

Mar Vista Elementary Mission and Vision Statement

MAR VISTA



TK-8

**PBIS
HANDBOOK**

Mar Vista Elementary Mission and Vision Statement

Our mission is to foster a collaborative educational community that champions curiosity, creativity, and resilience. Through a rigorous, STEAM-integrated curriculum and community partnerships, we develop students' critical thinking, problem-solving skills, and technological confidence. We are committed to supporting social-emotional growth and providing equitable opportunities to guide all students toward academic excellence and responsible citizenship, fully preparing them for high school and beyond.

We aim to:

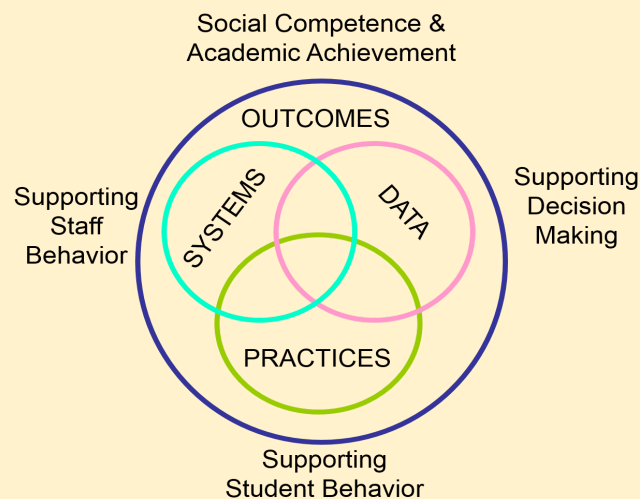
- Develop students' problem-solving and critical-thinking skills through hands-on, inquiry-based learning, supporting them to be resilient and adaptable problem solvers.
- Encourage creativity and innovation by blending the arts with science, technology, engineering, and mathematics, preparing students to be intellectually ready for current and future challenges.
- Build students' confidence in technology and its applications, preparing them for an evolving digital world.
- Provide equitable access to high-quality resources and opportunities for all students to succeed in pathways such as CTE, AVID, and dual enrollment among others.
- Support personal growth, social-emotional development, and leadership skills from TK through 8th grade with integrated social-emotional learning curriculum and PBIS, fostering joyful lifelong learners who appreciate diverse perspectives and develop the knowledge and skills to maintain healthy bodies and minds.

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What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an [evidence-based three-tiered framework](#) for improving and integrating all of the data, systems, and practices affecting student outcomes every day. PBIS isn't a curriculum you purchase or something you learn during a one-day professional development training. It is a commitment to addressing student behavior through systems change. When it's implemented well, students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feel more effective.



Systems

The way schools operate are their foundational systems. In PBIS, these systems support accurate, durable implementation of practices and the effective use of data to achieve better outcomes.

Data

Schools generate multiple pieces of data about students every day. Within the PBIS framework, schools use data to select, monitor and evaluate outcomes, practices, and systems across all three tiers.

Practices

Key to improving outcomes are the strategies to support students at every level. In PBIS, these interventions and strategies are backed by research to target the outcomes schools want to see.

Outcomes

The outcomes from PBIS are what schools achieve through the data, systems, and practices they put in place. Families, students, and school personnel set goals and work together to see them through. In PBIS, outcomes might be improved student behavior, or fewer office discipline referrals.

Mar Vista School-Wide Expectations:

