



iBELieve



Monroe County School District Behavioral Expectations

**Are you ready to BELieve that you can
BE anything you put your mind to?**

BE

Safe

Responsible

Respectful

Ready to Learn

Empowered

Monroe County School District - Division of Teaching and Learning

A specific curriculum is used to support teaching of these expectations to all students in grades PreK-12.



iBElieve



Monroe County School District Behavioral Expectations

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

This brochure presents Behavior Expectations for everyone in the Monroe County School District. These expectations were developed to support the needs of the school district and have been used over the last several years and updated along the way to include expectations for online behavior. Since we began enforcing these expectations, we have seen an outstanding increase in positive behavioral referrals and a significant decrease in discipline referrals. This is work you should be very proud of as it is unique to our school system. We developed it ourselves through working with teachers, students, parents, and other staff. Please review this brochure carefully and note the clear examples of acceptable and unacceptable behavior. Use this guide to continue to nurture the culture of excellence for everyone connected to our school district.

I wish you a wonderful school year.

Sincerely,

*Theresa Axford
Superintendent
Monroe County Schools*

BE Safe
BE Responsible
BE Respectful
BE Ready to Learn
BE Empowered





BE Safe



I engage in behaviors that are safe and legal, and I report behaviors that could be harmful to myself or others.

Student BEhavior Expectations



Elementary



- Walk in halls
- Follow adult directions
- Keep hands and feet to self
- Tell a trusted adult if I, or someone else, is hurting themselves or others, or is in danger
- Keep computer passwords to myself
- Use approved internet sites only
- Run in halls
- Ignore instructions
- Push, shove or kick others
- Keep information to myself, even if I know that I, or someone else, is in harm
- Share my passwords
- Use sites not appropriate for my age



Secondary



All of Elementary PLUS:

- Avoid physical and verbal violence
- Lead a healthy drug, alcohol, and tobacco free lifestyle
- Protect my account credentials and change my passwords regularly

All of Elementary PLUS:

- Argue with teachers and staff
- Get into altercations with peers
- Use, sell, or posses drugs, alcohol, tobacco, or assoicated paraphernalia

A specific curriculum is used to support teaching of these expectations to all students in grades PreK to 12.

TEACHERS' ROLE

- I define and model student behavioral expectations and school rules.
- I actively supervise student activities at all times.
- I seek assistance as needed to support the well-being of students and myself.
- I prevent and report any safety hazards.
- I implement the school safety plan.
- I follow the classroom /office managed protocol.
- I keep my classroom door locked at all times.
- I model and promote management of personal data and digital identity, and protect student privacy.

PARENT'S ROLE

- I provide a safe environment for my child that fosters positive behavior.
- I follow all school and school board policies.
- I talk to my child's teacher when I have concerns about my child's safety.
- I collaborate with the school, if misbehavior increases, by helping to identify causes and remedies for the situation.
- I engage in conversations with my child related to healthy social media and internet use .

ADMINISTRATOR'S ROLE

- I implement and train staff on the school safety plan and procedures .
- I ensure that school rules are taught, enforced, communicated, and modeled .
- I ensure the school physical environment is safely maintained.
- I ensure that bully prevention policies are implemented.
- I establish and promote policies for safe, legal and ethical use of digital information.

DISTRICT-WIDE STAFF'S ROLE

- I support and follow all aspects of the teacher's, parent's, and administrator's roles .
- I support district policies related to bully prevention.

District staff includes curriculum and instruction, executive team, facilities, finance, food service, human resources, maintenance, purchasing, student services, transportation, and support personnel.





BE Responsible



I help to create a positive school environment by giving my best and learning from my mistakes.

Student BEhavior Expectations



Elementary



- Admit when I make a mistake
- Keep desk, backpack and locker orderly
- Attempt to complete all tasks
- Clean up after myself
- Say and do kind things for others
- Work to resolve conflicts positively
- Blame others for my behavior
- Lose and break supplies
- Refuse to do work, or talk/play instead of doing work
- Leave messes others have to clean
- Argue with peers and adults



Secondary



All of Elementary PLUS:

- Gain information for assignments from reliable sources and cite sources
- Know what the requirements are for graduation
- Set an alarm to help me get to school on time

All of Elementary PLUS:

- Plagerize work
- Send information that is not reliable or could hurt others
- Be unsure of my GPA, how many credits I have, or which assessments I need to pass my classes.

