

Classroom Management Plan

A) Classroom Procedures:

1. Bell times:

- ◆ 8:15 - Staff Supervision begins
- ◆ 8:28 - Warning Bell
- ◆ 8:30 - Class Begins
- ◆ 10:15-10:30 - Recess
- ◆ 11:45 - Dismissal on Fridays
- ◆ 12:00 - Lunch
- ◆ 12:43 - Warning Bell
- ◆ 12:45 - Classes Resume
- ◆ 2:15-2:30 - Recess
- ◆ 3:30 - School Ends

2. Attention Getting Procedures:

- "3, 2, 1, shhhh"
- 1, 2, 3 eyes on me ... 1, 2, eyes on you
- Turn off lights and wait
- "If you can hear me put your hands on your ..."
- *clap* "Eyes up and hold"

3. Question/answering procedures:

- Students must always put hands up to respond to a question.
- Standard question wait-time 5-10s.
- When asked a question that requires critical thinking, students will be asked to keep hands down and *think* quietly for 10-30s before answering
- Think-pair-share
- After one student responds correct answer, have 2-3 restate for clarification

4. Transition Procedures:

Start of Afternoon: When coming in from Lunch each day students **must** enter *quietly and calmly* > Task to be completed is on board

- Students will go to their table spot and either
 - Begin working on their Daily 5
 - Complete an "afternoon goal" sheet
 - Begin working on yesterday's work

Change of Activity:

- Using an attention-getting technique, I will gather their attention and ask them to take out their next activity. I may call on quietest group.

Dispersing Materials:

- Helpers? Table leader? (changes monthly?)

End of Class:

- Students participate in various closure activities such as:
 - Exit slips
 - Reflect on activities
 - Reviewing daily goals
 - Cleaning up the room/their table space

After Second Recess:

- I will greet students at door, and remind them to be absolutely silent.
- We will listen to soft/quiet instrumental music for 3-4 minutes to calm students. Students may work quietly at their desk reading, drawing, or working on other homework. **NO ONE talks – including teacher.**

End of Day:

- Each day ends with cleaning up table spaces and floor. Students then line up by number at the door. Cannot leave until teacher says.

- Students will be given 3 minutes to clean their spaces, after which I will begin reading and they may join when their space is clean.

5. Routine Procedures:

- ✓ Late arrival: Student gets a late slip. Then joins class quietly and asks table mates what they need to be doing.
- ✓ Students who are absent: they can find their stuff that they missed yesterday at the desk.
- ✓ Use of cell phones/ipods: Not allowed.
- ✓ Absent procedures: Marked as absent. Receives automatic phone-call home.
- ✓ Student illness in class: Phone office and send student down to be sent home.
- ✓ Bathroom breaks: students **must** ask teacher, and will be provided a "hall pass"
- ✓ Pencil sharpening: Not to be done when teacher is instructing. Students should always have extras sharpened.
- ✓ Telephone calls: Done at the office?
- ✓ Seatwork expectations: Unless otherwise indicated, students work quietly as "super spies," independently, and do not disturb their peers.
- ✓ Playground Rules/Free time Rules: - Playground: follow handbook guidelines. During "free time" students may read or color their large coloring sheets.
- ✓ Late/missing assignments: If the assignment is summative, then students will be required to re-do the assignment so that it can be assessed. If assignment is formative, teacher will decide whether or not it is necessary for student to re-do.
- ✓ Fire Drills: Students line up by their "number" and teacher takes them outside to nearest door. Teacher reports any absences.
- ✓ Lockdowns: Lock doors, close windows, get on ground QUIETLY until police office tells them to come out of lockdown.