- ★ Be Safe
- ★ Be a Team Player
- ★ Be Accountable
- ★ Be Respectful

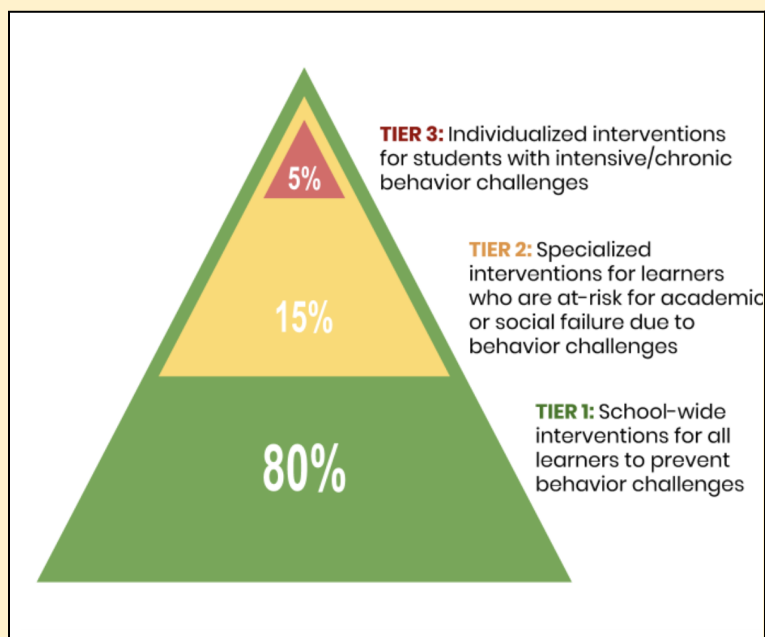
Mar Vista PBIS Tiered Supports

Tier 1 - Universal Supports | Green

- Teaching [Mar Vista's Matrix of Behavior Expectations](#)
- Behavior matrix posted throughout the school.
- Daily modeling and reinforcement of expected behaviors
- Monthly PBIS assemblies
- Spectacular Sea Lion ticket and classroom rewards
- Social Emotional Lessons
- Calm Cove-Wellness room
- Community Circles in classrooms
- Recognition Assemblies/Character Trait Assemblies
- 4:1 Positive to corrective feedback, PBIS interventions
 - <https://www.pbisworld.com/>

Tier 2 - Targeted Supports | Yellow

- [MTSS Process](#)
- [Check-in / Check-out](#)
- COST Referral
- Kids Korner Counseling
- Small group interventions (social skills, conflict resolution)
- Social Emotional Group Counseling
- Calm Cove-Wellness Room
- Parent Involvement
- Data-Based ODR forms filled out by teacher and sent to office
- Behavior contract with goal setting



Tier 3 - Intensive Supports | Red

- Behavioral Plan and / or Behavior Contract
- 1:1 Counseling with Social-Emotional Counselor or other counseling support
- Parent / Teacher / Administration Collaboration
- Wrap-around services with county and community agencies

Mar Vista TK-8

↓ MTSS PROCESS ↓



1 Identify Student Concern:

- Academic
- Attendance
- Behavior Challenges
- Anxiety
- Speech & Language
- Health
- Recent Loss (death/divorce)
- Family Conflict

2 Collaborate, Research, Document, Communicate: T1

Consult with past teachers, check CUM, Synergy, EduClimber for history and prior documentation. Meet with family.

Document all In [Educlimber](#)

- **Academic:** Slow/No Academic Progress-
 - Create Student Improvement Plan with SMARTIE goal(s) in [Educlimber](#) (6-8 weeks [T1 monitoring of goals, support, intervention.](#)) Share with Admin.
 - Meet with family
 - Collaborate with Impact Team
 - If student is making progress, continue T1
 - Submit [COST referral](#) If no/little progress is being made after 6-8 weeks of T1 Implementation with fidelity.
- **Attendance:** talk to family, complete [COST referral](#) If there are no changes
- **Behavior Challenges:**
 - Create Student Improvement Plan with SMARTIE goal(s) in [Educlimber](#) (6-8 weeks [T1 monitoring of goals, support, intervention.](#)) Share with Admin.
 - Meet with family
 - Collaborate with Impact Team
 - If student is making progress, continue T1
 - Submit [COST referral](#) If no/little progress is being made after T1 has been Implemented with fidelity
- **Anxiety:** talk to family, [COST referral](#)
- **Speech & Language:** talk to family, [COST referral](#)
- **Health:** talk to family, check with nurse, [COST referral](#)
- **Recent Loss** (death/divorce): talk to family, [COST referral](#)
- **Family Conflict:** talk to family, [COST referral](#)
- **Other:** [COST referral](#)

**If student already has an IEP, please contact the case manager*

COST: T2

- Bi-monthly meetings where T2 COST members discuss concern
- Teacher will be invited to the meeting or a team member will respond to the teacher.
- Team will continue Interventions at the T2 level and monitor progress for 6-8 weeks (counseling, academic intervention, etc.)
- This cycle will be repeated as appropriate
- All decisions and progress will be documented on the Student Improvement Plan in Educlimber and on the MTSS Tracker.
- SST meeting with parents will also be held with team and teacher.

Next Steps: T3

- Intensive Supports for Individual students
- Possible assessment for services
- Possible district level Involvement

What is Restorative Discipline?

Restorative practices focus on repairing harm, rebuilding relationships, and restoring the community. They emphasize accountability and learning rather than punishment.

