

Lanigan's Core Class: Behavior Expectations

The most important expectation in this class is ***respect each other***. We also follow the three schoolwide behavior expectations listed, with examples, below. You will see that most of these expectations connect to that overarching expectation of respect for all.

Examples of the expectation include, but are not limited to:

- Be safe**
 - Keeping the classroom a safe place—physically and emotionally (no hurt bodies or feelings).
- Be fair**
 - Being on time for class.
 - Bringing needed supplies and homework to class each day.
 - Behaving in ways that allow others to do their best work.
 - Avoiding disrupting class in any way.
 - Following directions.
 - Following all specific schoolwide rules and expectations (e.g., hall behavior, dress code, no bags or backpacks in class).
 - Using agreed-upon procedures for activities like using the restroom, getting a drink, and sharpening pencils.
 - Listening actively and attentively to the teacher and other students.
 - Doing best-possible work.
 - Keeping work organized.
 - Using a planner to track assignments.
 - Participating in a positive and active way.
 - Helping to keep the room clean and organized.
- Be friendly**
 - Being kind to others.
 - Reaching out with a positive attitude to new people and situations.
 - Sharing supplies.
 - Working cooperatively.
 - Using polite language, such as “please” and “thank you.”
 - Treating people, materials, and supplies with care.

Safe, Fair, and Friendly are Da Vinci's schoolwide expectations. If these expectations are not met, the following series of consequences will occur:

1. Student is given a verbal warning or warnings.
2. Student is instructed to take a time out in the classroom. Student may write a reflection sheet. Teacher may write an Incident Report to be shared with student's family.

3. Student is instructed to take a time out in another classroom. Student writes a reflection sheet. Teacher is likely to write an Incident Report to be shared with student's family.
4. Student is sent to office to confer with principal or designee. Student will complete a reflection sheet and an Incident Report or Behavior Referral will be written.

Bathroom/Out of Room Policy/Pencil Sharpening

Students must minimize bathroom use during instructional time. Restroom use is most appropriate during the daily 10-minute instructional break. If students must use the restroom at another time, they should quietly get teacher's attention, and, when given permission, sign out at the door in the class out-of-room log. Nobody leaves during the first or last five minutes, immediately after break, or when the teacher is talking to the whole group. Other out-of-room time, such as for making a phone call home or retrieving an item from a locker, will be limited to *essential* needs only, at the discretion of the teacher. Finally, pencils may not be sharpened while anyone is talking in the whole-group setting).

Snacks and Water

Students may bring a nutritious snack to eat at mid-morning, at the designated instructional break time, if they like. Students are encouraged to bring a water bottle to class for drinks. Soda/pop is not allowed in class.

Personal Items

This class follows the school rule of no backpacks, other school bags, or coats in the room. Students should not bring valuable items or personal electronics, such as cell phones, iPods, etc., to class. Students are not allowed to use personal electronics, including cell phones and iPods during the school day. Candy, soda/pop, and gum are strongly discouraged and students are likely to be asked to discard them. Students may drink water from a water bottle. Students may store class-related items in the cubby of their desk as ours is the only class using this room. This cubby must be cleaned regularly.

Supplies

In terms of supplies for this class, it is my strong preference that students use **a three-ring binder with a section for each subject**. This binder should be stocked with plenty of **paper**. Students also must have **a composition book** for the daily opener activity. They need **a pencil or pen** for writing each day. They must use a **planner** for tracking assignments. (The school provides one for each student; I do not require student to use *this* particular planner, but they must use a planner.) Finally, students must ensure they have a **novel** with them for quiet reading each and every day. We always appreciate donations of supplies, such as glue sticks, colored pencils, markers, paper, etc. to share. Watch the website for specific needs. Students may bring additional art supplies, folders, scissors, etc., but are asked to avoid cluttering the room and desks with personal supplies.

Lockers

Lockers will be issued on the second day of school. Our lockers are on the first floor this year. Like all other Core classes, students in this class will have the opportunity to paint their lockers. I believe the school is providing some paint and brushes for this project. I will let you know if students need to bring their own brushes and water-based acrylic paints for this project, which will take place Tuesday, September 28 (afternoon), and Wednesday, September 29 (morning). We will need parent volunteers to help with this. Our lockers (mostly) have built-in combination locks, so it is most likely not necessary to purchase a lock.

Homework

The main homework is at least three hours per week of independent reading. Your student should read most every night and record his or her reading on the reading log to be signed by an adult family member and returned on Mondays. This is real homework. It should be a priority. Other homework will be assignments not finished in class, larger projects (with timelines and notice), studying for tests, and the once-per-trimester current events presentation. Homework is posted on a white board in class and discussed daily. Students are expected to record assignments in their planners.

Late Work

Late work will receive a lower grade, at the discretion of the teacher. When a student is absent, it is his/her responsibility to make up missing work. Time to make up the work will be the same amount of time given to rest of the class when the work was assigned. If the student turns it in within that amount of time, it will not be considered late. When a student returns to school after an absence, her or she should determine what work was missed. To do so, a student could:

- ✓ Check the assignment board.
- ✓ Check the classroom student planner.
- ✓ Ask another student.
- ✓ Ask the teacher, but not while the teacher is instructing the class.

Students will be given at least one week of notice (including a weekend) prior to the grade book “closing” for certain assignments. This occurs at the end of a unit, at midterm, and at the term’s end. No late work will be accepted after this time.

My basic policy with late work is to be fair to all students. This means students who are legitimately absent (excused) may turn in late work within a reasonable time frame for full credit. However, work that is simply late will receive lower grades than work that is done on time, and, *may not be accepted at all*. If a student has a question about whether or not a piece of work will be counted as late, or accepted at all, it is the student’s responsibility to

ask the teacher. Failure to complete work in a timely way may result in a student losing his/her right to participate in arts performance and extra-curricular activities.

Work Re-Do

A student may be asked to re-do an assignment if:

1. The work is sloppy.
2. There is no name on the paper.
3. There is an incorrect heading at the top of the paper.
4. The work is torn or crumpled.
5. The work is not done in pencil or dark ink.
6. The work is not complete.

Field Trips

I try to schedule at least one field trip per year. I want these opportunities to support the regular curriculum. In the past, classes have visited the Portland Classical Chinese Garden and the Portland Japanese Garden. We have also seen morning matinees of theatrical performances. You will receive permission slips and information prior to these events. We occasionally take a short walking field trip. Please complete the attached walking field trip form so that your student can participate in these throughout the year.

We have read the introductory letter, course syllabus, and behavior expectations, for Ms. Lanigan's Core.

Parent or guardian signature: _____

Parent or guardian email address (for class updates): _____

Student signature: _____

Student email address: _____

Date: _____

Please print one of your names if the signatures are hard to read: _____

Parents, please write a note below if you are interested in volunteering in the classroom and note the day(s)/time(s) you are available. I am especially looking for literature group facilitators for Wednesday mornings.