

MASON MIDDLE SCHOOL

Board of Education Meeting
November 20, 2025

“A positive school climate is associated with improved attendance, heightened engagement, reduced disciplinary incidents, and elevated student achievement. In short: culture matters—a lot.”

-National Education Association



Advisory

Trails/ SEL

The TRAILS SEL curriculum supports students in developing five core social and emotional learning (SEL) competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Several TRAILS SEL lessons have been incorporated into our advisory program

W.E.B

WEB helps incoming 6th graders feel more comfortable and connected to the school environment through peer-to-peer mentoring from trained 8th-grade WEB Leaders.

The program empowers 8th graders to develop leadership skills as positive role models and contributes to a safer, more inclusive school culture by promoting connections and acting as a proactive anti-bullying measure.

EDP

The Michigan Career Development Model (MCDM) assures all students in gain necessary knowledge of district course pathways, the explore interests/talents and develop skills for success in a career of their choice and lifelong learning.

PBIS

The school's behavioral expectations, centered on the 3Bs (Be Safe, Be Responsible, Be Respectful), are clearly defined, consistently applied, actively taught, and positively reinforced for all students.

Advisory

We believe in
teaching behavior.

We designed our Advisory calendar with a scope and sequence - just as we do with content-specific curricula. It includes PBIS lessons and key social-emotional skills.



Advisory & PBIS Lessons

| Middle School Advisory Schedule 2025/2026 (Tuesdays & Fridays) | | | | | | | | | | | | |
|----------------------------------------------------------------|--------|-----------|-----------------------|--------------------------------------|----------------------------------------------------------------------------|------------------------------|------------|----------------------------------------------------------------------------|------------------------------|----------------|------------------------------|--------------------|
| Date | August | September | October | November | December | January | February | March | April | May | June | |
| 1 | | | | | | | | | | | TBD (Fri) | |
| 2 | | PBIS | | | | Pathfull / Academic Check-In | Holiday | | | | | Xello / Reflection |
| 3 | | | Introduction to XELLO | | | | | Pathfull / Academic Check-In | TBD (Tues) | Fun Activities | | |
| 4 | | | | PD-no school Election Day | | | | | | | | |
| 5 | | PBIS | | | Academic Check in | | | | | | Pathfull / Academic Check-In | Celebration! |
| 6 | | | | | | Pathfull / Academic Check-In | Scheduling | TRAILS WEB (Teachers Deliver Lesson at MMS, WEB Leaders Deliver at PMS) | | | | |
| 7 | | | | SAFBRS 1 Slides | TRAILS WEB (Teachers Deliver Lesson at MMS, WEB Leaders Deliver at PMS) | | | | Pathfull / Academic Check-In | | | |
| 8 | | | | | | | | | | | TBD (Fri) | TBD (Tues) |
| 9 | | | ALICE | | | Xello / Academic Check in | TBD (Fri) | | | | | |
| 10 | | | | TRAILS WEB Leaders Deliver at MMS | | | | Pathfull / Academic Check-In | TBD (Tues) | TBD (Fri) | | Last Day of School |
| | | | | | Xello / Academic | | | | | | | |

PBIS

Recognizing the 3B's: Our Positive Rewards



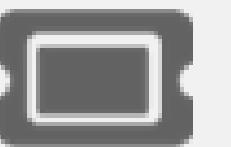
The 3 B's

Our foundational expectations: **Be Respectful, Be Responsible, and Be Safe**. These are the core values we teach and celebrate in all areas of our school.



Honor Roll Celebrations

We actively celebrate the hard work and academic success of our students who achieve All A and All B Honor Roll status each grading period.



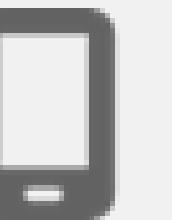
Golden Tickets

Staff award "Golden Tickets" to students they "catch" demonstrating the 3B's. Tickets are entered into regular drawings for prizes and recognition.



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Device Day Friday

A class-wide challenge where advisories can earn the privilege of using personal devices on Friday by meeting a weekly behavioral or academic goal.