- Restorative Conversations: Facilitated dialogues that address conflicts and help students reflect.
- Circles: Proactive (community-building) and responsive (conflict resolution).
- Mediation: Peer or adult-facilitated sessions to resolve disputes.
- Restitution: Opportunities to make amends for harm caused.

Process:

1. Incident occurs.
2. Students participate in restorative conversation or circle.
3. Plan for repair is created collaboratively.
4. Follow-up with students, staff, and families.

Restorative Questions:

1. What happened?
2. What were you thinking/feeling at the time?
3. Who was affected and how? | What did you need?
4. What can you do to make things right? | Who was hurt?
5. What will you do differently next time? | How can we fix it?



What is Restorative PBIS?

Restorative PBIS is a blended approach that combines Positive Behavioral Interventions and Supports (PBIS) with restorative practices to both prevent behavior issues and repair harm when they occur. Here's how each works on its own:

- PBIS focuses on teaching, modeling, and reinforcing positive behaviors. It's proactive, emphasizing consistency, school-wide expectations, and tiered supports.
- Restorative practices focus on relationships, accountability, and repairing harm. When someone violates expectations, the goal is not just to punish but to help them understand the impact and make things right.

When combined Restorative PBIS creates a system where:

1. Positive behaviors are clearly taught and reinforced (PBIS).
2. When misbehavior happens, the response is restorative—not punitive (Restorative Practices).
3. Students learn empathy, responsibility, and conflict resolution.
4. The school climate becomes more inclusive, respectful, and community-oriented.

Key Features of Restorative PBIS:

PBIS Element	Restorative Layer
Clear behavior expectations (Safe, Team Player, Accountable, Respectful)	Relationships matter—expectations are linked to community values
Reinforcement for positive behaviors	Classroom Circles and positive recognition build connection and belonging
Tiered supports for behavior	Restorative conversations and re-entry meetings as part of interventions
Response to problem behaviors	Focus on repairing harm, not just assigning consequences

Why it works:

- PBIS builds structure and consistency.
- Restorative practices build relationships and accountability.
- Together, they support a healthy, inclusive school culture.

Recognition Systems - The Mar STAR Way

An integral part of our Restorative PBIS system is to recognize positive behavior shown by our Mar Vista students.

SPECTACULAR SEA LION



Name _____

Teacher _____

Staff Initials _____

SAFE
TEAM PLAYER
ACCOUNTABLE
RESPECTFUL

Students are individually recognized when they show that they are being SAFE, a TEAM PLAYER, ACCOUNTABLE and RESPECTFUL. Staff members acknowledge and compliment students who are exhibiting STAR behaviors by giving them a Spectacular Sea Lion along with specific, positive feedback. Students turn their Spectacular Sea Lion ticket into the box in the office or library. 2 tickets are pulled weekly for school wide recognition and a choice of prizes that include:

- Walk to The Farm with a friend
- Pizza party and a movie with 3 friends during lunch
- Donut party for the class
- Popcorn party for the class

Additionally, every week there will be classroom pop in's where student council/a PBIS representative or administration visits classrooms with winners that were also pulled to receive a prize or reward that is tbd. The goal is to provide immediate feedback and recognition to students. Students who receive a Spectacular Sea Lion ticket are also able to participate in the school wide end of the trimester celebration.

