



LONGVIEW

L I O N S

have

PRIDE

Purpose Respect Integrity Diversity Empathy

PBIS

(Positive Behavior Intervention Supports)

2021-2022

Longview Elementary School

Parent/Guardian and Student Handbook

Our Vision

Longview Lions have PRIDE
Purpose **R**espect **I**ntegrity **D**iversity **E**mpathy



Our Mission

Longview Elementary is committed to providing a nurturing and inclusive environment that encourages all students to explore, learn, and succeed at rigorous levels.



Our Objectives

1. We will help students succeed by creating meaningful partnerships and connections with all students, families, and community stakeholders.
2. We will promote academic excellence by creating and maintaining student centered classrooms that support and motivate all students to reach their full potential.
3. We will develop, implement, and maintain systems of support based on best practices that address the academic and behavioral needs of our students, recognizing that cognitive and social-emotional skills must be taught to educate the whole child.
4. We will support all students as they gain proficiency in literacy, mathematics, and science by providing real-world connections and experiences to create well-rounded citizens.

School Colors: Red, Gold and White

Students are encouraged to wear the school colors, especially on designated Spirit Days.

School Mascot: Lions

Lions are loyal and courageous animals that, with their pride, demonstrate strength, justice and majesty.

DISCIPLINE/STUDENT SUPPORTS

Positive Behavior Intervention Supports (PBIS)

Longview is a PBIS school, which means that we try to be proactive in our approach to behaviors that naturally occur in schools. We do this through a variety of ways:

1. Social Skills Education in all classrooms
2. Mindfulness and Social-emotional instruction in all classrooms
3. Positive rewards and incentives for students individually, as a class, and as a school.

The school-wide expectations for behavior in different areas of the school can be found on the following page. In spite of proactive measures and teaching some students will choose to not follow these expectations.



