

PBIS: POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS
Bret Harte Elementary School



PBIS STUDENT, FAMILY, and STAFF HANDBOOK
2026-2027

Bret Harte Elementary School
1671 E. Phillips St.
Long Beach, CA 90805

Parent, Student and Staff PBIS Handbook



We are a learning **community** committed to creating a safe, respectful, and positive environment where every student can **thrive**. Through the PBIS framework, we work together to foster academic achievement, positive behavior, and social-emotional well-being, ensuring **success** and a strong sense of belonging **for all**.

Table of Contents

1. What is PBIS?	page 4
2. PAWS Expectations	pages 5 - 12
3. Student Expectations	pages 13 - 14
4. System for Encouraging Positive Behavior	page 15
5. Minor and Major Behavior with Flowchart	pages 17 - 20
6. Acknowledgement of PAWS	page 21

Section 1: PBIS: What is PBIS?

The goal of PBIS at Harte is to provide school-wide behavior expectations, and recognize positive behavior to make sure we are learning, have good behavior and support social emotional learning for all students.

What is PBIS?

PBIS is the first letter for each of the words: Positive Behavior Interventions and Support. It is a school-wide system that helps with:

- Working together to make our school stronger
- Helping everyone meet behavioral expectations
- Stopping problems before they start
- Focusing on how we act and learn in class
- Using strategies/tools that really work
- Looking at information often to make the right decisions

Section 2: PAWS Expectations

As a student at Harte Elementary, I will follow P.A.W.S. by ...

Preparing for Success
Acting Respectfully
Working Together
Staying Safe

Good Rules are Important	What Makes Good Rules
They provide guidelines for success. They help build positive relationships and communities. They can reduce problem behavior. They can increase school safety.	Simple and easy to remember. Positively stated: What we want. They apply to everyone - staff and students. Everyone helps to make sure the rules are followed the same way every time. Used the same way every time.

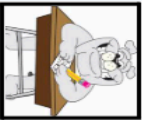
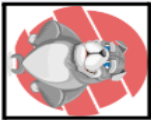
MATRIX of School Rules and Expectations

Our matrix serves three purposes:

1. Helps the school community “get on the same page.”
2. It guides our lesson plans to teach school rules.
3. Social Emotional Learning 

Bret Harte School-wide Expectations Matrix

11/3/25

	Walkways	Restroom	Playground	Cafeteria	Auditorium	Assemblies(Indoor/Outdoor)
P Prepare for Success 	Know the expectations 🟢 Remember that others are learning	Know the expectations Have a Classroom Pass Use the restroom during your recess time	Know the expectations Take a snack, water, and a jacket Use the restroom during your recess time	Know the expectations Calm body Voice level is 1 inside and outside Get your student I.D. if needed	Know the expectations Enter with a calm body and voice level 0	Know the expectations Line up at your class meeting spot
Act Respectfully 	Face forward Voice level is 0	Use the restroom correctly "Go, flush, wash, leave." Only looking or using your own stall Throwing trash in the trash can Voice Level is 1	Use equipment correctly and in the correct area/zone Put equipment away and hold classroom equipment "Pause, Pose, Whistle, Walk/Move." 🟢 Use kind words	Take each required item Voice level is a 1 🟢 Say "Please," "Thank you," and "Excuse me." 🟢 Give a compliment	Sit back and feet stay down Calm and listening bodies Keep food and drink outside Voice level is 0, unless asked by the presenter to participate	Look and listen to the speaker Calm body Respect the flag salute rules Save conversations for later for all students and all adults
Work Together 	Keep to the right or on the red line Stay together During dismissal, follow your teacher	Keep it clean "4 or more, wait at the door." 🟢 One bathroom buddy if necessary	Share the equipment Show good sportsmanship 🟢 Invite others to play	Clean table area Throw trash away Pick up trash off the floor/your area 🟢 Use kind words	Keep it clean Appropriate Applause to show appreciation Use right-hand armrest	Appropriate Applause to show appreciation Participate when asked
Stay Safe 	Calm bodies Have a Classroom Pass Walking feet/Slow movement 🟢 Report unsafe behavior to a trusted adult immediately	Stay in your stall Walking feet/Slow movement 🟢 Report unsafe behavior to a trusted adult immediately	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	Only touch what you want Raise your hand for help Walking feet/Slow movement	Watch and listen for directions Stay in your seat Walking feet/Slow movement 🟢 Report unsafe behavior to a trusted adult immediately	Maintain personal space Stay in your line Walking feet/Slow movement