PBIS Behavior Matrix

Mar Vista Behavior Expectation Matrix

ALL STARS ARE SAFE, TEAM PLAYERS, ACCOUNTABLE AND RESPECTFUL							
S. T. A. R.	LOADING ZONE	HALLWAYS	EATING AREA	CLASSROOMS & LIBRARY	ASSEMBLIES & FIELD TRIPS	RECESS (BLACKTOP, GRASS, PLAY STRUCTURE)	BATHROOM
Be Safe 	-Stay behind the yellow line. -Pay attention to your surroundings. -Wait for car to stop	-Walk at all times. -Off limits during times of recess unless using the bathroom.	-Stay seated while eating. -Keep hands and feet to yourself. -Sit down while eating.	-Keep hands and feet to yourself. -Follow classroom procedures. -Use materials as instructed.	-Follow the directions of the teacher. -Keep hands and feet to yourself. -Walk at all times -Be respectful	-No pushing or unsafe play on structures. -Use equipment properly. -Inform an adult of any problems.	-Wash your hands with soap and water. -Walk at all times -Wait patiently for your turn. -Inform an adult of any problems.
Be a Team Player 	-Stay near your letter. -Help others or ask for help	-Be a positive role model. -Make room for others/walk on the right side.	-Be friendly and kind to your neighbor -Pick up any trash you find.	-Take turns. -Help others. -Cooperate in groups. -Include everyone.	-Be friendly and kind to your neighbor. -Help others or ask for help	-Include everyone. -Take turns. -Follow game rules. -Listen to the yard duty.	-Leave after using the restroom. -Report unsafe behavior and messes.
Be Accountable 	-Keep an eye out for your car and be ready.	-Follow your plan to get where you need to go.	-Clean up your space.	-Follow instructions. -Be prepared. -Try your best. -Clean up your space.	-Follow instructions. -Be a respectful listener.	-Eat in assigned areas and clean your up before you go to play. -Put all playground equipment away.	-Only toilet paper in the toilet. -Flush the toilet. -Throw paper towels in the trash can.
Be Respectful 	-Leave room on the sidewalk for others. -Keep your items with you. -Use an appropriate sound level.	-Pick up trash you see on the ground and wash your hands after! -Use an appropriate sound level.	-Eat only your own food. -Raise your hand to be excused. -Use polite manners. -Use an appropriate sound level.	Let others learn distraction free. -Be kind & encourage others. -Listen to others. -Respect others' materials. -Use an appropriate sound level.	-Arrive on time -Sit in the designated area. -Use polite manners. -Use an appropriate sound level. -Respond politely	-Allow others to join games. -Respond politely to others. -Use an appropriate sound level. -Respect the equipment. -Respect PE space and materials.	-Private use only. -Close the stall door when in use. -Leave unlocked when finished. -Use an appropriate sound level.

PBIS Lessons

Loading Zone

Objective: Students will demonstrate safe and respectful behavior during drop-off and pick-up.

Materials: Visual posters, cones, STAR zone markers, scenario cards

Activities:

- *Model:* Teacher/staff demonstrate safe drop-off behavior.
 - *Guided Practice:* Students role-play waiting behind the yellow line, staying alert, and watching for their car.
 - *Discussion:* Why is it important to help others and keep the sidewalk clear?
 - *Check for Understanding:* Students draw or write one way they'll follow expectations.
-

Hallways

Objective: Students will navigate hallways safely and respectfully.

Materials: Tape to mark hallway lanes, hallway visuals

Activities:

- *Model:* Walk on the right, use quiet voices, and keep hands to self.
 - *Practice:* Line walk while demonstrating proper behavior.
 - *Game:* "Right Side Relay" – quietly and quickly walk in line.
 - *Reflection:* Share how they were team players in the hallway.
-

Eating Area

Objective: Students will practice manners and responsibility during mealtime.

Materials: Cafeteria table setup, pretend food items, cleanup tools

Activities:

- *Role-play*: Eating with manners, using quiet voices, staying seated.
 - *Mini-challenges*: Who can clean up properly and help others?
 - *Discussion*: How does eating only your food and cleaning up show respect?
-

Classrooms & Library

Objective: Students will engage in learning environments respectfully and responsibly.

Materials: Classroom rules anchor chart, group activity instructions

Activities:

- *Think-Pair-Share*: What does “Let others learn distraction-free” mean?
 - *Model and Practice*: Taking turns in discussion, using materials correctly.
 - *Group Work*: Collaborate to build something, showing team skills.
-

Assemblies & Field Trips

Objective: Students will behave appropriately in group events and off-campus settings.

Materials: Assembly behavior visual chart, field trip prep sheet

Activities:

- *Role-play*: Entering quietly, sitting in designated areas, responding politely.
Review Expectations: What STAR behaviors apply off-campus?
 - *Exit Ticket*: One way I’ll show respect during a field trip.
-

Recess (Blacktop, Grass, Play Structure)

Objective: Students will engage in safe and inclusive play.