P R I D E

Purpose

Respect

Integrity

Diversity

Empathy

Hallway	<ul style="list-style-type: none"> ▪ During class have a pass ▪ Walk – face forward 	<ul style="list-style-type: none"> ▪ Keep hands, feet, and objects to self ▪ Keep to the right 	<ul style="list-style-type: none"> ▪ Follow directions ▪ Stay quiet – classes are in progress 	<ul style="list-style-type: none"> ▪ Go directly to your destination ▪ Give others space to do what they need 	<ul style="list-style-type: none"> ▪ Set a good example ▪ Keep hallways clear and clean
Restroom	<ul style="list-style-type: none"> ▪ Go, flush, wash and throw trash away ▪ Exit 	<ul style="list-style-type: none"> ▪ Keep hands, feet, and objects to self ▪ Use kind words and actions ▪ Give others their space 	<ul style="list-style-type: none"> ▪ Report problems to an adult ▪ Use equipment and supplies properly 	<ul style="list-style-type: none"> ▪ Wait your turn patiently ▪ Use kind words and actions 	<ul style="list-style-type: none"> ▪ Give others their privacy ▪ Use time wisely
Classroom	<ul style="list-style-type: none"> ▪ Be ready to learn (come prepared) ▪ Participate ▪ Walk at all times 	<ul style="list-style-type: none"> ▪ Pay attention to the teacher ▪ Use kind words and actions ▪ Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> ▪ Follow instruction ▪ Use classroom materials appropriately 	<ul style="list-style-type: none"> ▪ Try your BEST ▪ Raise your hand to speak ▪ Use kind words and actions 	<ul style="list-style-type: none"> ▪ Complete your work ▪ Stay on task ▪ Help others when appropriate
Playground	<ul style="list-style-type: none"> ▪ Use equipment appropriately ▪ Play by the rules ▪ Move and have fun 	<ul style="list-style-type: none"> ▪ Take turns ▪ Keep hands, feet, and objects to yourself ▪ Line up when you are called (bell rings) 	<ul style="list-style-type: none"> ▪ Set a good example ▪ Stay in designated area ▪ Report problems to an adult immediately 	<ul style="list-style-type: none"> ▪ Walk to and from the building ▪ Use kind words and actions 	<ul style="list-style-type: none"> ▪ Invite others to play ▪ Try to problem solve
Cafeteria	<ul style="list-style-type: none"> ▪ Use time wisely ▪ Use an indoor voice ▪ Raid your hand for help 	<ul style="list-style-type: none"> ▪ Respect other's space ▪ Keep hands, feet, and objects to yourself ▪ Wait to be excused 	<ul style="list-style-type: none"> ▪ Follow directions from adults ▪ Eat only your food 	<ul style="list-style-type: none"> ▪ Walk at all times ▪ Use kind words and actions 	<ul style="list-style-type: none"> ▪ Leave a clean table, bench and floor ▪ Say "please" and "thank you"
Library	<ul style="list-style-type: none"> ▪ Make wise book choices ▪ Put things away in their proper place 	<ul style="list-style-type: none"> ▪ Respect others trying to read and learn ▪ Take care of books and equipment ▪ Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> ▪ Follow directions from adults ▪ Use time wisely 	<ul style="list-style-type: none"> ▪ Walk at all times ▪ Return materials on time 	<ul style="list-style-type: none"> ▪ Be quiet ▪ Stay on task
Bus	<ul style="list-style-type: none"> ▪ Watch for traffic when entering/exiting ▪ Listen to the bus driver ▪ Stay seated – face forward 	<ul style="list-style-type: none"> ▪ Keep noise down ▪ Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> ▪ Report problems to an adult ▪ Keep track of your belongings 	<ul style="list-style-type: none"> ▪ Remember your bus number ▪ Keep your backpack closed 	<ul style="list-style-type: none"> ▪ Use kind words and actions ▪ No eating or drinking and leave it clean
Assembly	<ul style="list-style-type: none"> ▪ Participate ▪ Sit appropriately 	<ul style="list-style-type: none"> ▪ Keep hands, feet, and objects to yourself ▪ Eyes and ears on speaker 	<ul style="list-style-type: none"> ▪ Follow directions ▪ Stay in designated areas 	<ul style="list-style-type: none"> ▪ Walk at all times ▪ Use appropriate voice level ▪ Enter and exit quietly 	<ul style="list-style-type: none"> ▪ Allow others to participate ▪ Use appropriate applause

Student Incentives & Rewards

- Lions' Cash aka Tokens – given often and frequently to students for any kind of positive tied to PRIDE (Purpose, Resect, Integrity, Diversity, Empathy). Please see next page for more details.
- Principal's Pride – one student from each class should receive this weekly. Students are nominated by the teacher for demonstrating one of the 5 PRIDE pillars (Purpose, Respect, Integrity, Diversity, Empathy). Mrs. Te'o will call the student down to the office sometime during the week and call home with the student to celebrate. The student will be given the little certificate, a treat, and have their picture taken.
- Cub of the Quarter – each quarter teachers will select 2-4 students who exemplify excellence. See list below for categories/ideas. Teachers will submit a little blurb (approximately a paragraph) for each student. These will be typed up and hung in the hall for others to read. Recipients will be announced and given their award during that quarter's rally. They will also attend that quarter's Lunch with the Principal.

Excellence in Acceptance	Bucket Filler Award	Cafeteria Behavior Excellence	Excellence in Caring
Certificate of Character	Excellence in Citizenship	Classroom Behavior Excellence	Excellence in Fairness
Hallway Behavior Excellence	Excellence in Honesty	Excellence in Integrity	Excellence in Leadership
Library Behavior Excellence	Excellence in Organization	Excellence in Perseverance	Playground Behavior Excellence
Excellence in Respect	Excellence in Responsibility	Ruler of the Rules Award	Excellence in Safety
Excellence in Sportsmanship	Excellence in Trustworthiness		

- Lions' PRIDE Award – this award is given to students who go above and beyond to help their own learning and growth, along with being contributing members of the school community and community in which they live. Students and parents will be given a list at the first PT Conferences so that they know what items students can be working on throughout the year to receive this award. MOST of the items are to be completed at home, with some supported at school.

