**Student Behavior Expectations**

|  |  |
| --- | --- |
| **Behavioral Expectation** | **Category** |
| listening and not talking during the lesson | Follow instructions and rulesSchool Procedures |
| listen when an adult is speaking |
| getting to work quickly without a million distractions |
| remain seated in class |
| expect students to follow teachers’ directions |
| students follow directions when given without argument |
| students will follow school rules without prompting |
| to be in class by the time class starts |
| students will be on time for class and stay in class |
| stay where you belong |
| students follow instructions the first time they are given |
| hallway procedures (running, voice level, etc.) |
| 1st 20/ last 10 |
| procedures for entering/exiting classrooms |
| students adhere to all school rules/policies set in place for when in the hall or classroom |
| no cell phones/food/drinks |
| follow school and classroom rules |
| putting forth their best effort | Complete Tasks |
| completing assignments thoroughly and without talking throughout class |
| expect students to do assignments |
| keeping all body parts to ourselves at all times | Keep hands to yourself |
| refrain from touching each other |
| SSA, take off hat and hoodies and acknowledge teachers | SSA |
| dress code |
| students should be in SSA daily |
| come to learn (effort) materials to class | Be Prepared |
| come to class prepared |
| bring all needed materials to each class everyday |
| students will come prepared to learn |
| be prepared—pencil, paper, book, assigned material |
| to be attentive to learning environment (e.g. no talking wile instructions are being given, having necessary materials) |
| bring all materials to class and respect locker breaks and bathroom rules and times |
| come to class with supplies |
| students held accountable when they do absolutely nothing and still get a 50 |
| attempt to complete work on time |
| be prepared to learn |

|  |  |
| --- | --- |
| expect students to be kind to others | Be respectfulMannersCitizenship |
| respecting the classroom, peers, and teachers |
| respect for adults and peers |
| be respectful |
| students should be respectful to peers and adults |
| students will respect the culture of the school, staff, and admin |
| students will respect adults and peers |
| students engage in meaningful learning scenarios while maintaining a respectful environment |
| use appropriate language when talking to others |
| respect towards all adults in the school building |
| to be respectful of adults and peers |
| be respectful—don’t speak while teacher is instructing; hands/feet to yourself; raise hand for permission; be kind to others; don’t throw things in classes; stay in seat |
| students will be respectful to each other |
| students will be respectful to all adults |
| respect others by comments and actions |
| to demonstrate positive middle school behavior, with using proper and respectful language to students and adults |
| treat each other nicely |
| listen when others are talking, including teachers |
| listen and obey school rules |
| to take pride in our school, especially in bathrooms, cafeteria, library, and halls |
| stop talking when announcements start |
| be respectful not talk while others talking |
| do not act out/yell/ bother other students that actually care about their education |
| respect toward peers |
| be on time | AttendanceBe on time |
| arrive to class on time and come into the room and sit down |
| enter the school building read for educational success, by promptly getting prepared for the day—going to locker, gathering things for first few classes |
| students are expected to be on time to class |
| arrive to school and class on time |
| students are on time to class |
| students should arrive to class on time |
| on time |
| be on time and prepared |
| be on time |
| student come into the building, gather necessary materials, and report to class immediately |

**Recommendations**

* Full time ISS personnel
* Parental counseling/bootcamp—beginning of the year
* Process for X discipline incidents leads to parental mtg.
* Beginning of the year parent mtg about expectations—email (Parent as partners with discipline)
* Explicit discipline plan with consequences—implemented with consistency
* positive communication with parents
* better incentives—student economy focus groups
* grade level student council
* student court—consequences—jury selection
* Advisory—civics focus for 1-2 weeks
* start year off building culture (First Days of School by Harry Wong)
* help for teachers as we have more than enough workload
* visible admin throughout classes
* other adults volunteers in the building (watch DOGS)
* try to address student issues, girl issues/boy issues, cyberbullying (relevant to students)
* research-based, explicit plan implemented with consistency
* communication
* collective responsibility & ownership among the adults in the building
* beginning of year—parent mtg with expectations for students
* engage the unengaged parents
	+ callouts & emails
	+ positive parental meeting (2 positives for 1 negative)
* student incentives
* advisory by grade level with related arts helping
* increase manpower and student options
	+ planning
	+ parent helpers
	+ EE
	+ subs
* teacher input into scheduling and grouping of students—follow-through
* clear explicit expectations
* shared responsibility (not same people doing all the work)
* explicit consistent consequences for adults and children
* Quick Reference Guides for Infinite Campus for specific tasks
* Foster a positive culture where people want to be here
	+ respectful—not fear
	+ avoid BUT
	+ listen
* consistent consequences among teachers & admin
* hire discipline personnel
* district support for behavior issues, so that there’s not fear in reporting incidents
* admin support
* better teacher attendance
* need subs
* improve culture of building
	+ admin care for kids and teachers
	+ teacher lounge
* plan fun events
* explicit discipline plan & implemented consistent consequences
* accurate record keeping
* positive incentives
* consistence, explicit procedures/rules/expectations
* follow through with consequences from teachers and admin
* appropriate consequence that’s not a reward for student
* more parental engagement
	+ signed contract handbook
* student incentives
* grade level with fewest referrals gets a reward
* investigate a tech tool to help with behavior mgt (Class DoJo, Live Schol, ??)
	+ use tool consistently and help parents use it
* student “economy”---consequences
* hire ISS personnel
* accurate record keeping
* clear process/explicit with communication
* revisit district policy
* follow through on consequences
* let teacher know what consequence is---communication
* user-friendly referral process
* implement restorative practices
	+ training
	+ follow through
* clear expectations about place of learning
* more parental involvement
	+ parent volunteers (min hrs required)
	+ parent accountability
	+ parent training
* establish academic criteria and behavior for admittance (recommendation letters)
* follow through with plan—collective responsibility
* admin support

**Meeting Feedback**

|  |  |
| --- | --- |
| + | ∆ |
| * good meeting (3)
* quick & concise
* nice job
* productive brainstorming
* informative
* great ideas (2)
* love having the support of someone from central office
* listening (2)
* venting
* was able to discuss issues that need to be addressed
* we felt heard today by Mrs. Johnson
* it wasn’t a finger pointing and fussing meeting
* comfortable to give ideas and be honest
* guidance
* kept us focused
* great ideas about watch dog program & student court
* awesome session
* loved the openness of the session
* open discussion
* brainstorm for managing gender specific issues (2)
* thanks for trying
* thanks for listening
* productive
* more parental involvement
 | * the suggestions and ideas actually put in place
* how are we going to fix this?
* please get someone to listen
* no discipline, no order, chaos
* making sure students are accountable and have consequences for their actions
* please listen to what we have to say
* actually enforce the ideas at school
* we have had these conversations and nothing has happened
* these meetings are only useful if we are listened to, things actually change, and hard issues aren’t ignored
* sort advisory by gender
* tie in rule categories more to the discussion
* civics focus advisory
 |