Expectations Posters for Our Campus

Walkway PAWS

P



Prepare for Success

- Know the expectations
- ♥ Remember that others are learning

A



Act Respectfully

- Face forward
- Voice Level 0

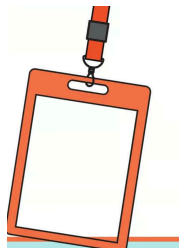
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Work Together

- Keep to the right or on the red line
- Stay together
- During dismissal, follow your teacher

S

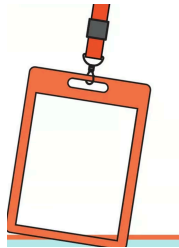


Stay Safe

- Calm bodies
- Have a Classroom Pass
- Walking feet/slow movement
- ♥ Report unsafe behavior to a trusted adult immediately

Restroom PAWS

P



Prepare for Success

- Know the expectations
- Have a Classroom Pass

A



Act Respectfully

- Use the restroom correctly
- “Go, flush, wash, leave.”
- Only looking or using your stall
- Voice level 1

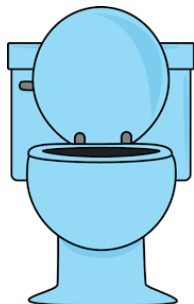
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Work Together

- Keep it clean
- “4 or more exit the door.”
- One bathroom buddy

S



Stay Safe

- Stay in your stall
- Walking feet/move slowly
- ❤️ Report unsafe behavior to a trusted adult immediately

Playground PAWS

P



Prepare for Success

- Know the expectations
- Take a snack, water, and a jacket
- Teachers walk students to and from playground

A



Act Respectfully

- Use equipment correctly and in the correct area/zone
- Put equipment away at the end of recess and hold classroom equipment
- “Pause, pose, whistle, walk/move”
- ♥ Use kind words

W



Work Together

- Share the equipment
- Show good sportsmanship
- ♥ Invite others to play

S

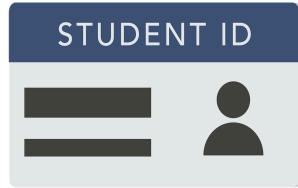


Stay Safe

- 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

Cafeteria PAWS

P



Prepare for Success

- Know the expectations
- Calm body
- Voice Level 1 inside and outside
- Have ID ready if needed

A



Act Respectfully

- Take each required item
- Level 1 voice so that only your neighbors hear you
- ♥ Say "Please," "Thank you," and "Excuse me."
- ♥ Give a compliment

W



Work Together

- Clean table area
- Throw trash away
- Pick up trash off the floor/your area
- ♥ Use kind words

S



Stay Safe

- Only touch what you want
- Raise your hand for help
- Walking feet/slow movement

Auditorium PAWS

P



Prepare for Success

- Know the expectations
- Enter calmly
- Voice level is 0

A



Act Respectfully

- Sit back and feet stay down
- Calm and listening bodies
- Keep food and drink outside
- Voice level 0, unless asked by the presenter to participate

W



Work Together

- Keep it clean
- Appropriate Applause to show appreciation
- Use the right-hand armrest

S



Stay Safe

- Watch and listen for directions
- Stay in your seat
- Walking feet/slow movement
- Feet stay down
-  Report unsafe behavior to a trusted adult immediately

Assembly PAWS

P



Prepare for Success

- Know the expectations
- Line up at your class meeting spot

A



Act Respectfully

- Look and listen to the speaker
- Calm body
- Respect the flag salute rules
- Save conversations for later
(for ALL students *and* adults)

W



Work Together

- Appropriate Applause to show appreciation
- Participate when asked

S



Stay Safe

- Maintain personal space
- Stay in your line
- Walking feet/slow movement

Section 3: Student Expectations

Expectations of Students:

1. "I am in charge of **ME**."
2. "I **MAKE** PAWSitive choices."
3. "I can only control **MY** actions and thoughts."

Why do we teach behavior?

-  Skills are learned to use in everyday life.
-  Positive behavior is important for learning.
-  Positive behavior helps us to be safe.