Lions' Cash

What is it?

Staff members give Lions' Cash (tokens) AND words of praise to students when they are demonstrating any of the 5 pillars of PRIDE (Purpose, Respect, Integrity, Diversity, Empathy). Tokens are given in classrooms along with any common areas (hallways, lunch, recess, assemblies, etc.). The tokens are collected by the classroom teacher and converted into points. These points are then traded in for privileges from a menu of options. About every 6 weeks, students can count and cash in their points for a privilege at the Lions' PRIDE Party.

When is it given?

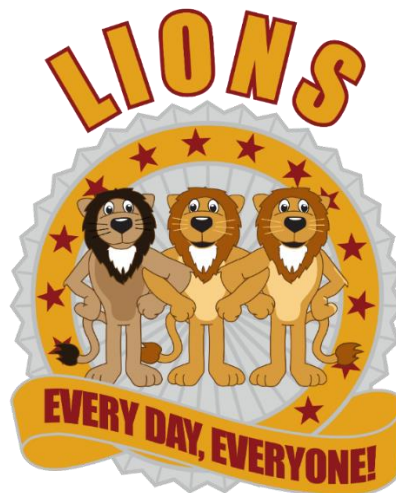
Lions' Cash is given each time a staff member sees a student demonstrating Longview PRIDE. Not to be given for academic tasks such as homework or class assignments. Strictly for behavior.

Where is it given?

Staff can give Lions' Chas at any point during the day, to any student in the school, and in any area of the school.

Why is it given?

Lions' Cash are a tangible way of recognizing students who are meeting our behavior expectations for the school. It is a way to identify and encourage the **positive** behaviors we see at school every day.



Discipline Plan

Inappropriate behaviors at Longview fall into different categories – incidents and direct office referrals.

Example of Incidents

Incidents

- Not following directions
- Running in hallways
- Excessive talking (disrupting peers)
- Inappropriate laughing/sneering
- Derogatory notes/pictures
- Teasing/put downs
- Inappropriate language
- Back talking/arguing
- Inappropriate gestures/language
- Taunting
- Open defiance
- Dress Code violations
- Eye rolling
- Interrupting
- Consistent tardiness
- Name calling
- Misuse of materials
- Wandering
- Mocking
- Refusing to work
- Cheating/lying
- Throwing objects
- Hitting/jockeying for position in line
- Sent back from specials classes

Incidents are handled by:

- Classroom teacher, or administration with documentation of behavior and action.
- Parent/guardian contact is required via ParentSquare or phone call for first offense.
- Parent/guardian contact is required via phone for 2nd incident or ongoing offenses.

Possible Consequences:

Parent/guardian contact, restorative justice conference/circle, principal conference with student, written assignment, think sheet.

Examples of Direct Office Referrals

Direct Office Referrals

- Multiple Incidents
- Fighting – Play Fighting
- Obscene gestures
- Inappropriate touching
- Damaging property
- Bullying
- Ethnic slurs
- Threatening bodily harm
- Stealing
- Use of profanity
- Pulling fire alarm
- Harassment, includes sexual harassment

Zero Tolerance

- Drugs
- Weapons/facsimile of a weapon/dangerous instrument
- Leaving school without permission
- Assault with intent to fight with another student

Direct office referrals are:

- Handled by the administration
- Parent/guardian contact will be made via email or phone depending on severity

Possible Consequences:

Parent/guardian contact, restorative justice conference, principal conference with student, principal and parent conference with student, written assignment, behavior contract created, in-school suspension, out of school suspension, intervention plan discussion.

Discipline Procedures

Classroom

- Incidents are handled by the teacher.
 - ✓ The teacher will follow individual classroom hierarchies of behavior management.
 - ✓ At least 3 interventions/strategies (one must be a parent/guardian two-way communication) must be implemented.
 - ✓ Documentation and data collection are required for records and for administration involvement.

School Administration

- Direct Office Referrals handled by the administration.
 - ✓ An administrator will contact student's parent/guardian
 - ✓ An appropriate consequence in accordance with state and district policy will be given.

