

Student management systems are critical to ensuring an effective school. Student management systems cover a wide range of aspects from arrival to dismissal, in the classroom and at events, and most importantly for each individual student. Successful building leaders create and use student management systems every minute of every school day. Timing, use of space, relevant and engaging curriculum, character building and sense of belonging, and discipline all play key roles in effective student management systems. These systems set the foundation of an effective school building to provide structure, support, and most importantly learning.

Scheduling with both time and space in mind are imperative for each student to engage in learning, leading students to be productive citizens of their communities. Highly effective scheduling of students, teachers, and staff members is critical to a productive learning environment, as graduation requirements, student choice, and compliance with state laws require this. Students with the most restrictive and complex needs should be considered first, to ensure all necessary services are provided. This may include both students with disabilities and English language learners. With the most constraining schedules taken into account first, arranging the other more flexible student needs is sequential. Planning teachers' daily schedules to include team planning and a productive duty, organizing the placement of classrooms, providing equal opportunities for all students for both required and elective classes, and ensuring efficiently planned student services required by law enables the building to be in compliance. In addition to scheduling, planning smooth, timely and monitored transitions for students between classrooms, the cafeteria and gymnasium, and other large instruction rooms provides safety and security for the building on the day-to-day basis as well as in emergencies. Systems must be in place with all

associated parties in compliance to ensure the success of every transition. Students and staff alike must know the expectations and the responses to ineffective movement of the student body.

Ensuring high quality standards based instruction and curriculum requires both administration and teachers to share a vision and to be open about the successes and failures of students compared to the standards. Effective administrators need to be accountable for student and teacher learning, to enable highly effective teachers to maintain a standards based curriculum. Providing a highly engaging and relevant curriculum ensures students' successes in the classroom and decrease the chances for misbehavior in both the classroom and the building itself. Students need to see worth and appreciate the learning taking place to engage fully in their education and future. In difficult transition years, it may prove efficient to place the most effective teachers with students who are least likely to be successful independent of high quality instruction. In an effective building, providing a solid foundation with effective teachers can prove to ensure quality instruction and fewer behavior problems in the future. Highly effective buildings need to provide students with a reason to be engaged in the classroom. In my experience, teachers with the ability to create lasting relationships with students should teach in the grade level with the most difficult transition, such as the first year of high school. If students are unable to connect and create lasting relationships in their first year, they continue to try to find them in other high-risk situations, further causing disruptions and unwanted behavior.

In effectively managed buildings, student support systems are part of the foundation of the effective school to support students in building character and creating a sense of belonging. In-house social workers, community agencies, counselors, nurses, and psychologists work together to provide general body and mental health counseling for the students. These entities must function as one group, assessing and aligning student services with the best-fit provider and

service, both in and outside of the building. Effective leaders provide these essential support system agents with the trust, respect, and insurance to complete their roles as needed without interference, micro managing, or stepping into their positions. These support systems coupled with extracurricular activities, outside agencies, and mentoring, help to support character growth and a sense of belonging.

In effectively managed buildings, student expectations and responses to nonconformity are part of the foundation of the building. Providing students with expectations in multiple ways, to ensure each student has an understanding, will guide the students in their successes. It is important to have a well-defined response to each infraction through either a set of rules/laws or a Code of Conduct. Effective buildings enact with fidelity across the student body, taking into account cultural and other health impairments to ensure each student understands and can learn from their mistakes. Students, teachers, administrators, parents, guardians, and community members must be aware of all expectations in order for students to be successful in the building.

Student management systems are critical to ensuring an effective school by using time, space, relevant and engaging curriculum, character and sense of belonging, and discipline effectively in school buildings. Operative student management systems work together to ensure student success in all the facets of a school day, from student arrival at school, daily schedules, moving between classes, teacher planning periods, and for those moments when it just doesn't go right.