PBIS Lessons: Your classroom expectations will come from your teacher.

Lesson	Lessons with Videos	QR Code
Restroom	play	
Walkway	play	
Playground	play	
Cafeteria	play	
Auditorium	Play	
Assembly	play	

Section 4: System for Encouraging Desired Behavior from Harte Elementary Students



Emotion Monitoring System: Are you a 1, 2 or 3?

1	<u>Awesome</u> - I'm feeling happy! Continue my awesome day!
2	<u>Agitated</u> - I'm having conflict. Use the Wheel of Choice. Seek help.
3	<u>Angry</u> - Separate. 60 seconds of mindful breathing. Back to 2.

Bret Harte staff will support and guide you each school day by providing kind words and helpful advice to help you make positive choices in teaching and learning.

Student rewards may be:

Small- everyday interactions with Bret Harte Staff	Medium- ● Doing well on a test or assignment ● Helping student with a problem ● Cleaning the room or cafeteria ● Helping a student in need ● Random acts of kindness ● Other forms of living up to the school-wide expectations	Large- ● Always performing well in class ● Continues to show positive behavior and effort ● Perfect attendance ● Maintaining positive relationships with peers and adults
🐾 Say "Thank you" 🐾 Verbal praise 🐾 Pat on the shoulder 🐾 Smile 🐾 Use humor 🐾 Listen when approached 🐾 Notice and praise 🐾 Offer high-fives 🐾 Follow-up	🐾 Positive praise 🐾 Positive phone call or message home 🐾 Classroom reward 🐾 Special jobs 🐾 Bulldog Boast 🐾 Shopping at Bulldog Bodega	🐾 Team reward 🐾 Teacher reward 🐾 Perfect attendance award 🐾 Student of the Month award 🐾 School-wide rewards

Section 5: Minor vs. Major Behaviors and Consequences

Minor Behavior Clarification Matrix

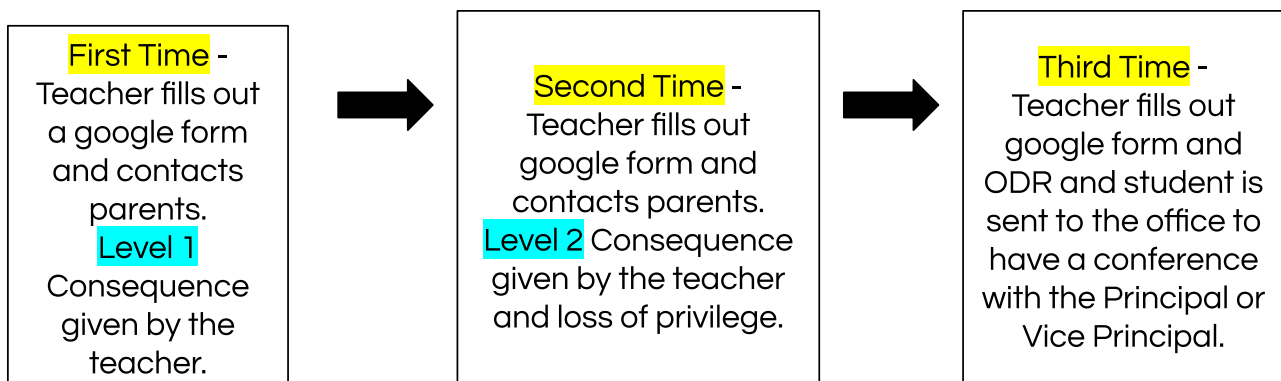
Behavior	What it looks like
Attempt to Fight 	Student makes an effort to fight in a non-serious manner (horseplay, play fighting).
Defiance 	Student does not do what is being asked of them by an adult, on purpose, refuses to follow directions and/or talks back.
Disruption to Class 	Student engages in inappropriate behavior that disrupts the learning of others.
Inappropriate Language or Gestures 	Student uses language or a hand gesture that is not allowed at school
Physical Contact 	Student is touching others inappropriately, but not a serious threat. This includes play fighting
Property Misuse 	Student acts in an inappropriate way, without doing it to really hurt someone, on playground equipment, cafeteria, bathroom or school supplies.

