



Mount Auburn STEAM Academy
School-Wide Behavioral Expectations

This guide will provide:

- Specific goals
- Behavioral expectations
- Teacher and staff responsibilities
- Strategies for acknowledgment
- Procedures for handling infractions
- Specific routines to be followed

Behavioral Plan Goal:

To provide our students, teachers and staff with clearly defined behavioral expectations in order to provide a positive learning and teaching environment so that each student can reach their highest potential.

Behavioral Expectations:

- Students will demonstrate **DEDICATION**
- Students will be taught and will be allowed to demonstrate **TEAMWORK**
- Students will take **OWNERSHIP** of the school
- Students will demonstrate **TRUSTWORTHINESS**

Teacher and Staff Responsibilities:

- Teachers and staff will teach, model, and practice each of the behavioral expectations throughout the year.
- Teachers and staff will acknowledge student behaviors that meet the expectations outlined in this plan.
- Teachers and staff will:
 - Interact with students
 - Actively monitor students
- Teacher and staff will follow procedures for infractions

Celebrating Behavioral Success

Recognizing success is a feature of the behavioral expectation plan which will be celebrated daily. In order to celebrate behavioral success, teachers, staff, and students will praise students who demonstrate MASA values - dedication, teamwork, ownership, and trustworthiness.

Specific verbal feedback:

When you observe students demonstrating dedication, teamwork, ownership, and/or trustworthiness, acknowledge them by giving specific positive verbal feedback such as:

- **Student**, today you demonstrated dedication by working through that difficult math problem and not giving up when things got tough. Way to go! Keep up the good work!
- I noticed that our class demonstrated exceptional ownership of **HALLS** today when we walked to the cafeteria. Way to go!



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Handling Infractions of Behavioral Expectations

MASA will follow the district Student Code of Conduct for handling infractions. Outlined below are the system levels along with instructions for handling such behaviors:

Level 1 behaviors include:

- Inappropriate language (cursing)
- Scuffling
- Defiance, disrespect, insubordination, non-compliance
- Lying, cheating
- Harassment, teasing, taunting (physical and/or verbal)
- Disruption, excessive talking, not following MASA expectations
 - When this occurs, students will be:
 - Given an individual **verbal warning**
 - Then the student will **DO IT** again
 - If the behavior still persists, then the **class will DO IT again!**
- Dress code violations
- Not prepared for class

Step 1:

Level 1 behaviors are to be handled by the classroom teacher or staff member **witnessing** such behaviors. The behaviors should be documented by the classroom teacher and/or staff member **witnessing** the behavior.

Step 2:

- If behaviors persist, the classroom teacher will call the parent to advise them of the behavior and arrange a meeting with the parent.
- Each parent contact will be documented.
- One of the following staff members may be a resource for the process: Counselor, Community Liaison, and other staff members.

Step 3:

- If Level 1 behaviors have not improved after 2 weeks, one of the campus administrators or school counselor will be notified.
- Staff will provide documented evidence of in-class behavioral interventions.

Level 2 behaviors include:

- Abusive language (threat of physical harm, offensive racial/sexual comments)*
- Fighting (defined as actions that require a visit to the nurse)
- Forgery, theft*
- Property damage*
- Skipping class*
- Vandalism (irreversible destruction of school property)
- Violation of district technology guidelines*



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***these level 2 behaviors should be referred to the office at the teacher's discretion.**

Referral Steps:

1. Teacher will complete a Discipline Referral Form to be sent to the office describing the incident.
2. Students who are able to stay in the classroom may be put in isolated instruction.
3. The appropriate personnel will call for the student when instruction is least interrupted and an administrator is available.
4. An administrator will notify parents in regards to referrals.

Level 3 behaviors include:

- Alcohol
- Possession of drugs - non-felony, ex: marijuana or prescription drugs; includes possession, delivery, under the influence, or use (see the definition in the glossary for "under the influence" and "use")
- Retaliation against a school employee any place (if not expellable)

Level 3 behaviors may result in removal to DAEP.

