



We Are Marray!

Viewmont Elementary School

PBIS & Behavior Handbook

2021 – 2022

Viewmont Elementary School

Our Vision



Our Mission



Core Beliefs



The faculty and staff of Viewmont Elementary keeps students at the center of our work and focus. We strive to develop and maintain strong family and community relationships in order to best meet student needs.

We seek to honor the diversity amongst our student body. We do this through our curriculum, school culture and climate, ongoing communication, and celebrations. As a faculty and staff, we know that positive and trusting relationships with students and families help us form a solid foundation for learning. We believe that each student has the ability to grow and succeed academically, socially and emotionally.

In order for this growth to occur, students need structure and support. Viewmont Elementary is a PBIS (*Positive Behavioral Interventions and Support*) school. This means we work proactively in our approach to naturally occurring behaviors in schools.

A PBIS School has 8 key features:

1. Administrative leadership
2. Team-based implementation
3. Data based decision making
4. Behavioral expectations defined
5. Behavioral expectations explicitly taught
6. Appropriate behavior acknowledged and rewarded
7. Behavioral errors monitored and corrected
8. Family and community collaboration is built and maintained

Viewmont provides three Tiers of Behavioral Support for our students. Each Tier can be tailored to meet each individual student's needs.

Tier 1: This is a school-wide approach geared toward every student. This Tier involves clear and explicitly taught expectations and the use of common language.

- Viewmont works to explicitly teach, practice, and maintain Tier 1 skills all year.
- We use assemblies, classroom lessons, and rallies to teach and reinforce school rules from our school wide behavior matrix and to teach positive behaviors and responses.
- Norms are reiterated consistently as well as reviewed after long weekends or breaks during the school year (*i.e. Fall Break, Thanksgiving, Winter Break, Spring Break, etc.*).

- Community circles are conducted regularly in classrooms in order to build trusting, supportive relationships between students and teachers and staff.
- The school consistently reinforces positive behaviors and through multiple means (*words of praise, positive postcards mailed home/calls made to parents, classroom incentives, Eagle Tickets, etc.*).
- Students will engage in social skills education, mindfulness processes, and social-emotional instruction (*using the Second Step curriculum - approved by USBE and adopted by MCSD*).

Tier 2: This approach is typically centered in small-group and/or in classrooms.

- Students may participate in a point system within the classroom to serve as a reminder or motivator.
- Students may work with their teacher on a behavioral intervention to address mild or even moderate issues.
- Students may participate in a Check-in and Check-out program with our student advocate.
- A Restorative Circle may be utilized, as appropriate.
- The student may participate in skill based groups with the social worker.

Tier 3: This approach is highly structured and provides very individualized support to a student demonstrating high-risk behaviors.

- The parents, student, administrator, and school counselor work together to develop a level of support to help the student with behaviors.
- A student may have a daily contract.
- The student may work with the school social worker regarding behaviors and choices.
- A referral *may be made* to the school based mental health therapist.

Viewmont Elementary has a **Student Support Team (SST)**. This team is comprised of the school principal, social worker, student advocate, academic coach, and special

education teacher(s). The team meets and collaborates regularly to evaluate student data (*behavioral, academic, and attendance*) and to identify research based strategies to help intervene. If appropriate, the SST may also make a referral to the Special Education team. The SST is also available to help teachers make decisions regarding student behaviors and/or instructional needs. Finally, the SST uses data to support the culture and climate of the school.

Student Recognition:

Students are recognized for achievement and success in multiple ways throughout the year. Teachers have identified individual plans for their classrooms to recognize student growth, achievement, cooperation, support, etc.

Students in each classroom will be recognized at our monthly Eagle Rallies. Recognition alternates between academic achievement and skills such as hard work, kindness, leadership, etc. Teachers submit their nominations so certificates may be created and parents can be invited to our Eagle Rallies.

Students will be praised by all staff members when they are “caught doing good.” We know that the impact of positive words lasts far longer than tangible rewards and we want our students to hear praise frequently and to be able to internalize it.

Positive phone calls home or positive postcards are also mailed home to students. These can be earned through positive behaviors or academic successes. Anyone on the faculty and staff can communicate these positives and are encouraged to do so. We know the value of a positive word and the pride that accompanies these communications.

Students can also earn points or Eagle Tickets which can be used to “buy” classroom prizes, supplies, *Yes! Box* (or *Yes! Store*) items, or school experiences. The PTA is our partner in this PBIS program and we are grateful for their unwavering support.

