

Are you ready to **BE**lieve
that you can make a change?



BE safe
responsible
respectful
there





Dear Students, Parents, Staff and Friends of the Monroe County School System,

In this brochure, we are presenting Behavior Expectations for everyone in the Monroe County School District. We hope that everyone can achieve these expectations and help others to achieve them also. Please read them carefully. Examples of correct behavior are given and examples of what behaviors are not acceptable are presented to help students understand each expectation.

The expectations were developed to support the needs of the school district that were made clear by reviewing Office Discipline Referrals, by talking with teachers and staff and through working with our Strategic Planning Committee.

When the expectations were complete, they were shared with each school's faculty, staff and School Advisory Council for their input before being published here.

We hope that this brochure can be used as a guide to create a culture of excellence for everyone connected with our district schools. Have a great school year.

Sincerely,

*Mark Porter
Superintendent*



BE safe

student BEhavior expectations

EXAMPLES OF BEHAVIOR

NON-EXAMPLES OF BEHAVIOR

I act in a safe manner at my school and all school-sponsored events.

- Walk in halls
- Follow safety rules for each setting
- Follow instructions given by school district staff
- Cooperate with school staff in maintaining safety, order and discipline

- Running in halls
- Horseplay
- Ignoring instructions
- Throwing objects at an athletic event

I engage in activities that are safe and report any known safety hazards.

- Use materials appropriately
- Tell an adult if I see or know of an unsafe situation
- Keep hands to self

- Ignore safety rules and hope that I don't get hurt or caught
- Keep unsafe situations to myself and don't ask anyone for help

I avoid conflicts and physical or verbal violence.

- Speak in a calm voice
- Express myself appropriately
- Walk away from an unsafe situation

- Confront someone aggressively
- Push or shove
- Yell or scream at an adult or peer
- Use profanity

I will report any bullying, cyberbullying or harassment which by definition must: Be repeated, Involve a perceived imbalance of power, be deliberate and negatively impact school performance.

- Tell a trusted adult or school official of any situation where someone, including myself, is repeatedly being harmed verbally or physically (through words or actions)

- Keep information to myself even if I know that someone is repeatedly being harmed verbally or physically (through words or actions)

I help maintain a clean and safe campus that is free of graffiti, weapons, and drugs.

- Clean up after myself in the classroom, bathroom and/or cafeteria
- Put away materials appropriately
- Report any illegal or harmful things that someone else brought to school
- Obey laws and school board policies

- Draw, write or paint on walls or in bathrooms
- Bring illegal and harmful things to school
- Keep to myself when I know any illegal or harmful item has been brought to school
- Disobey laws/policies

TEACHER'S ROLE

- I define and model student behavioral expectations and school rules.
- I actively supervise student activities at all times.
- I report behavior to the school administrator or person responsible for discipline at the school-site for a student who engages in ongoing misconduct, despite appropriate interventions.
- I prevent and report any safety hazards.
- I know the school safety plan and follow through on the procedures.

PARENT'S ROLE

- I provide a safe environment for my child that fosters positive behavior.
- I follow all school policies (i.e. drop-off, pick-up, visitor signing in, etc.) and school board policies.
- I talk to my child's teacher(s) when I have concerns about my child's safety.
- I cooperate with the school, if misbehavior increases, by helping to identify causes and remedies for the situation.

ADMINISTRATOR'S ROLE

- I institute a school safety plan and staff members are trained on the procedures.
- I ensure school rules are taught, enforced, communicated and modeled to all stakeholders.
- I ensure school physical environment is safely maintained.
- I ensure a research-based bully prevention program is being implemented on site.

DISTRICT-WIDE STAFF'S ROLE*

- I support school safety plans.
- I support administrators' efforts to ensure school rules are taught, enforced, communicated and modeled to all stakeholders.
- I support efforts to maintain a safe school physical environment.
- I support district policy related to research-based bullying prevention programs.

A specific curriculum will be provided to support the teaching of these expectations to all students in the Elementary, Middle and Secondary levels.

