

# Museum Magnet

## Student Behavior Expectations and Disciplinary Procedures

2007-08



*"Our goal is to develop creative, independent thinkers who work cooperatively to solve problems."*

### **School Mission**

To develop creative, independent thinkers who can work cooperatively to solve problems.

### **School Values**

At Museum Magnet we believe that-

- ∞ Every child matters
- ∞ All children can learn
- ∞ Children learn best in a safe and peaceful environment

To support these Values we will –

- ∞ Inspire and support the academic hopes and dreams of students, families, and staff
- ∞ Honor and celebrate the diversity of our school and community
- ∞ Hold students accountable for learning and ourselves for educating
- ∞ Be accountable to the students, staff, community and parents
- ∞ Communicate our values, goals, and practices in a consistent manner

**School wide rules - Students choose their school behaviors. The choices they make have outcomes associated with them.** Students are expected to follow the three B's at all times;

- ∞ Be Safe
- ∞ Be Respectful
- ∞ Be a Learner

Proactive strategies

SAT

The Student Assistance Team (SAT) serves the purpose of providing support in the following areas:

- ∞ Academic and behavior support to parents, teachers and students
- ∞ School wide issues and concerns as they relate to student conduct
- ∞ Serves as Pupil Problems Committee(PPC) for serious offenses
- ∞ Screens 504 referrals

As a school-wide Title I school, we will encourage student engagement and achievement by providing ALL students access to learning opportunities based on interest, not just academic achievement/assessment. Because we know that positive reinforcement is a successful tool in attaining consistent academic and behavioral goal achievement, we have established the following forms of student recognition:

Principal's award

The 'Principal's Award' assembly takes place every month at which time students are recognized at an assembly. One student per class will be honored based on teacher recommendation. Teachers will use the following criteria:

- ∞ Academic progress in reading, writing and math
- ∞ All good behavior choices during the time period
- ∞ Significant academic improvement

Each classroom teacher is encouraged to give their own awards in addition to the Principal's Award in their classrooms.

Above the Line Behaviors (expected behaviors)

- Following the 3 B's
- Following directions the first time they are given
- Treating all people and property with respect
- Making choices that warrant a safe environment for learning

Classroom Management Process for student behavior

Hopes and Dreams

- ∞ During the first month of school each student will complete an academic hopes and dreams document, facilitated by the classroom teacher.
- ∞ Students' Hopes and Dreams will be posted in the classroom.

Classroom Routines

- ∞ Each classroom will establish routines for the school year.
- ∞ Teachers will explain, model and have all students practice the classroom routines.
- ∞ Students will know how each routine: looks, sounds, and feels.

Sample Classroom Routines	Sample Learning Routines
∞ The signal	∞ Working independently
∞ Using the bathroom	∞ Working in a group
∞ Taking a break	∞ Partner work
∞ Entering and exiting the room	∞ Museum Exhibit work
∞ Lining up	∞ What to do when your work is finished
∞ Asking for help	
∞ Dismissal	

Behavior redirection

Each classroom teacher will go over behavior expectations with students, both classroom and out of classroom. In addition the Principal will give expectations to students and go over school wide rules with students. Students are expected to follow school expectations in order to fulfill their hopes and dreams for the school year. Students that decide not to follow the expectations will follow the steps bulleted below to help them refocus.

- ∞ Students will be reminded of the expected behavior
- ∞ Students will do a color change (move pin from green to yellow)
- ∞ Students will do a second color change (move pin from yellow to red)
- ∞ If behavior continues student takes a break and completes classroom reflection form. [a parent is notified(by teacher or student) at this step].
- ∞ If the behavior still continues the student may take a break in a buddy classroom. After returning to class the student and teacher will have a social conference.
- ∞ If the student behavior is bottom line or the student has gone through the steps above, then student receives an office referral.

## **Community Routines**

### Cafeteria

#### *Arrival*

- ∞ Students enter the cafeteria in a single file line.
- ∞ Students proceed through the line to be served.
- ∞ Students get all their necessary items for lunch and sit at their class table in the order that the teacher establishes.