Tardy 	Student is always late to school, after the 8:00 am bell.
Technology Violation 	Student is inappropriately using school technology (i.e., School computers). For example, a student uses a Chromebook, during the school day, to visit the wrong website, or inappropriate website. ** All cell phones and smart watches must be powered off and stored away (unless required by IEP's or 504 plans) **

Possible Minor Consequences to be decided by Teacher/Staff:

- 🐾 Provide materials 🐾 Verbal warning 🐾 Redirect 🐾 Provide choice
- 🐾 Change seat 🐾 Change environment 🐾 Practice behavior
- 🐾 Conversation with student 🐾 Withhold attention
- 🐾 Time owed 🐾 Model expectation
- 🐾 Loss of Privilege, if above does not correct behavior

Minor Discipline Flow Chart



Major Behavior Clarification Matrix or By the 3rd Infraction

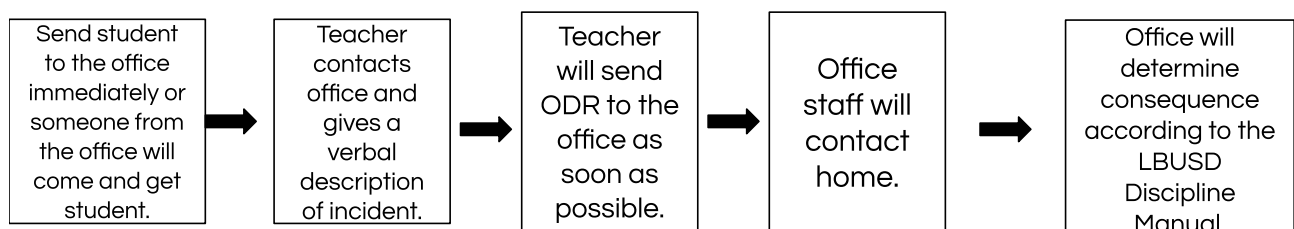
Abusive Language/Inappropriate Language/Profanity 	Student delivers verbal messages that include swearing, name-calling, or words that are inappropriate with the purpose to hurt.
Bullying 	The delivery of direct or technology-based messages that involve <u>ongoing</u> and repeated messages of harm, intimidation, teasing, making fun of someone to be hurtful, threats or name-calling. Bullying also could involve acts of physical violence
Defiance 	The student engages in <u>ongoing, repeated</u> refusal to follow directions or back-talk.
Disruption to Class 	The student has behavior that disrupts the school environment, including constant loud talking, yelling, screaming, making noise with objects, or engaging in horseplay or roughhousing
Fighting 	The students are involved in an incident that involves physical violence (multiple blows/combat). Note: this differs from a Hit/SlapPush incident, where each student hits or pushes the other once.
Harassment 	The delivery of disrespectful messages (in any format) that are related to another individual's gender, ethnicity, gender identity, race, religion, disability, physical features, LGBTQ identity, or other identity.
Physical Aggression- Hit/Slap/Push Another Student	The students are doing physical actions that could cause injury, such as hitting, punching, slapping, pushing, using objects to strike, kicking, hair-pulling, or scratching.

	
Property Damage/Vandalism 	The student's behavior causes damage to property, making it unusable, irreparable, or defaced. This includes school, staff, and student property.
Technology Violation 	The student engages in harmful use of school technology. ** All cell phones and smart watches must be powered off and stored away (unless required by IEP's or 504 plans) **
Theft 	Students have, transfer, or take someone else's belongings, including those of staff.
Threat 	Students communicate a message indicating the possible intent to use dangerous materials or weapons on or near campus, or in preparation for use
Use/Possession of Weapon 	Students are in possession of knives (less than 6", or greater than 6"), guns (real or fake) or other objects readily capable of causing bodily harm.

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



Section 6: Acknowledgement of Understanding

For TK-2 Students

I, _____, in room _____
understand that I am responsible for following PAWS both
outside and inside of the classroom. I understand that
there are consequences for my actions.

Please check every lesson you participated in

- ☐ Restroom
- ☐ Walkway
- ☐ Playground
- ☐ Cafeteria
- ☐ Auditorium
- ☐ Assembly
- ☐ Classroom

I understand that I am responsible for my actions, and that
following the PAWS creates a safe learning environment
for all Bret Harte students and staff.

Sign your name _____

For 3-5 Students

Please complete the [Google Form](#) for your
acknowledgement of Understanding of the PAWS
Expectations.