



Fondren Middle School: Galloping to Greatness

Cultural Expectations

2024-2025

Cultural Components

	Component	Function
Part I	Mustang Behaviors	Serves as a set of expectations that lay out exactly how students should always behave during the school day or class period and to which students will be held accountable.
Part II	Positive Reinforcement	Encourages students to behave appropriately and continue appropriate behavior, increases self-esteem, and creates a positive classroom environment.
Part III	Levels of Redirection	Communicate to students when behavior is unacceptable, and that it is detrimental to teaching and learning.
Part IV	Procedures	Gives students specific steps to follow to accomplish tasks in and around the classroom.

Part I: Mustang Behaviors

<i>Expectations</i>	<i>Concrete description of actions that exhibit expectations</i>
Engaged in Learning	<ul style="list-style-type: none">• On-task behaviors• Actively participating
Attitude determines your altitude	<ul style="list-style-type: none">• Respond by using your words in a positive manner (yes, no, please, thank you, may I, I understand, etc...)• Make eye contact and keep your eyes on the speaker• Respond using an appropriate tone and voice level• Respect EVERYONE
Growth Mindset	<ul style="list-style-type: none">• Accept that you will make mistakes. Learn from them and move forward.• Make every effort to be as organized as possible• Think before reacting and self-correct• Self-correct• Dress for success (uniform daily)• Come to school prepared (with pencils, paper, etc...)
Lead by example	<ul style="list-style-type: none">• Work hard every day• Always try• Do your best• Cooperate with others• Set a good example for others
Explore new experiences	<ul style="list-style-type: none">• Try something new• Enjoy the learning• Share ideas• Be open to new adventures

Part II: Positive Reinforcement

Type	What I will do
Positive Praise	Phrases or actions I may use: <ol style="list-style-type: none"> 1. Gestures (ex: fist bump, high five) 2. Chants and cheers 3. Positive words

Positive Notes & Phone Calls Home	Calls: Teachers will make <i>at least one positive</i> phone call home each semester (two per school year). When will you do this? By September 20th (Fall Semester) By February 7th (Spring Semester) <ul style="list-style-type: none"> • Right after school • In the evening • During my planning period
-----------------------------------	---

Special Privileges	<u>I will give special privileges for the following positive behaviors:</u> <ol style="list-style-type: none"> 1. Random acts of kindness 2. Taking the initiative to keep the school safe and clean 3. Positive choices 4. Controlling your emotions 	Privileges I will award (Examples): <ul style="list-style-type: none"> • Treasure box or stickers • Eat lunch with teacher • Lunch with a friend • Morning Recognition <ul style="list-style-type: none"> ◦ Privileges must not interfere with instruction
Class/Group Rewards	<u>I will give class-wide rewards when the entire class</u> <ul style="list-style-type: none"> • Silent transitions in the hallway • Displays appropriate cafeteria behavior • Displays appropriate behavior during presentations • 100% Attendance 	Class wide rewards ideas: <ul style="list-style-type: none"> • Lunch date with teacher • Morning Recognition • Popcorn on the Patio • Popsicles on the Patio

Part III: Levels of Redirections – Behavior Interventions

Step	Consequence	Observable behaviors from the Code of Student Conduct for which I will administer consequences
Level 1 (Teacher) See Behavioral Flowchart	<ul style="list-style-type: none"> • Warning • Conference with Student • Cool Off • Teacher Documentation <p><u>Repeated offense of Level 1:</u></p> <ul style="list-style-type: none"> • Parent Contact • Lunch Detention/DYAD Detention 	<ul style="list-style-type: none"> • Disruption of the learning environment • Truancy/Skipping Class • Bullying • Disrespect towards my peers or teacher • Misuse of Materials • Walking out of Room (parent contact required) • Dress Code

Level 2 (Teacher with Admin Support)	<ul style="list-style-type: none"> • Teacher request • Change of seating • Teacher Documentation • Parent/Teacher Conference <p><u>Repeated offense of Level 2:</u></p> <ul style="list-style-type: none"> • Teacher Detention • Lunch Detention • RTI • Referral to Counselor 	<ul style="list-style-type: none"> • Walking out of Classroom: • Referral to Counselor/RTI • Profanity/ Inappropriate Language/Gestures • Refusing to Work • Vandalism • Cheating • Throwing Objects • Hitting • Horse playing • Walking out of the Room (parent contact required) • Bullying
---	---	--

<p>Level 3 (Team Center)</p>	<p>Official Office Referral</p> <ul style="list-style-type: none"> Complete Discipline Referral Form <p>Note: Ensure you are calling parents consistently and <u>documenting the call</u>. If you are unable to reach parents, please reach out to the grade level administrator and/or SIR for other contact numbers.</p>	<ul style="list-style-type: none"> Threatening/Taunting Threatening bodily harm Stealing Use of profanity (repeated level 2 offenses) Excessive truancy Harassment, including sexual harassment Fighting (depending on severity of incident office referral required) Endangering self or others Weapons Walking out of Class/Running out of the building Bullying Vaping and/or any drug activity or paraphernalia
--------------------------------------	---	---

How to properly document an incident on a referral:

Things to include on a referral:

- Observable facts
- Complete sentences
- Be as specific as possible

The wrong way to write a referral:

"The kids said Brett and Charlie were in the back of the classroom horse playing. They said Brett hit Charlie first, that's how the fight started. But I was gone and don't know but he probably did because he always doing something."

