

Schools. While many faculty and students may have assumptions of what is expected behavior, we cannot assume that everyone's understanding and beliefs are similar. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the educational process. MUSD schools are implementing PBIS school-wide systems of positive behavior support that focus on taking a team-based approach and teaching appropriate behavior to all students in the school.

**Our three main overarching Behavior Expectations district wide are:**

**BE SAFE  
BE RESPECTFUL  
BE RESPONSIBLE**



Behavioral expectations are taught using similar teaching formats that are applied in the general curriculum. The rules are presented, the reasons are discussed, positive examples (correct way) are described and rehearsed, and non-examples (incorrect way) are described and modeled. Students are given the opportunity to practice the correct way until they demonstrate fluency. Appropriate behaviors are acknowledged. Once appropriate behaviors have been defined these desired behaviors are reinforced on a regular basis. Each school has their own reinforcement system used to reward positive behaviors. Students are recognized and celebrated in various ways throughout the year.

### **RESTORATIVE PRACTICES**

The Maricopa Unified School District is founded on humanitarian and democratic principles, recognizing and respecting the rights and dignity of all individuals. As a community of educators, we deeply value the importance of building strong relationships with our students, as we believe this is essential for their overall success. This includes fostering collaborative partnerships with students and their families, working together to ensure each student's achievements.

Restorative practices and school discipline in the Maricopa Unified School District aim to cultivate inclusive school communities that prioritize student engagement in learning and minimize disruptions to instruction. To achieve this goal, we rely on the

support of all stakeholders, particularly our families, as we strive to create a nurturing and positive environment.

### **Our objectives regarding restorative practices and discipline are as follows:**

1. Providing students with ample opportunities to learn from their mistakes, transform their behavior, and restore relationships.
2. Developing a progressive and restorative program that embodies our values.
3. Ensuring administrators possess a comprehensive understanding of appropriate responses to discipline referrals and concerns, while allowing for flexibility and individualized approaches.
4. Offering clear guidelines and advanced communication to students, parents/guardians, and school personnel regarding the steps to be taken in handling discipline matters.
5. Providing ongoing professional development and support for educators to implement strategies and actions that align with the principles of a democratic society.

Each day, within our schools, we have the power to influence our students' social-emotional learning and development through the utilization of restorative practices. By prioritizing healthy relationships, preventing harmful behaviors, resolving conflicts constructively, and fostering a positive and inclusive learning environment, we aim to create an optimal space for growth and learning. We deeply value open dialogue as a means to repair relationships, and we maintain an unwavering commitment to ensuring that disruptive behavior does not impede other students' access to education.

To maintain a safe and respectful learning environment, our staff is dedicated to addressing and supporting behavioral concerns at the teacher and classroom levels. These conversations may involve peers, parents/guardians, and the administration, as we all share the responsibility to support and uphold a secure and inclusive learning community.