PBIS

Our Framework for Support & Structure

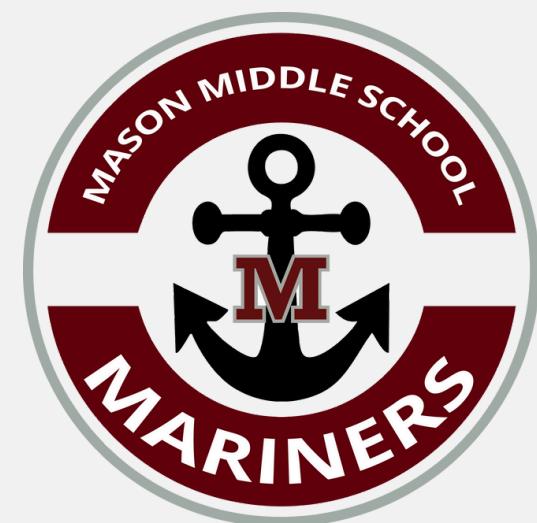
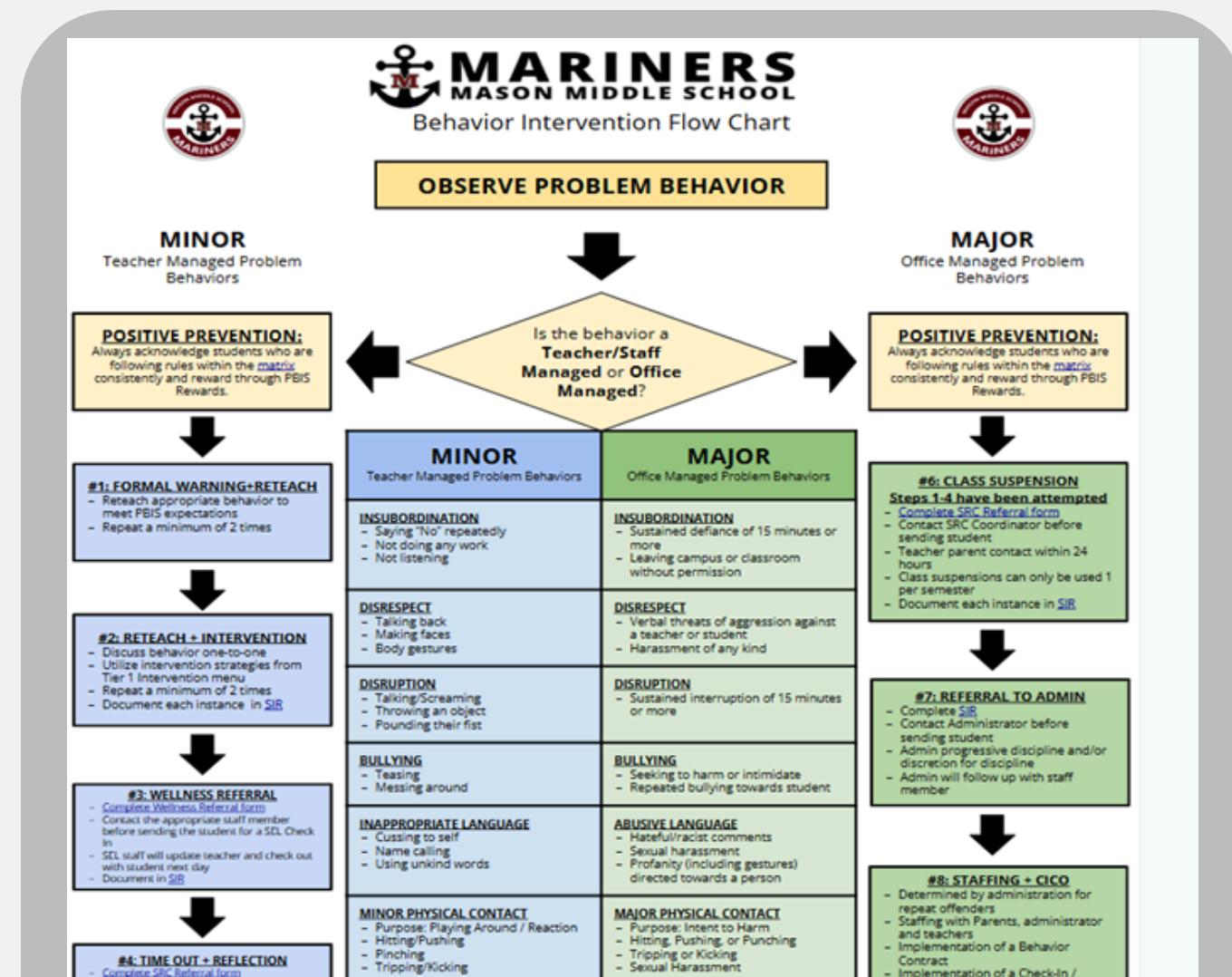
Behavioral Matrix