In an emergency situation, the student may be brought straight to the office. If the teacher is unable to bring the student, the office will be contacted, and an administrator will come to the classroom and remove the student or evacuate the classroom.

Prior to an Office Discipline Referral (except when situation is unsafe):

1. Parents/guardians and students must know teacher expectations and procedures.
2. Parents/guardians and students must know the classroom teacher's discipline plans, procedures, and hierarchy.
3. Teacher must document unacceptable behaviors and consequences imposed, trying several strategies/interventions to stop the inappropriate behavior. Parent/guardian two-way communication must take place before an office referral is made.
4. Create BIP (Behavior Intervention Plan) with teacher, student and other stakeholders

Suspension/Expulsion Protocol

Certain offenses require an immediate office referral (e.g., sexual/racial harassment, possession of a weapon, making threats, inflicting bodily harm on others and other Safe School Violations). These incidents may immediately result in an out-of-school suspension or other consequences at the discretion of the administrator. Extreme or chronic behaviors may warrant a referral to District Student Services.

Students facing suspension/expulsion will be provided due process as outlined in district policy.

Specialty Classes

The specialty teachers (Library, Computers, P.E and Music/Art) will follow the same level system of behaviors as the classroom teachers. Specialty teachers will give students one warning to follow the rules of the special, after the warning, students will be sent to the office and then back to their homeroom teacher.

Bullying

Although included above, bullying often becomes the focus at school and we feel it is important to be very clear about what bullying is and how it is addressed within the school. Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated over time.

Specific acts of bullying may include, but are not limited to, name calling, physical abuse (e.g., hitting, pushing, punching, kicking), threats, taking of personal possessions, sending abusive messages (texts, direct/instant, e-mail, or phone), forcing others to hand over money or possessions, forcing others to do things against one's will, and attacking others in any way.

Such behavior is considered harassment or bullying whether it takes place on or off school property including but not limited to:

- Any school building or on school premises before, during or after school hours;
- On any bus or other vehicle as part of any school activity;
- Waiting at any bus stop;
- Any school function, extracurricular activity or other activity or event;
- Any time or place when the behavior has direct and immediate effect on maintaining order and discipline in the schools.

Disciplinary Action

It is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and consequences of their behavior. Disciplinary actions will encourage students' abilities to develop self-discipline.

Since bystander support of harassment or bullying can support these behaviors, Longview Elementary prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority.

Longview Elementary will ensure both the appropriate consequences and restorative responses are given to a student who commits one or more acts of harassment or bullying. The following factors, at a minimum, shall be given full consideration by the school administrator and staff in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

Factors for Determining Consequences

- Age, development, disability and maturity levels of the parties involved
- Degree of harm
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

Consequences

Consequences and appropriate restorative actions for a student commits one or more acts of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion.

Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the Board of Education's approved code of student conduct. Restorative measure shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. The consequences and restorative measures may include, but are not limited to, the examples below:

Examples of Consequences

- Temporary removal from the classroom
- Loss of privileges
- Referral to disciplinarian
- In-school suspension during the school week
- Out-of-school suspension

Examples of Remedial Measures

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive intervention, including participation of an intervention and referral services team, peer mediation, etc.
- Behavioral assessment or evaluation, including, but not limited to, a referral to a Student Support Team, as appropriate
- Behavioral management plan, with benchmarks that are closely monitored
- Involvement of school disciplinarian
- Student counseling, treatment or therapy
- Parent conferences

Reporting

All individuals may report bullying, cyberbullying, harassment, or intimidation without fear of harmful consequences. Students, parents, close adult relatives, and/or staff may complete an electronic Bullying, Harassment, or Intimidation Reporting Form. This form may be obtained on the Longview website at <https://longview.murrayschools.org> . Once submitted, this report goes directly to the email of the school principal. A paper form can be obtained from the principal, the principal's designee, or downloaded from Longview's website. Completed forms should be given to the principal or principal's designee. Students can safely report to any adult in the building. The adults are responsible for directing all reports to the proper school designees.

