



Campus-Wide Behavior Support and Management

Mariposa staff recognizes and abides by district adopted and legal policies regarding the right of all students to have a safe and non-disruptive learning environment. These policies and education codes can be found on the LVUSD website and on the Mariposa website in the “LVUSD Parent, Student, and Staff Legal Notification Handbook” in the Document Library. Consequences for behavior, that compromises such an environment will be determined by the site administrator and may include suspension from school. All consequences for child misbehavior will consider the guiding philosophy outlined in this document.

Mariposa Code of Conduct

Mariposa Code of Conduct: So that *all* students are safe and free to learn, students will:

1. Come to school on time, prepared to learn;
2. Respect the rights, feelings, property, and personal space of others;
 - a. Refrain from verbal or physical abuse: teasing, insulting, threatening, provoking, hurting, or profanity
 - b. Strive to resolve problems using effective communication and agreements;
3. Follow directions of school personnel and parent volunteers;
4. Never bring dangerous objects to school;
5. Keep all cell phones off and put away during school hours;
6. Not bring electronic games, toys, or MP3/iPod players to school; and
7. Not bring candy, soda, or gum to school.

Playground Code of Honor:

Honorable students will keep our playground free from . . .

1. Profanity/Foul Language
2. Taunting/Teasing
3. Improper Use of Equipment/Space (including bathrooms)
4. Playing Out of Area
5. Fighting/Play Fighting
6. Hands on Others
7. Ignoring/Disrespecting Adults
8. Running After Play Period

MARIPOSA PHILOSOPHY ON BEHAVIOR SUPPORT AND MANAGEMENT

Mariposa staff believes, and research supports, that when students feel both safe and connected to the adults at school, behavior problems decrease and positive student engagement rises. The phrase, “*connection before correction*” is used as a reminder to ourselves that the way to maintain a well-mannered, well-managed campus, is to always stay connected to our students. As part of an active, student-centered approach to behavior instruction and management, classroom and playground agreements are made collaboratively with staff and students at the beginning of each year. These agreements are alive and well on campus – visually, referred to specifically, and often discussed in council circle, Friday assemblies, and whenever else appropriate. It is our goal that, child behavior problems are addressed from the standpoint of the individual child(ren), special factors of the situation at hand, and the developmental level (age) of the child(ren). Additionally, Mariposa staff has a collective understanding of the ideas behind Compassionate Communication and continues to develop our approach in working with children. Accordingly, student behavior is viewed in terms of an expression of *needs* and *intention*. Lastly, our staff is committed to creating a circle of support for every child whereby communication and shared knowledge between parents/guardians and school faculty is essential.

Furthermore, at Mariposa we believe the small, often overlooked and under-expected behaviors, matter the most in promoting a positive school climate. As such, the children, parents, and staff use “*Mariposa Manners*” on campus (and hopefully off campus too!). Mariposa Manners refer to the way we communicate with each other (gesture, tone of voice, volume of voice, facial expression), the language we choose to use, how we care for each other and how we care for our campus. Mariposa Manners may be a simple “*please*”, “*thank you*”, or “*excuse me*”. It may be offering help to someone or returning a found item to the Lost and Found without being asked to do so. Ultimately, simple kindnesses will have profound repercussions for all of us.

In sum, four key terms with regard to the Mariposa approach in working with a child’s behavior are important to become familiar with in instructing and managing student behavior. These terms are:

Individual – Includes such considerations as the child’s history of conduct, personal situation or circumstances (if outstanding).

Developmental – The age of the child which guides general understanding of that child’s capacity for controlling his/her behavior, how the child is capable of learning from the consequences of their behavior, and how a supervising staff member may work with the child in resolving a problem.

Needs-Based and Intent – What personal need the child was seeking to meet or what need was not met – (e.g., the need to be heard, included). What was that child’s intent in engaging in that behavior (i.e., to hurt another child, to get something away from another child, to stand-up for another child, etc.)

Student-Centered – Students are always a part of the problem-solving process in some way. Students take an active role in talking through a problem, coming up with agreeable and worthwhile solutions, and in making amends for personal behavior.

PROMOTING POSITIVE BEHAVIOR THROUGH MODELING

As a *first* and *primary* method of behavior instruction, it is our strong belief that we are all role models for the behavior we wish to see in our children. Adult modeling, especially for the elementary-age child is one of the strongest methods of “teaching” behavior to children. As is addressed within our parent-volunteer workshop at the beginning of each year, parent volunteers are equally important role models for our children and should be conscientious of this at all times. The way we speak to each other, speak to the children, actively listen, use body language, and gestures all send messages to our children about behavior that will undoubtedly be imitated and interpreted by them at some point in time.

Thank you for your time in reviewing this document. Please spend time discussing the expectations, implications, and importance of positive behavior at home and school.