This is our blueprint for success. It shows exactly what the 3B's look like in every setting at Mason Middle School.

| Waterford School District Middle School Behavior Expectations Matrix | | | | | | | | |
|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Classrooms | Bathrooms | Offices | Cafeteria | Before/After School | Hallways | Digital Citizenship | Buses |
| Be Respectful | Listen attentively when others are speaking (teacher or classmates). Use polite language and a calm tone of voice. Respect the learning environment. Respect the diverse views and backgrounds of all learners in the classroom. | Leave the bathroom as clean as you found it (or cleaner!). Respect the privacy of others. Avoid lingering outside stalls. Keep noise levels down to avoid disturbing others. Flush the toilet and wash your hands thoroughly. | Speak quietly and use polite language when talking to staff and other students. Wait patiently for your turn to ask for assistance or help. Follow all instructions given by office staff. | Speak quietly and use polite language when talking to staff and other students. Clean up your eating area and throw all trash in the designated bins. Respect everyone's personal space and belongings. | Speak quietly and use polite language when talking to staff and other students. Respect school property and the property of others while on school grounds. Follow directions from all school staff and supervisors. Avoid littering: dispose of all trash in designated bins. | Be kind and positive online: Avoid cyberbullying, spreading rumors, or saying hurtful things. Respect privacy: (yours and others). Think before you post: Consider how your words and images might affect others. | Speak quietly and use polite language when talking to staff and other students. Keep hands and feet to yourself and respect others' personal space. Respect privacy: (yours and others). Think before you post: Consider how your words and images might affect others. | Keep hands and feet to yourself. Respect the personal space of other riders. Be polite to the bus driver: Listen to their instructions and thank them. Keep the bus clean: Clean all trash. |
| Be Responsible | Come to class on time and prepared with all necessary materials (Chromebook, books, pens, etc.). Complete and submit assignments on time. Participate actively in lessons and group work. Take care of classroom materials and equipment. | Report any maintenance issues (e.g., clogged toilets, leaks) to a staff member immediately. Use only what you need: (paper towels/soap). Place all trash in the waste bin provided. Go to the bathroom quickly and return to class promptly. | Know why you're in the office and what you need to accomplish there. Bring all necessary forms, passes, or materials to a staff member immediately. | Follow directions from all cafeteria and recess supervisors. Report and clean up any spills or messes to a staff member immediately. | Arrive at school on time and head directly to your designated area. | Walk on the right side of the hallway. Move directly to your destination without lingering or blocking traffic. Report any messes or concerns to a staff member. | Protect your accounts: Keep passwords secret and log out of shared devices. Use appropriate sites and apps: Stick to educational and approved platforms for schoolwork. | Follow the bus driver's instructions: They are in charge of everyone's safety. Stay seated facing forward: Remain in your seat unless told otherwise. Keep the aisle clear: Make sure bags and feet are out of the way. |
| Be Safe | Keep hands, feet, and objects to yourself. Follow all classroom rules and procedures for movement and activities. Use classroom tools and materials as instructed. Report any unsafe conditions or behaviors to the teacher immediately. | Keep hands, feet, and objects to yourself. Walk carefully. Keep the floor dry to prevent slips and falls. Report any unsafe behavior or concerns to a staff member. Safely use fixtures or equipment. | Keep hands, feet, and objects to yourself. Keep personal belongings close to you and out of the way of others. Report any injuries, concerns, or unsafe behaviors to an adult right away. | Keep hands, feet, and objects to yourself. Walk in the cafeteria and when leaving/returning from recess. Report any unsafe areas and avoid unsupervised spaces. | Keep hands, feet, and objects to yourself. Walk on school grounds and in parking lots. Stay in designated areas and avoid collisions. | Keep hands, feet, and objects to yourself. Stay to the right to avoid collisions. Report any unsafe behavior or emergencies to an adult immediately. | Prevent intentional damage to district equipment. Only use your own school district issued device. | Wait for the bus safely: Stand at the designated stop, away from the road. Board and exit carefully: avoid pushing. Use devices and materials properly to avoid damage. |
| | | | | | | | | Report any problems: Tell the driver or a staff member about unsafe behavior or issues on the bus. |

Behavioral Intervention Flow Chart

A clear guide for staff to respond to behavior consistently and effectively, distinguishing between classroom-managed and office-managed incidents.