TEACHERS' ROLE

- I collaborate with families to reinforce positive behavior.
- I follow the behavior support plan for all students.
- I use data and collaborate with administration and support personnel to monitor behavior.
- If a student is removed from class or suspended due to misbehavior I provide sufficient and relevant classroom work in a timely manner.
- I seek assistance from administration and colleagues when I need help.
- I promote healthy branding and use of self-image by exhibiting exemplary internet and social media use.

PARENT'S ROLE

- I teach my child to take responsibility for his/her actions, including arriving to school on time.
- I create positive relationships between our family and the school.
- I am responsive to the concerns the school shares with me.
- I encourage my child to always be their best.
- I monitor my child's internet and social media use.
- I model respectful social media posts for my child.

ADMINISTRATOR'S ROLE

- I assemble collaborative school teams to design and implement effective student behavior support plans.
- I collect and analyze behavior data for on-going decision-making.
- I clearly communicate my availability to all stakeholders.
- I provide necessary training and support to all stakeholders to maintain an environment conducive to learning.
- I collaborate and partner with outside agencies.

DISTRICT-WIDE STAFF'S ROLE

- I support all aspects of the teacher's, parent's and administrator's roles.
- I support and recognize the importance of collaborative school teams.
- I am aware of and support the student code of conduct.
- I participate in training that supports maintaining an environment conducive to learning.
- I understand and model the district policies of safe, legal, and ethical access and use of data.

A specific curriculum will be provided to support the teaching of these expectations to all students in grades PreK-12.

POSITIVE
MIND

POSITIVE
VIBES

POSITIVE
LIFE



BE Respectful



I am honest and trustworthy, and I treat others how I want to be treated.

Student BEhavior Expectations



Elementary



- Raise my hand and wait to be called on before speaking
- Help others in need
- Say please and thank you
- Tell the truth
- Speak in a calm voice, even when upset
- Only use positive words and images on email, assignments and social media
- Blur out
- Interrupt others when they are speaking
- Say mean things to others
- Say "no" when asked to do something
- Not take turns
- Get upset when I do not get my way



Secondary



All of Elementary PLUS:

- Be kind, helpful and non-judgmental toward those who are different from me
- Refrain from making disparaging remarks about one's culture, race, gender, or physical attributes
- Refrain from spreading rumors and gossip in school or on-line
- Listen to the feelings and opinions of others without making judgments

All of Elementary PLUS:

- Use profanity
- Talk back to adults
- Walk out of classroom without permission
- Use racial slurs or hate speech of any kind
- Use the internet or apps in negative and hurtful ways to others
- Refuse to hear someone else's point of view

TEACHERS' ROLE

- I make an effort to form positive relationships with all of my students.
- 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 remain professional and positive when interacting with all staff, students, families, and community members.
- I maintain awareness and respect for individual cultures and backgrounds in an effort to effectively communicate and collaborate with all stakeholders.

PARENT'S ROLE

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

ADMINISTRATOR'S & DISTRICT-WIDE STAFF'S ROLE

- I maintain awareness and respect for 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 actively seek resolution.
- I strive to have positive interactions with students, families, staff, and community members.



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BE Ready to Learn



I come to school on time everyday ready to listen, learn and complete assigned tasks.

Student Behavior Expectations



Elementary



- Face adults when they are talking
- Smile and choose to be positive
- Come to school everyday and arrive on time
- Ask questions when I need clarification or help
- Complete all classwork
- Actively engage and participate in learning
- Talk or fiddle with objects when the teacher is talking
- Stay grumpy and in a bad mood all day
- Give parents a hard time about coming to school
- Rush through my work even if it means answers are wrong
- Daydream



Secondary



All of Elementary PLUS:

- Accept feedback from others
- Remain attentive and quiet in class so everyone can learn
- Ensure my Chromebook is charged and ready to use
- Complete homework and turn it in on time
- Consult with my teachers for support if my grades start to drop

All of Elementary PLUS:

- Skip class or school
- Argue when someone is trying to help me or ask me questions
- Blurt out, talk to others or engage in other behavior that disrupts learning for myself and others
- Text or use cell phone

TEACHERS' ROLE

- I assume responsibility for all students in the school.
- I come to work regularly and on time.
- I foster a classroom culture where students are engaged.
- I actively listen to students, staff, families, and community members.
- I have my classroom set up and ready to go at the start of each day.