**District-Wide Staff includes Curriculum & Instruction, Executive Team, Facilities, Finance, Food Service, Human Resources, Maintenance, Purchasing, Student Services, Transportation, and Support Personnel*





BE responsible

student BEhavior expectations

EXAMPLES OF BEHAVIOR

NON-EXAMPLES OF BEHAVIOR

I take responsibility for my actions.

- Admit when something is done wrong

- Lie about something that was done
- Make excuses for what was done

I help to create a positive school environment.

- Say and do kind things for adults and students
- Work to solve a conflict positively

- Yell or scream when something doesn't go a certain way

I come to school regularly and on time, ready to learn

- Have all school supplies ready to go
- Set an alarm to help get me to school on time

- Walk in late
- Come to school unprepared
- Skipping class

I give my best in everything I do.

- I attempt to complete all tasks

- Finish things without caring about the type of work product completed

A specific curriculum will be provided to support the teaching of these expectations to all students in the Elementary, Middle and Secondary levels.

TEACHER'S ROLE

- I work with families in partnership to reinforce appropriate behavior (meetings, mailing correspondences, utilizing parent resources as appropriate, etc.)
- I follow the behavior support plan for ALL students.
- I utilize data in collaboration with administration and support personnel to monitor misconduct using the appropriate system (e.g., SWIS, PBS.)
- In order to keep the student engaged in learning, if she or he is removed from the educational setting/ classroom, I provide the student with sufficient and relevant classroom work in a timely manner. If suspended out of school, relevant classroom work will be provided by dismissal time the day following the suspension.
- I seek assistance from administration and colleagues when I need help.

PARENT'S ROLE

- I teach my child to take responsibility for his/her own actions.
- I create a positive relationship between our family and the school.
- I am responsive to the concerns that the school shares with me.
- I encourage my child to do his/her best every day in every class.
- I monitor my child's use of technological devices and social-networking sites.

ADMINISTRATOR'S ROLE

- I assemble collaborative school teams (e.g., RTI/ SST Team, PBS Team, Truancy Team) to address behavioral concerns by designing and implementing effective multi-tiered behavior support plans.
- I collect and analyze behavior data for ongoing decision-making.
- I clearly communicate my availability to parents, staff, students, and community members.
- I provide necessary training and support for staff and parents in maintaining an environment conducive to learning.
- I collaborate and partner with afterschool programs and outside agencies.

DISTRICT-WIDE STAFF'S ROLE *

- I recognize the importance of and support collaborative school teams (e.g., RTI/SST Team, PBS Team, Truancy Team) to address behavioral concerns by designing and implementing effective multi-tiered behavior support plans.
- I am aware of and support the student code of conduct.
- I clearly communicate my availability to parents, staff, students, and community members.
- I participate in training that supports maintaining an environment conducive to learning.
- I collaborate and partner with outside agencies.





BE respectful

student BEhavior expectations

EXAMPLES OF BEHAVIOR

NON-EXAMPLES OF BEHAVIOR

I treat others the way I want to be treated.

- Help others in need
- Talk appropriately
- Use good manners

- Use inappropriate language
- Ignore someone
- Act rudely

I respect each person's right to be different and I look for the good in others.

- Use good manners
- Maintain respect toward someone who is different than me

- Make fun of differences

I avoid spreading rumors or gossip.

- Use appropriate talk in a helpful manner

- Spreading hurtful information in any manner including the use of technology or any electronic communication.

I am honest and trustworthy.

- Tell the truth
- Treat all persons fairly

- Lie
- Not telling the whole truth
- Withholding information
- Taking things that don't belong to me

I respect private and public property.

- Take care of items that do not belong to me

- Destroy school supplies, equipment or others' property

I treat people fairly and respect their rights.

- Respect the feelings and listen to the opinions of others without making judgments

- Interrupting other's ideas
- Make negative comments about other's ideas

I respect laws, rules, and school authority.