#### *Eating*

- ∞ Students eat their own food. Unwanted food will be placed on the shares table.
- ∞ Students will raise hands if they need to get out off their seats for anything.
- ∞ When finished, students sit quietly and wait for dismissal.
- ∞ Students will remain in the cafeteria during lunch time. Permission to leave shall be granted by the supervising staff member.

#### *Leaving*

- ∞ Once dismissed, students empty their trays and follow directions of lunch room supervisor.
- ∞ While students are waiting for their teacher, they are to be in a straight line, with calm bodies and quiet voices.
- ∞ If students are not able to follow the lunchroom rules, they can be removed to take a break in another location (to be determined by supervising staff).

### Hallways

- ∞ Students walk on the right side of the hallways and stairways at all times. Hats and headgear must be removed upon entering the building.
- ∞ Students walk in orderly quiet lines, with their voices off.
- ∞ Students keep their hands and feet to themselves

### Playground

- ∞ Students will follow staff directions at all times.
- ∞ Students are expected to play safely.
- ∞ Students are expected to use equipment responsibly.
- ∞ Students are in designated play areas.

### The Signal

Museum staff will use a 2 finger signal to get the attention of large groups. The 2 fingers represent:

1. mouths closed
2. eyes on speaker

Once the signal is given, all students are expected to comply equaling complete silence. After everyone has complied and there is silence, the staff person will proceed.

### Student Arrival

- ∞ Students enter the building upon arriving to school and report to the cafeteria by using the main stairway. Students arriving before 8:45 will remain in the commons area at the top level by the yellow doors.
- ∞ Those students not eating breakfast will immediately report to their classrooms.
- ∞ Classroom doors will be opened at 8:55 am.
- ∞ All students are expected to be in class by 9:10 am.

### Student Dismissal

- ∞ Students will retrieve items from their lockers per teacher's direction.
- ∞ Students will follow hallway passing rules to the yellow doors.
- ∞ Teachers will lead students to the buses and make sure that every child gets on the correct bus.
- ∞ Teachers will then report to their assigned bus duty.
- ∞ All walkers and discovery club participants will be dismissed before the class exits the yellow doors.

### Field Trips

All students will attend educational field trips. If a student's behavior warrants additional supervision, parents will be asked to chaperone the trip. Teachers will create contracts with parents and students for non-educational field trips in situations where there are concerns around academics and behavior. Contracts may vary at grade level and must be approved by the building Principal.

## **When students choose a behavior that is not acceptable, they are also choosing a consequence for themselves.**

### Below the Line Behaviors Include but are not limited to: (unacceptable behaviors)

Cheating/Plagiarism	Defiance	Discrimination
Disruptive	Gambling	Harassment
Leaving School Area	Pyrotechnic Device	Student Attire
Chronically Tardy	Theft	Threat
Truancy	Verbal Abuse	
Unauthorized use of school property		
Unauthorized use of technology		
Willful damage to school property		
Willful Disobedience		
Willful Disobedience – Continual		

### Process for students referred to the principal's office.

1. Referral written by staff member then student directed to report to the office.
2. Student writes I-statements of events that warranted office visit.
3. Student completes an office reflection form (student identifies behaviors that are more appropriate and will keep them in the learning environment.
4. Principal or designee conferences with the student. Student will regroup for a period of time: no less than 20 minutes- primary and 30 minutes - intermediate.
5. Principal or designee calls the parent/guardian of referred student.
6. Student returns to class, referral form is:
  - a. sent home with the student (mailed if needed)
  - b. copy given to referring teacher and
  - c. copy given to homeroom teacher

Students who are referred to the office more than 3 times in a month will be referred to the Student Assistance Team (SAT). The team will work with the referring teacher and parents/guardians to provide support for the child during the school day.

**Museum Suspension Policy**

*Automatic Suspension – (No warnings, no second chances)*

Bottom Line Behaviors Include but are not limited to:

Criminal Acts	Fighting	Fires/False Alarm
Hazing	Leaving Rondo Complex	Incapacitation Device
Racial Harassment	Sexual Harassment	Sexual Violence
Weapons		

Other potential causes for suspension – (not automatic, but will be investigated)

1. Bullying
2. Students who are disruptive to the learning environment
3. Excessive number of behavioral referrals
4. Violation of an established behavior plan
5. Continual willful disobedience

**To be readmitted after a suspension, a parent is required to attend a student, parent, administrator conference.** Students with multiple suspensions (3 or more in a calendar year) will be referred to Student Assistance Team (SAT) for support and placed on a behavior contract.

