ☐ Suspension in school if Days: _____ ☐ Time Out ☐ Referral to Counselor for Restorative Work	Major Behaviors Includes support from office staff ☐ Absence Unexcused from school ☐ Bullying ☐ Disruption/Interference from Classmates ☐ Disrespectful to staff ☐ Disrespectful to peers ☐ Fighting ☐ Harassment ☐ Intimidation/aggression/interference with school ☐ Possession of Dangerous Item ☐ Possession of weapons ☐ Possession of drugs ☐ Possession of alcohol ☐ Possession of tobacco
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Possible Consequences- To be decided by the Office Staff:

- Conference with parent,
- Time away from peers,
- Loss of time,
- Loss of privilege,
- Counseling with reflection,
- Temporary change of location,
- Suspension

Major Discipline Flowchart



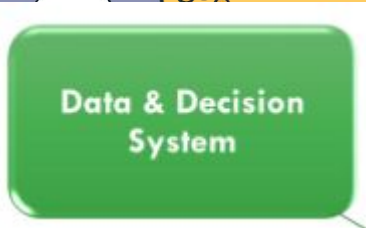
WOOF

COOL

RRR

OFFICE DATA referral- BACK SIDE

Minor Behavior	Definition
Defiance/ Insubordination/ Non Compliance (M Defiance)	Student engages in brief or low intensity failure to follow directions or talks back
Disruption (M Disruption)	Student engages in low intensity, but inappropriate disruption
Disrespect (M Disrespect)	Student delivers low intensity, socially rude or dismissive messages to adults or students
Inappropriate Language (M Inappropriate Language)	Student engages in low intensity instance of inappropriate language
Physical Contact/ Physical Aggression (M Contact)	Student engages in non serious, but inappropriate physical contact
Property Misuse (M Prpty Misuse)	Student engages in low intensity misuse of property (i.e. recess equipment, bathroom, classroom supplies)
Tardy (after recess) (M Tardy)	Student arrives at class after the bell (or signal that class has started)
Technology Violation (M Tech)	Student engages in non serious but inappropriate (as defined by school) use of cell phone and/or computer
Major Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity (Inappropriate Language)	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way
Bullying (Bullying)	The delivery of direct or technology based messages that involve intimidation, teasing, taunting, threats, or name calling
Defiance/ Insubordination/ Non Compliance (Defiance)	Student engages in refusal to follow directions or talks back
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out of seat behavior
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence
Harassment (Harass)	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class
Physical Aggression (PAgg)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)
Property Damage/ Vandalism (Property Damage)	Student participates in an activity that results in the destruction or disfigurement of property
Technology Violation (Tech)	Student engages in inappropriate (as defined by the school) use of cell phone, music/video players, camera, and/or computer
Theft/ Plagiarism (Theft)	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission
Threats/ False Alarm (Threat)	Student delivers a message of possible dangerous materials or weapons being on campus, near campus, and/or pending usage
Use/ Possession of Combustibles (Combust)	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, and lighter fluid).
Use/ Possession of Weapons (Weapons)	Student is in possession of knives (>6 in., <6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm



Data & Decision
System

DATA and DECISION SYSTEM

Bret Harte will take a look at data generated by feedback from teachers, staff, parents and community members to continuously improve. The data will generate our action plan for continuous improvement in all areas of behavioral, academic and social-emotional learning.