Viewmont Elementary School-wide Behavior Matrix

<p>Be Respectful: <i>I will treat myself, others, and things with care.</i></p>	<p>School-wide</p> <ul style="list-style-type: none"> • BE NICE • Choose to have a positive attitude 	<p>Hallways</p> <ul style="list-style-type: none"> • Walk quietly • KYHFOOTY (lunches, PE equipment, coats, backpacks) • Give space to others 	<p>Bathroom</p> <ul style="list-style-type: none"> • Eyes in your own stall • Stay private • Quiet voice level 	<p>Cafeteria: Lunch Line and Entering/ Leaving Luchroom</p> <ul style="list-style-type: none"> • WALK • Give space to others - remain 6 feet away from others • Quiet voice level • Be polite 	<p>Cafeteria: Table Behaviors</p> <ul style="list-style-type: none"> • BE NICE • Use manners 	<p>Outside:</p> <ul style="list-style-type: none"> • Play fair & include others • Use good sportsmanship • Use appropriate language • Treat self, others, and things with care 	<p>Assemblies:</p> <ul style="list-style-type: none"> • Be attentive • Applaud when appropriate • Invited positive responses only 	<p>Arriving At And Leaving School:</p> <ul style="list-style-type: none"> • School rules apply before and after school • Give space to others when waiting for rides
<p>Be Responsible: <i>I will choose to do what is appropriate and be accountable for my actions.</i></p>	<p>Follow directions the first time</p> <ul style="list-style-type: none"> • Show you're ready to learn • Wash your hands often • Grades 3-6, bring charged Chromebooks daily 	<p>Be where you are supposed to be</p> <ul style="list-style-type: none"> • Walk on the correct side of the hallway 	<p>Keep restroom clean</p> <ul style="list-style-type: none"> • In and out quickly • Enter the bathroom when you know there is space for you (look to see the number of bathroom passes) 	<p>Enter and Exit using the correct doors</p> <ul style="list-style-type: none"> • Stay in your assigned seat • Get what you need the 1st time 	<p>Raise your hand if you need help</p> <ul style="list-style-type: none"> • Stay in your seat until the Exit Signal • Leave no trash 	<p>Be a role model for others</p> <ul style="list-style-type: none"> • Line up the first time a signal to go inside is given • Stay in grade level area • Line up in appropriate space 1st time asked • Sanitize hands 	<p>Enter and wait quietly</p> <ul style="list-style-type: none"> • Follow directions the 1st time 	<p>Be where you are supposed to be</p> <ul style="list-style-type: none"> • After school play with others should be arranged at home; school phones may not be used for this
<p>Be Safe: <i>I will choose activities that will keep me and others from being hurt.</i></p>	<p>Wear your mask</p> <ul style="list-style-type: none"> • Keep hands, feet and all other objects to yourself • Walk on the correct side of the hallway • Cough into elbow 	<p>WALK</p> <ul style="list-style-type: none"> • Keep hands, feet and all other objects to yourself • Do NOT eat in the hallways • Be alert 	<p>Wash your hands with soap & water/be clean</p> <ul style="list-style-type: none"> • Paper towels in garbage can only 	<p>Enter and Exit using the correct doors</p> <ul style="list-style-type: none"> • WALK • Remain socially distanced • Stay in your assigned seat • Do not share food 	<p>Keep hands, feet and all other objects to yourself</p> <ul style="list-style-type: none"> • Sit and stay in place until you are dismissed • NO Sharing of food 	<p>NO food outside</p> <ul style="list-style-type: none"> • Use equipment appropriately • Keep hands, feet and all other objects to yourself • Sanitize your hands when entering the building 	<p>Stay with your teacher</p> <ul style="list-style-type: none"> • Keep hands, feet and all other objects to yourself • Carry chairs with both hands and chair legs down 	<p>Always use the crosswalk & have an adult help you cross</p> <ul style="list-style-type: none"> • Wait on a dot, alone or with family until your ride arrives • Enter and exit cars on the curb side of the car (NEVER walk into the pull-through lane)

Restorative Practices and Student Discipline:

Viewmont Elementary believes that our students care for each other and that they want to be respectful of one another. When conflict arises, we utilize a community oriented process known as Restorative Practices to help with resolution. This approach allows students in conflict to restore relationships while gaining an understanding of their actions. Students are able to strengthen their conflict resolution skills and to work towards accepting responsibility for their actions while finding a solution.

When involved in the restorative practices, students will engage in the following thought processes:

- 1) What happened?
- 2) What were you thinking about when it happened?
- 3) What have you thought about since?
- 4) Who has been affected by your actions?
- 5) What do you need to do to make things right?

Discipline:

All students and parents need to know teacher expectations and procedures as well as school rules (*school-wide behavior matrix*). There are times when inappropriate behaviors require disciplinary action. Tier 1 and some Tier 2 incidents will be handled by the classroom or specialist teacher while some Tier 2 and all Tier 3 incidents will be addressed by the Principal. In either situation, behaviors and consequences will be documented using the school's Incident Form.

Examples of Tier 1 and/or Tier 2 Behavior	Examples of Tier 3 Behavior
Inappropriate Language	Abusive Language
Physical Contact (KYHFOOTY)	Fighting/Physical Aggression
Disrespect	Disrespect/Defiance
Defiance	Theft
Failure to follow school rules	Failure to follow school rules

Disruptive Behaviors	Lying or Cheating
Property Misuse	Harassment/Bullying
Theft	Weapons

Tier 1 and Tier 2 Possible Consequences:

These can include parent/guardian contact, a conference, student phone call home, restorative justice circle or conference, principal conference with student, written assignment, think sheet, etc.

Ongoing Tier 2 and any Tier 3 Possible Consequences:

These can include parent/guardian contact, restorative justice conference, principal conference with student, principal and parent conference with student, written assignment, behavior contract created and implemented, in-school suspension, Level System, out-of-school suspension, and/or intervention plan discussion.

Bullying:

The term bullying is often used by students and parents. The faculty and staff at Viewmont believe it is important to be clear about what bullying is and how we handle it within the school. Bullying is defined as *“unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated over time.”* If you suspect bullying is taking place, please notify the teacher and the Principal.