## **Definition of terms**

**504 Plan-** A 504 plan is a legal document falling under the provisions of the Rehabilitation Act of 1973. It is designed to plan a program of instructional services to assist students with special needs who are in a regular education setting. A 504 plan is not an Individualized Education Program (IEP) as is required for special education students. However, a student moving from a special education to a regular education placement could be placed under a 504 plan.

**Bullying** - intimidation of another student by use of abusive, arrogant and/or aggressive language or behavior whether individually or as part of a group (see Harassment).

**Cheating/Plagiarism** - dishonest academic work or copying; to steal and pass off (the ideas or words of another) as one's own.

**Criminal Acts** – commission of an act, on school property or in the course a school sponsored or school associated activity that would be a crime if committed by an adult.

**Defiance** – willful refusal to follow the directions given by a staff member.

**Discrimination** – no person shall on the grounds of race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status or disability is subject to discrimination.

**Disruptive** – situations and/or actions that staff believes interfere with or have the potential to interfere with effective operations of the school.

**Fighting** - mutual combat in which both parties have contributed to the situation by verbal and/or physical action.

**Fires/False Alarms** – failure to exercise ordinary caution during fire in a school building or damage to school property; the giving of a false alarm of fire, or the tampering or interference with any fire alarm system.

**Gambling** – the playing of a game of chance for stakes.

**Harassment** – physical or verbal conduct or communication directed at an individual that causes harm, disrespect, or embarrassment.

**Hazing** – committing an act against a student, or coercing a student into committing an act that creates a substantial risk of harm to a person.

**Incapacitation Device** -device designed or intended by the manufacturer to be used to temporarily immobilize or incapacitate a person or animal by means of electronic pulse or current; any pain compliance device, or tear gas (or derivative).

**Leaving School Grounds** – leaving school grounds during school hours without proper clearance.

**Pupil Problems Committee-** deals with problems relating to student discipline and school adjustment. The committee is appointed by the principal and usually includes teachers, social worker or counselor, nurse, and other staff.

**Pyrotechnic Device** - a combustible substance used in devices such as a firework.

**Racial Harassment** - consists of physical or verbal conduct or communication relating to an individual's race or religion.

**Sexual Harassment** – consists of unwelcome sexual advances, request for sexual favors, sexually motivated other physical or verbal conduct or communication of a sexual nature.

**Sexual Violence** – is a physical act of aggression or force, or the threat of aggression or force which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts.

**Student Attire** – manner of dress or personal grooming which the school authority believes will or actually does present a clear danger to the student's health or safety, or causes an interference with the learning environment.

**Student Info (Non-disciplinary) -**

**Tardy** – being late to school.

**Theft** - the unauthorized taking of the property of another.

**Threat** - any oral, written, or physical threat, sign, or act which conveys an intent to cause harm or violence, even if made in jest.

**Truancy** – unauthorized absence from school or class.

**Unauthorized use of school property** – the unauthorized or illegal use of school property for non-school sponsored activities.

**Unauthorized use of technology** – any act or illegal use of the school district's computer facilities, systems, networks or software.

**Verbal Abuse** – use of disrespectful or threatening language.

**Willful damage to school property** – willfully cutting, defacing, or otherwise injuring in any way any property, real or personal, belonging to or used by the school district.

**Willful Disobedience** - the refusal to follow published school rules and regulations.

**Willful Disobedience – Continual** – repeated refusal to follow school rules and regulations after conferencing resulting from first violation.

**Museum Magnet  
Family Signature Page**

As a family, please read and discuss the Student Handbook regarding behavior expectations. It is Museum Magnet's goal to work with families to provide our students with consistent expectations, which are supported by families. We will work to provide a positive school culture. We desire students to have good experiences while they are in our care.

Return this form to school by Friday, September 29, 2007.

We have read and discussed the Student Handbook regarding behavior expectations with our child.

We will work to support our child in meeting the expectations.

Date: \_\_\_\_\_

Print

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Print

Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_