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.
- I provide my child with supplies necessary to be successful at school (books, paper, pencils, etc.).
- If I need resources to better support my child, I will reach out to the counselor or social worker at my child's school.

ADMINISTRATOR'S ROLE

- I establish 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 foster a school culture where students and staff are respected and are engaged.
- I assume responsibility for the well-being of all students.

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 am 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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BE Empowered



I am becoming stronger and more confident in my own abilities.

Student Behavior Expectations



Elementary



- Keep trying even if it is hard or I do not get it right the first time
- Use "I can, I feel, and I need" statements
- Do well with unexpected changes
- Use problem-solving skills I have been taught to solve problems
- Give up when things get hard
- Keep emotions to myself
- Use "I can't" statements
- Argue or have a tantrum due to unexpected changes
- Ask for help without trying to figure out a solution first



Secondary



All of Elementary PLUS:

- Use positive self-talk to replace negative thoughts/feelings
- Refrain from taking out my frustrations on others
- Help others feel good about themselves by reminding them of their strengths and positive attributes

All of Elementary PLUS:

- Dwell on the negative
- Take out my frustrations on others
- Make negative comments to people about things like looks or ability
- Ignore people who seem lonely



TEACHERS' ROLE

- I believe that every student has the ability to succeed in all areas of their life.
- I take the time to listen to students and provide them with praise for hard work.
- I validate student's feelings and concerns.
- I teach and model problem solving skills, optimism, positive language, and a "Can Do" attitude.
- I give students voice and decision-making power.
- I encourage meaningful technology use.
- I encourage my students to set goals and support them in their effort to reach them.

PARENT'S ROLE

- I take time to listen to my child's words, and pay attention and respond to their moods.
- I allow my child to have a voice about things that directly affect them.
- I encourage my child by using words such as clever, creative, talented, and proud.
- I encourage my child to keep practicing until my child gets it or comes close.

ADMINISTRATOR'S AND DISTRICT STAFF'S ROLE

- I believe in, and encourage, the inherent ability of students, families, teachers, and staff to be the best they can be.
- I provide leadership opportunities for staff.
- I involve staff in important decisions that impact the entire school/district.
- I encourage staff to make personal goals and I support them in their endeavors.
- I foster an environment that supports collaboration and team building.
- I provide a safe and positive environment for students, families, staff, and community members to communicate their thoughts and ideas.
- I take time to show my colleagues and staff how much I appreciate them and the work they do.

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iBELieve and PBIS Expectations by Location

	BE Safe	BE Responsible	BE Respectful	BE Ready to Learn	BE Empowered
Classroom	Follow adult directions	Take care of supplies Complete homework Follow classroom procedures	Allow everyone to learn Listen while others speak Use polite tone when speaking	Come to class on time Have materials ready Pay attention	Always try your best
Hallway	Walk quietly Hands and feet to self	Listen for instructions	Respect personal space of others Stay to the right	Face forward Remain attentive to surroundings	Walk with your head held high
Cafeteria	Hands and feet to self Raise your hand to ask permission to leave your seat	Clean up after yourself Respond to directions and announcements	Use inside voice Be mindful of personal space	Eat to give your brain power	Be ready to order the lunch you want Make healthy choices
Media Center	Handle books carefully	Push in chairs after use Return materials to proper place	Use inside voice	Take time to read	Explore the world through books
Restroom	Report any maintenance issues to teacher or office Wash hands	Flush Remain silent	Respect personal space and privacy of others	Return to class in a timely manner	Take a moment to look in the mirror and think of something positive about yourself
Bus	Sit in your assigned seat at all times and face forward Hands and feet to self Keep bus aisles clear Enter and exit the bus using walking feet	Keep all items in backpack Take all belongings and trash with you when you leave the bus Follow the driver's instructions	Use inside voice Use nice words	Be at your stop before the bus arrives	Say hello and goodbye to the driver and passengers as you walk by them
Playground/PE	Use equipment properly Hands and feet to self Play safely	Follow specific playground and game rules Put all items away Play fairly	Listen to staff Share equipment Take turns Use nice words	Line up immediately when called Enter building quietly	Be a good sport Offer to include someone who you see is alone



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para Español**



**Eskane kòd
pou Kreyòl**