- Teacher will complete a Discipline Referral outlining the offense.
- The student discipline consequence will be in accordance with the Student Code of Conduct.
- An administrator will notify the parents and set a conference with the parents.

Level 4 behaviors include:

- Arson
- False alarm
- Terrorist threat
- Weapons ex: brass knuckles and illegal knife (less than 5 inches)

Level 4 expulsion to DAEP or JJAEP.

MASA Procedures and Routines for Moving Throughout the Building

HALLS

- Students should be in HALLS prior to leaving classroom
- Redo as many times as necessary
- Walk on the right side on row of colored tiles
- Do not touch walls, bulletin boards, or anything hanging from ceilings
- STOP at designated signs
 - **H**ands at your side
 - **A**ll eyes forward
 - **L**ips zipped
 - **L**ow speed
 - **S**tay together



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Morning Circle Procedures

PK-2 in Gym

7:15- 7:45 Students Arrive. TAs will be in the gym to monitor the students.

- Students will walk into gym quietly, find their section and sit down crisscrossed facing the front in the SLANT position.
- Students must keep everything in their backpack and keep it closed. NO FOOD! NO Eating in Gym.
- 7:40 -Teachers and Leader arrives
- Students should have hands in lap and actively listening/tracking and in slant position..
- Leader will use a call and response to signal for the students to stand, turn and face the flag. Say the pledges, moment of silence, sing school song and then turn back around.
- Leader will give non-verbal cue to sit down. .
- 7:50 Teachers will start dismissing their classes. 2nd and FLS grade will leave out of the far doors closest to the playground. PK-1 will leave out of the main doors.
- Leader will ask students to redo any task if not done correctly or quietly.

3-5 in Auditorium

- 7:15-7:45 - Students Arrive in Auditorium
- Students will walk in the area, and go to correct classroom section and quietly sit down crisscrossed, facing the ramp wall.
- Students must keep everything in their backpack. Backpack must be placed either in lap or to the right of themselves.
- Students sit in SLANT, open book and begin to silent read, if no book student sits quietly.
- 7:40- Teachers and Leader Arrives
- Students should have hands in lap and actively listening/tracking the leader.
- Leader will use a call and response to signal for the students to put away books, stand, and turn and face the flag. We will say our pledges, have a moment of silence, and go through our school song.
- Leader will give non-verbal cue to sit down. Students must then wait silently in HALLS until teacher dismissal.
- 7:55 - Students are dismissed starting with outside classes and going to the middle.
- Teachers will instruct their own classes to stand (non-verbally) and they will leave in HALLS.
- Redo as necessary.

DISMISSAL

Car Riders

- Car riders will meet students in designated car rider area.
- Teacher(s) will walk students to outside area to wait for parents.
- Students must wait quietly in a line so that TAs and Teachers can move process quickly.
- Parents will be designated numbers and as parents pull up numbers will be read out loud.
- Bad weather – wait area will be moved to inside of the hallways



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Walkers

- Walker students will meet in designated walker area and will be taken to cafeteria to wait for parents. Students are to remain in HALLS at all times.
- Students must be in cafeteria by 2:55. Parents will be let in at 3:00.
- Staff members will be placed in designated areas through the hallway to prevent parents from wandering all throughout the campus. Parents will enter through back doors and only be able to leave through side doors that lead towards the portables.
- Teachers need to make sure that students are behaving appropriately in cafeteria. Need to actively monitor students until 3:15

Any students not picked up by 3:15 will be taken to main office to wait for parents.

Bathroom Transition

- 4 students at a time with 1 monitor in bathroom (main building), 2 students with 1 monitor (new wing)
- 2 classes break together downstairs, 1 teacher monitor for boys line, 1 girls
- 1 class at a time upstairs and in new wing
- Student monitors check for FLUSH before students enter and after with teacher.

Floors stay dry

Leave it clean

Use it quickly

Soft voices

Hands washed

SLANT – for classroom management

- **S**it up
- **L**isten
- **A**sk and answer questions
- **N**od for comprehension
- **T**rack the speaker