B) Positive Relationships:

Learn Student Names:

- ◆ Read class list, talk to kids, have students complete worksheets/ participate in “getting to know you” activities

Record Student Interests:

- ◆ Informally next to class list names, record students' interests.
- ◆ First week is dedicated to getting to know students

C) Interventions:**❖ Fair Notice of Threat/Risk Assessment**

- Any incident where a student engages in behavior which threatens or appears to threaten the safety of others will be investigated.
 - Risk Assessments: worrisome writing or drawings with violent themes, references/involvement in violent activity, increased interest in dangerous activities
 - Threat Assessments: when students threatens to kill or injure others, brings a weapon to school, or threatens others
- Major offenses: When student and staff safety are threatened, the following will happen:
 - Contact parents/guardians
 - Possibly contact police
 - Suspension
 - Expulsion
 - Counselling
- Minor offenses: Lakeview will act proactively
 - School counselling
 - Mediation
 - Behavioral/performance contracts
 - Detention(s)
 - Withdrawal of privileges
 - In-school suspension
 - Placement in alternative learning environment

❖ **Rules and consequences within my classroom:**

- I will take anecdotal notes of all “medium” and “high” infringements

Rule	Consequence (low, medium, high severity)
Respect Authority	<p>Low: Given second chance to comply with instruction. Possibly given some space (go for a walk)</p> <p>Medium: Stays in 5 minutes at recess to discuss what they could have done differently. Must apologize.</p> <p>High: Have to make a “behavioral contract” and sign, OR Sent to office, and phone call home.</p>
Respect Yourself and Others	<p>Low: Asked to apologize to other student/ has to fill out a “how I’m feeling sheet.”</p> <p>Medium: Both students pulled in for a conference. Have to give an apology. Must also write a plan for how to handle differently next time.</p> <p>High: Teacher associate is informed. Possibly partial recess detention (5 minutes) or office and phone call home.</p>
Respect Property	<p>Low: Student asked to “fix” what they disrespected (e.g. Put books back on desk) and verbally apologize.</p> <p>Medium: Students asked to “fix,” and have to give written apology.</p> <p>High: Student gives written apology. Student must write a plan on how to “make it up” to school/person.</p>
Take Responsibility	<p>Low: Student sent to get water for a breather. When they return they will fill out a “how I feel” sheet. Given another opportunity to take responsibility.</p> <p>Medium: Student has one-on-one conference with teacher. Teacher allows student to give their side first, before indicating areas where student needs to take responsibility. Student fills out a “how I feel” sheet and possibly behavior contract.</p> <p>High: Student has one-on-one conference, and may have a note sent home/ have a chat with administrators.</p>

Common inappropriate behaviors and consequences:

- ❖ Talking, off task: student will have name called, and warned that they must stop or they will be moved in the classroom. If they continue talking they will have to work in the hall. If that does not work, they will have to stay in at recess for 5 minutes to work on their work (they can earn off the minutes by being good for the rest of the class).
- ❖ Name calling, pushing/shoving: student will have one-on-one conference with teacher. They will be told that their behavior is inappropriate/disrespectful and that it must stop. Student will then apologize to other student.
- ❖ Running in class: student will be asked to walk. If repeat behavior, student will be asked to go back to their original spot and walk to wherever they were headed.
- ❖ Swearing: student will be informed that their language is inappropriate. They will be asked to fill out a "how I feel" sheet about how they felt when they swore, and to brainstorm three different words they could have used to express themselves.
- ❖ Copying someone else's work: Student will have one-on-one conference with teacher. They will be asked why they were copying. Teacher will inform them that is not acceptable, and student will have to finish the rest of the work on their own (possibly redoing what they copied).
- ❖ Taking things that don't belong to them: Students will have one-on-one conference, and will discuss that their behavior is inappropriate. They will be informed that if it continues, there will be a phone call home and administrators will be notified.
- ❖ Writing or scratching desks: Student will be asked to stop, and informed that if it continues they can spend their recess(es) in cleaning up their mess.
- ❖ Forgetting Homework: 1st and 2nd time: Pink slip and agenda note. 3rd time: Pink slip and phone-call home (resets at teacher's discretion).