Materials: Playground equipment, game rules posters

Activities:

- *Model:* Using structures safely, inviting others to join.
 - *Practice Games:* Structured play with rule-following emphasis.
 - *Discussion:* Why is including everyone part of being a team player?
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Bathroom

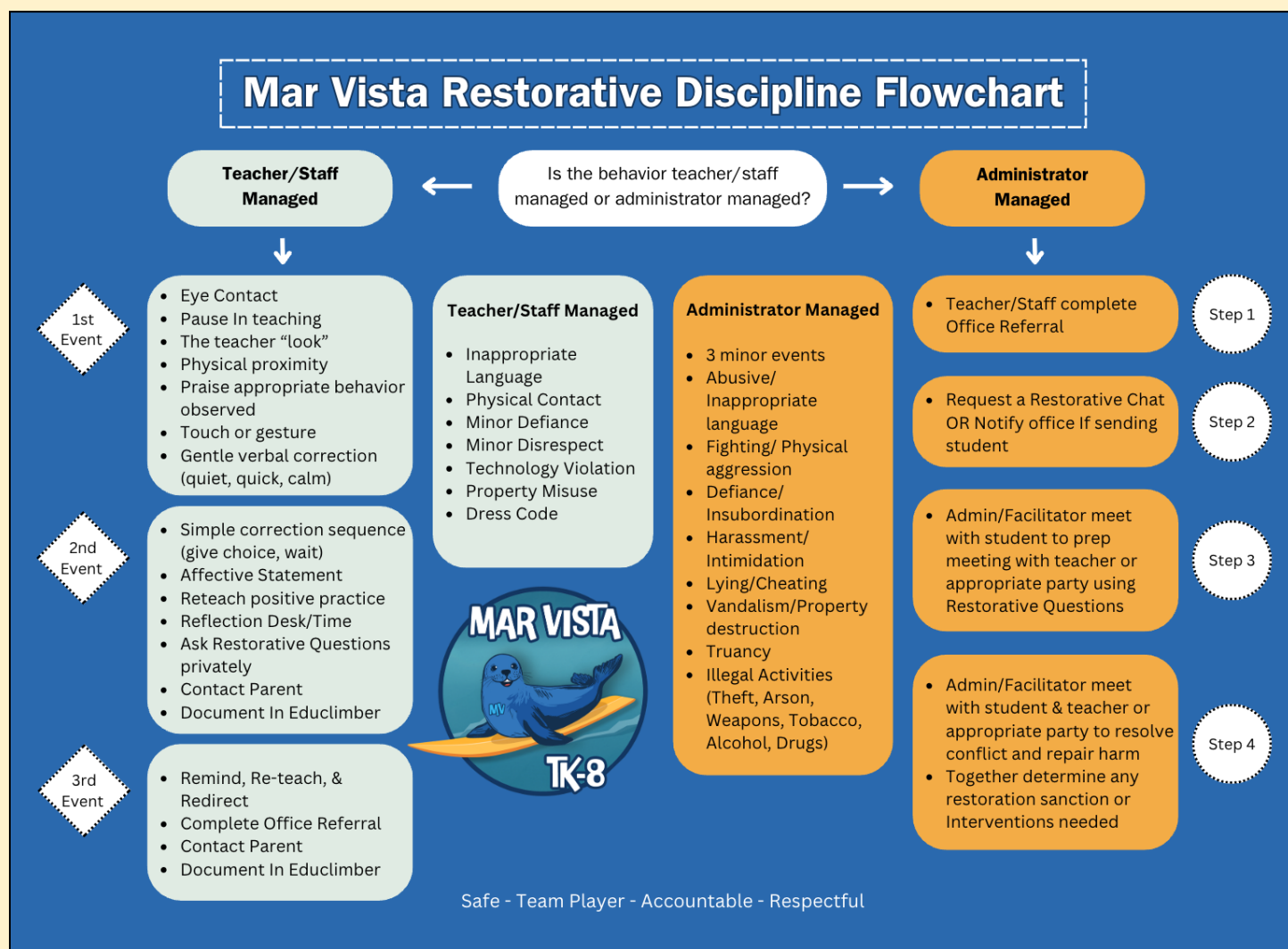
Objective: Students will maintain cleanliness, safety, and privacy.

Materials: Bathroom visuals, soap, trash props

Activities:

- *Tour & Teach:* Visit bathrooms and model correct behaviors.
- *Scenarios:* “What would you do if...?” (e.g., mess on the floor)
- *Poster Creation:* Design posters with restroom STAR behaviors.

Positive Student Behavior and Restorative Discipline Plan



In order to meet the basic commitment of a quality education for all students, we feel it is important to maintain a consistent PBIS plan. Our intent is to help students understand cause and effect as it relates to their behavior and the school environment and ultimately to maintain an effective learning environment.

PBIS and Positive Discipline - All staff are encouraged to reinforce good student behavior when it is observed through acknowledgement, recognition, & encouragement. Activities such as the Character Assemblies, Academic Achievement Awards, Spectacular Sea Lion Tickets & Assemblies, and teacher programs also support positive behavior. Students are expected to demonstrate appropriate behavior in their interactions with their peers and staff.