The correct way to write a referral:

"When entering the classroom, I observed Brett and another male student engaging in a physical altercation. Brett punched the other student in the right side of his face and the other student responded by kicking Brett in the leg."

PLEASE NOTE THAT THIS LADDER BEGINS FRESH DAILY.

Part IV: Daily Routines and Procedures

PROCEDURE

SPECIFIC STEPS

Arrivals

Grade Level Common Areas (6:30 AM – 8:15 AM)	<ul style="list-style-type: none"> Staff members assigned to the front entranceway to the cafeteria will ensure that students report to common areas. (8th Grade- Cafeteria, 7th Grade-Gym, 6th Grade- Auditorium) Teachers: Report to the grade level common area by 8:15 to 8:20 AM to pick up your class. If you are going to be late, follow procedures listed in the handbook to tardiness or absence. Students: Enter the building and report to their grade level areas for breakfast. Staff: Aggressively monitor the students to ensure they are cleaning up where they are sitting prior to leaving the common areas. Please see the duty expectations in the Fondren Family Teams page. Teachers: Students should transition from the common areas to the classroom on Level 0.
Entering the Classroom	<ul style="list-style-type: none"> Students enter the classroom in an orderly and silent fashion. Teacher may stand in the hallway/doorway: (Threshold) <ul style="list-style-type: none"> Greeting Handshake High-five Students put materials in the proper location. Students sit and immediately begin the Do Now.
Do Now (First 5-7 minutes of each class period)	<ul style="list-style-type: none"> Directions should be appropriate for students to complete independently. Hold students accountable for Do Now by checking for completion and accuracy. Do Now must be completed within the first 5 to 7 minutes of a class period. Instruction must begin immediately after 10 minutes.

Transitions/Classroom Tasks

Classroom to Classroom	<ul style="list-style-type: none"> Transition from class to class should be no longer than 5 minutes, and students will remain on silence/Level 0, one behind the other, closest to the right.
DOL	<ul style="list-style-type: none"> Reading and Math will complete DOL's after 40-45 minutes of direct instruction. After completion of the DOL, the LSAE model will go into effect. If students finish the DOL before the 10 minutes, the teacher will grade and send the students to the Team Center or the Ls and S1s will

	<p>stay in class for intervention with the teacher. (S2s, As, and Es will go to the Team Center.)</p> <ul style="list-style-type: none"> • DOL should be administered during the last 5-10 minutes of every class (Core Contents) and teachers should grade and monitor while the students are completing the DOL. • Feedback should be given upon completion of the DOL.
	<ul style="list-style-type: none"> • Lunch Arrival <ul style="list-style-type: none"> ○ Teachers will escort students 3 minutes before lunch begins. ○ Cafeteria Monitors will receive students and send to their assigned tables. ○ Students must remain in seats until instructed by Cafeteria Monitors. ○ Cell phones are prohibited during lunch. <p>6th Grade: 11:30 AM 7th Grade: 12:00 PM 8th Grade: 12:30 PM</p> <ul style="list-style-type: none"> • Lunch Dismissal <ul style="list-style-type: none"> ○ Teachers must pick up students on time. ○ Students transition out of the cafeteria at a Level 0.
Instructional Time	<ul style="list-style-type: none"> • <u>We teach on our feet and not in our seat.</u> • Cell phones and/or airpods are prohibited during instructional time. • Teachers must aggressively monitor. • LO's and DOL's should be posted daily. • Demand 100% (all students must be engaged) • MRS should be completed every 4-7 minutes. • All resources and materials must be readily available.

Dismissal/Departures	
Timing	<ul style="list-style-type: none"> • Close out the lesson at 4:25 PM and dismiss students @ 4:30 PM. • Administrator/Leadership Team: Aggressively monitor dismissal procedures. • Teachers should report to their dismissal location by 4:30 PM. You should already be there at that time. • Dismissal Staff members: Aggressively monitor during this time. <p><u>Car Riders:</u> Front Gate <u>Walkers:</u> Front Gate</p>

	<p><u>Bus/Van Riders:</u> Bus Turnaround in Admin/Visitor Parking</p> <p><u>After School Activity:</u> Cafeteria</p>
Exiting Classroom	<ul style="list-style-type: none"> • Teachers ensure students leave the classroom clean. • Students should have all materials with them. • Students should not be in the hallway unsupervised. • Walk to their dismissal location.
Dismissal Duty Assignments	<ul style="list-style-type: none"> • Car Riders • Walkers • Bus/Van Riders • After School Activity