PBIS

Catch-Up Cafe: A Mason Middle School Support Program

Program Overview

A dedicated academic support initiative to assist students who are failing 3 or more classes. This program provides a structured environment to help students get back on track and succeed.

3B Alignment

| Mason's 3B Expectation | Catch-Up Cafe Alignment |
|------------------------|---------------------------------------------------------------------------------|
| Be Responsible | Students complete missing assignments, take ownership of grades, and seek help. |
| Be Ready to Learn | Students are prepared with materials and a focused mindset to work diligently. |
| Be Respectful | Students show respect for staff, the focused environment, and their own time. |

The Catch-Up Cafe Process

- Identification: Admin & Counseling teams review a list of students failing 3 or more classes.
- Location: Identified students report to the Student Resource Center (SRC) at the start of their lunch.
- Dedicated Work Session: Students use the entire lunch period to complete missing assignments.
- Staff Assistance: A rotating team of School Counselors, Admin, and the SRC Coordinator provides support, tutoring, and guidance.

Returning to the Cafeteria

**A student may return to the main cafeteria when
BOTH of the following conditions are met:**

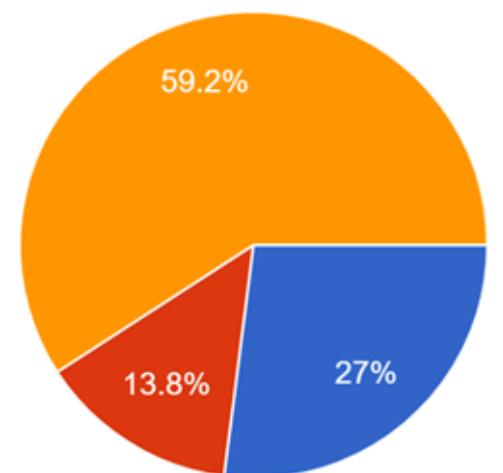
- All missing work that contributed to the failing grades has been submitted.
- The student has direct confirmation from the relevant teacher(s) that they are back on track to passing.



PBIS

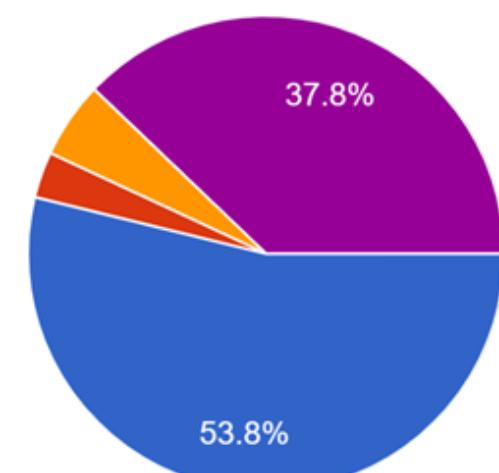
| Percent At or Above the NORM (Math) | | | | | | |
|----------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 6th | | 7th | | 8th | |
| | Fall 2024 | Fall 2025 | Fall 2024 | Fall 2025 | Fall 2024 | Fall 2025 |
| Mason | 25 | 32 | 31 | 41 | 30 | 38 |
| Percent At or Above the NORM (Reading) | | | | | | |
| | 6th | | 7th | | 8th | |
| | Fall 2024 | Fall 2025 | Fall 2024 | Fall 2025 | Fall 2024 | Fall 2025 |
| Mason | 49 | 51 | 40 | 49 | 32 | 53 |

Staff Action
2,806 responses



- Staff Intervention (1-3 offense)
- Staff Consequence (4-5 offense)
- Office Referral (6th offense or Office Managed Behaviors)

Staff Action
288 responses



Since our initial implementation of PBIS in the 2022 - 2023 school year, we have seen a **36%** reduction of out of school suspensions and a **29%** reduction of in-school suspensions.



Questions?