The guiding expectations for students are to Be Safe, to Be a Team Player, to Be Accountable, and to Be Respectful. Students who do not behave within these expectations will receive logical and progressive interventions.

Teacher/Staff Managed Incidents

This process is a three-event sequence for minor behaviors like inappropriate language, minor disrespect, and dress code violations. The goal is to redirect and restore behavior through discussion and specific steps.

- First Event: The teacher uses initial redirection techniques such as eye contact, physical proximity, and gentle verbal correction.
- Second Event: If the behavior continues, the teacher will use a more structured approach, including a simple correction sequence, an Affective Statement, or assigning a Reflection Desk/Time. The teacher must also contact the parent and document the incident.
- Third Event: For repeated behavior, the teacher will remind, re-teach, and redirect the student. If the behavior persists, the teacher will complete an Office Referral, contact the parent, and document the incident.

A student may also be assigned a ["Think sheet"](#) to be signed by a parent or guardian and returned to the teacher.

Administrator Managed Incidents & Referrals

Behaviors that are administrator managed are typically more significant issues, such as fighting, harassment, lying, or illegal activities. The process begins with a referral and proceeds through four distinct steps.

- Step 1: The teacher or staff completes an [Incident Communication Slip](#).
- Step 2: An administrator will either request a Restorative Conversation or notify the office that the student is being sent there.
- Step 3: The administrator or a facilitator meets with the student to prepare for a meeting with the teacher or appropriate party, using Restorative Questions.
- Step 4: The administrator or facilitator then meets with all parties to resolve the conflict and repair harm, determining any necessary restoration sanctions or interventions.

For repetitive behavior, a [Behavior Referral](#) may be used, which can lead to a meeting between school administration and a parent or guardian and may result in a behavior contract for the student.

Chronic Behavior & Suspension

For chronic issues, a Behavior Intervention Plan may be created to identify specific behaviors, triggers, and appropriate interventions. In some cases, a parent may be asked to sit with their child in class to help improve behavior.

Student suspension can occur for continued aggressive, biased, or unsafe behavior. A student may be removed from class or school for the remainder of the day, or suspended for up to five days depending on the infraction. Parents will always be notified.

According to California Education Code 48900, a student cannot be suspended or recommended for expulsion unless the principal determines they have met the grounds for suspension. Parents are provided with a list of offenses that can lead to suspension in the "Annual Notification to Parents/Guardians" booklet.

Restorative Discipline Flowchart Examples

Teacher & Staff Managed Examples		Administrator Managed Examples	
BEHAVIOR	DESCRIPTION	BEHAVIOR	DESCRIPTION:
Inappropriate Language	Low-intensity hurtful language (e.g. saying "butt crack" at circle time or swearing but not directed at someone)	Abusive, Inappropriate Language	Harmful verbal messages (threatening, name calling, swearing at another person)
Physical Contact	Non-serious, physical contact (e.g. mutual play, fighting, tripping someone trying to be funny or for attention)	Fighting, Physical Aggression	Physical violence where injury might occur (e.g. hitting, kicking, scratching, hair pulling)
Defiance, Non-Compliance, Disrespect	Low-intensity, failure to follow directions, rude or dismissive to adults or peers (e.g. name calling, eye rolling, talking back)	Defiance, Insubordination	Refuses to follow directions, talks back, rude (e.g. continued refusal after offers of support)
Property Misuse	Low intensity incorrect use of materials or property (e.g. firing staples out of stapler, coloring on desk, tearing up a peers paper)	Property Damage, Vandalism	High-intensity misuse, destruction of property (e.g. graffiti, carving)
Tardy	Arrives in class on a semi regular basis	Harassment/Bullying	Repeated and unwanted spreading of rumors, name calling, intentional exclusion, racial slurs, making fun of accent, etc.
Technology Violation	Non-serious but inappropriate use of technology (playing games on district issued tablet, cell phone out against school guidelines)	Academic Dishonesty	Intentionally using another person's work as their own, unauthorized use of materials or information (e.g. plagiarism, cheating on test, unauthorized help)
		Illegal Activities	Theft, arson, possession of drugs, tobacco, vape, weapons.

Family and Community Engagement

- Regular communication through newsletters and parent-teacher conferences.
- Parent education nights on PBIS and restorative practices.
- Opportunities for families to participate in school-wide events and celebrations.
- Volunteer programs to support school climate.