- Follow rules and directions given to me
- Cooperate with school staff in maintaining safety, order and discipline

- Do whatever I want without listening to adults

TEACHER'S ROLE

- I acknowledge and reinforce appropriate student behavior.
- I provide positive corrective feedback and re-teach the behavioral skills when misconduct occurs.
- I maintain student confidentiality.
- I maintain professionalism when interacting with all staff, students, families and community members.
- I strive to have positive interactions with all students, staff, families and community members.

PARENT'S ROLE

- I reinforce positive behaviors when my child demonstrates good manners and conduct.
- I provide an environment that encourages respect of the school and teachers.
- I deal with conflict in a calm, solution-oriented manner.

ADMINISTRATOR'S ROLE

- I maintain awareness, respect, and continual learning of individual cultures and backgrounds in an effort to effectively communicate and collaborate with students, parents, staff, and community members.
- I actively listen to concerns brought forth by all stakeholders and seek resolution.
- I strive to have positive interactions with all students, staff, families and community members.

DISTRICT-WIDE STAFF'S ROLE

- I maintain awareness, respect, and continual* learning of individual cultures and backgrounds in an effort to effectively communicate and collaborate with students, parents, staff, and community members.
- I actively listen to concerns brought forth by all stakeholders and seek resolution.
- I strive to have positive interactions with all students, staff, families and community members.

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BE there

student BEhavior expectations

EXAMPLES OF BEHAVIOR

NON-EXAMPLES OF BEHAVIOR

I am present.

- In School
- On Time
- Actively engaged and listening to instructions

- Absent
- Skipping class
- Not paying attention
- Day-dreaming

I am ready to listen.

- Sit up
- Lean forward
- Nod head yes or no

- No talking
- No playing with items at desk
- No texting or using cell phone

I am ready to learn.

- Prepared
- Pay attention
- Ask questions
- Talk to the teacher
- Allow everyone to learn

- Unprepared
- Unorganized

I am ready to work.

- Work hard on every task assigned
- Turn things in not fully completed

I choose how I respond to others.

- Choose a positive attitude
- Smile
- Use kinds words
- Accept feedback from others

- Respond poorly (name calling, using sarcasm, teasing)

TEACHER'S ROLE

- I assume responsibility for all students of the school.
- I come to work regularly and on time.
- I foster a classroom culture where students want to be engaged.
- I actively listen to students, staff, families and community members.

PARENT'S ROLE

- I ensure my child attends school every day and is rested, well nourished, and ready to learn.
- I work with my child to help him/her understand the importance of positive behavior at school and at home and support the Positive Behavior Support (PBS) plan.
- I provide my child with the supplies necessary to be successful at school (books, paper, pencils, etc.)

ADMINISTRATOR'S ROLE

- I assemble a collaborative interagency truancy team to address chronic tardiness and absenteeism.
- I recognize students who attend school regularly.
- I balance my time on campus with requests for district level responsibilities.
- I spend at least two days each week in classrooms.
- I foster a school culture where students and staff are respected and want to be engaged.

DISTRICT WIDE STAFF'S ROLE *

- I foster a work environment/culture where colleagues want to be engaged.
- I will actively participate and focus while I'm at work.
- I come to work regularly and on time.
- I communicate respectfully with all colleagues, students, staff, families and community members.
- I assume responsibility for the well-being of all students.



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How iBELieve came to life



project history

The District Action Planning and Problem Solving Team (DAPPS Team) was established in a partnership with the University of South Florida and the Florida PSRTI Project. The name of the system for analyzing, remediating and seeking long term solutions for student learning problems both behavior and academic has changed to a Multi-tiered System of Supports which used the 8-step problem solving process to guide the work. After a thorough review of district data and meeting with focus groups of teachers for input, the committee set about implementing its first goal based on the findings generated through the process. This goal was to establish a District Wide Behavior System that would engage all stakeholders. The effort received affirmation when the Strategic Planning Committee established as its first goal "Improving District Climate and Culture." This need expanded to improving student behavior, enhancing working conditions, and developing mutually supportive collaborative professional relationships among all stakeholders. The DAPPS team consulted multiple resources to create the behavior system and also talked to experts in the field. The System is comprised of the following:

- Behavior goals for students, teachers, parents, administrators, and district staff as well as community visitors such as volunteers, consultants etc,
- Comprehensive list of consequences for inappropriate behavior
- Delineation of Office Managed vs. Teacher Managed Behaviors
- Comprehensive List of Interventions to Develop Positive Behaviors
- Coordinated List of Resources for teachers and parents.
- Lesson Plans to accompany each area of the student behavior plan to create a common understanding of what is expected.
- Comprehensive List of Rewards for Appropriate Behaviors

strategic objective 1: climate and culture for excellence

Create a positive climate through a focus on social, emotional, ethical, civic and intellectual education that fosters trust and professionalism District wide.

- **Goal Area 1.1** – All students will be supported in recognizing and developing their own social, emotional, ethical, civic and intellectual capacities and dispositions.
- **Goal Area 1.2** – Promote the development of local/school-based decision-making in alignment with district level plans that result in measurable improvements in all aspects of the district.
- **Goal Area 1.3** – Create a culture in which stakeholders feel that they are valued and intrinsically motivated to perform at a high level of accountability.



Now, do you BELieve?



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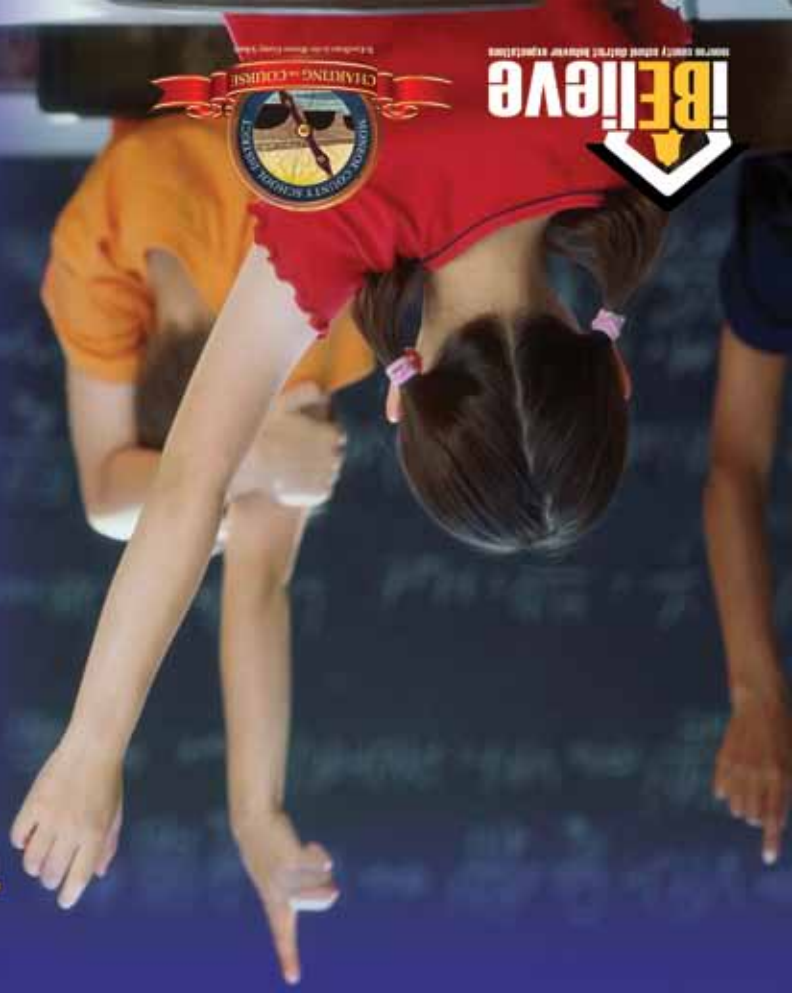


In Excellence at the Monroe County Schools

← open up and see how

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there

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BElieve
monroe county school district behavior expectations



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