

EDUC 399: Classroom Management Plan

1. Statement of Purpose:

“Our classroom is an inclusive space that supports growth mindset, values community, and fosters our personal best. We will encourage ourselves to perform our very best and to be responsible for our own learning every day.”

(IRIS Center, “Statement of Purpose”)

2. Rules: (Wong, 2004. “What Should My Rules Be?” pp. 146)

- Raise your hand to share.
- Respect our friends and classroom.
- Use walking feet.
- Look and listen.
- Take a break when you need it.

3. Procedures:

- Arriving to class:
 - i. When students come to class each morning, they unpack their backpacks into their cubbies and return their homework folders to the correct bin or tub. They may take care of their needs by using the restroom, getting water, and eating breakfast. Finally, after eating, they may warm up with their assigned morning stations.
- Morning work:
 - i. Morning stations involve sensory activities, learning games, crafts, reading, and make-up work. After breakfast, students may work at their assigned morning stations, which rotate daily. Students find their assigned morning stations by searching for their name posted at one of the stations.
- Absent work:
 - i. Students that are assigned to the make-up work morning station can find their assignments in the classroom’s absent work bin. Students finish make-up work independently or with the teacher’s help at the teacher’s table.
- Snack time:
 - i. Snacks are permitted at the student’s desk and *only* after clearing their desk of assigned work, class materials, and technology. Snacks must be stored in students’ cubbies until the teacher announces that students may have their snack. One group at a time, students retrieve their snacks and return to their desks. Students may request a snack from their teacher if needed. Students with food allergies or sensitivities may sit at the teacher’s table. Finally, all students must finish their snack by cleaning any garbage and disinfecting their table space.
- Turning in homework:

- i.** Homework is completed every evening except for Mondays and Fridays. Students keep a homework folder to return to school the next day. In the morning, one of the first responsibilities is to turn in their homework folders into the homework bin. Students retrieve their homework folders at the end of the day after the teacher checks for completion.
- Turning in classwork:
 - i.** Completed class activities and classwork are placed into the turn-in bin for the teacher to assess understanding.
- Independent seatwork:
 - i.** Independent seatwork allows students to practice skills from the direct teaching model and the guided practice, or to write reflections in their journals. These assignments are always completed quietly at the student's desk. Independent work is submitted to the turn-in bin for teacher assessment.
- Finishing work early:
 - i.** Students may choose their next activity from a list of options provided by the teacher. Students check the whiteboard or Active Board to view their options. Some options after finishing work early include extension activities for the lesson, free writing with their class journal, and independent reading at the classroom library.
- Lining up:
 - i.** To transition from the classroom to another part of the school, students must show they are prepared by waiting quietly at their seats. Once a group is ready, the assigned line leader calls the group to line up—facing the front, hands to themselves, standing quietly. The line forms once all groups have lined up.
- Carpet time:
 - i.** Students may sit on the carpet only during read-alouds or during morning stations to read and write. For read-alouds, the teacher directs students to sit in a circle on the carpet. Students must remain seated on the carpet at all times and be prepared to listen and participate in discussion respectively by raising their hands.
- Cleaning up:
 - i.** Students are expected clean up quickly to beat the teacher's 5-minute timer. After cleaning, students sit at their desk unless instructed otherwise.
- School dismissal:
 - i.** To prepare for dismissal, the teacher calls students retrieve their homework folders from the homework bin, which may also contains notes and announcements for home. Once students retrieve their folders, they place their folders in their backpacks, bring their belongings to the carpet, and stack their chairs at the front of their table. Students may sit and talk quietly on the carpet until they are called by bus number, parent pick-up,

or after-school program to line up. Once they arrive to the dismissal lot, students are dismissed to the buses after the teacher gives permission.

- Notes to/from school:
 - i. Notes from home must arrive to school from the student's homework folder and are collected once the students turn in their folder upon arrival. Similarly, notes from the teacher return home in the student's homework folder. Parents and guardians are notified via email about notes sent home and notes received from home.
- Signaling for attention:
 - i. To mark the end of an activity or to check behavior problems, the teacher uses call-and-response signals to grab attention. Once the teacher uses a signal, students are expected to pause what they're doing, look at the speaker, and wait quietly for directions.
- Bathroom breaks:
 - i. Students may use the restroom without teacher permission. However, students must take a restroom pass. There are two passes each for both the boys' and girls' restrooms to limit the number of students in the bathroom.
- Water breaks:
 - i. Students may use the water fountain by grabbing one of the water fountain passes at the front of the room.
- Using classroom supplies:
 - i. Classroom supplies—writing utensils, paper, scissors, glue, etc.—are labelled and placed in an accessible area for student use. Students may borrow class supplies that must be returned at the end of an activity.
- Classroom library:
 - i. Students use the classroom library during morning stations and after finishing work early. Students may choose books to read from their independent or instructional reading levels indicated by the labels on the book bins. (Students can find their reading level in their homework folders). If students use books from the classroom library, they must return their books at the end of morning stations or after class activities.
- Weekly treasure chest:
 - i. Throughout the week, students collect coins for positive behavior to store in a pouch in their desk. On Friday mornings, instead of morning stations after arrival, they exchange their coins for prizes from the treasure chest. Students may spend or save as many coins as they'd like. Prizes must be put away in their backpacks to use at home.
- School technology:
 - i. Technology may be used during independent seatwork and for class activities or projects. Students should only use school technology when instructed. When instructed to retrieve their computers, table groups will line up one at a time to grab their laptop, which is labelled with their name and computer number. After using school technology, students once again

line up by table groups to return their computers to the appropriate spot and plug in the charger.

- Lunchtime:
 - i. Students are prepared for lunch once they have their lunch boxes—if they have one—and are sitting quietly at their desks. One table group at a time, students will wash their hands and return to their desks. Once everyone is ready, students with packed lunches are called to line up first. The teacher reads the daily lunch options for the rest of the students and calls them to line up by their lunch choice. Students depart for the cafeteria in a quiet line and have a seat at their table or go through the lunch line.
- Fire drills:
 - i. Students and parents will be notified of fire drills. Once the fire alarm sounds, students must stop their activity to line up quickly and quietly. The teacher leads students outside to a designated spot, remaining quiet until they return to the classroom.
- Taking breaks:
 - i. Students may take breaks by placing a sign on their desk and relocating to the calm down corner. The teacher sets a five-minute timer for signs posted on students' desks to check on the student and return them to their work, if able. However, breaks are available once during a class period. Other breaks are available in the whole class setting in between activities to allow movement. Students must be able to transition quickly and quietly to the next activity, or they risk having their next break revoked.
- Participating during class discussions:
 - i. Students must raise their hand to speak during a class discussion unless instructed otherwise. For example, students may turn and talk with a partner or table group if directed to do so. Students must control their volume in these discussions. Students waiting to speak may keep their hands raised. If the teacher is no longer accepting responses, students must lower their hands and prepare to listen.
- Transitioning between activities:
 - i. The teacher uses a call-and-response method to capture the students' attention. Students must stop their activities, look at the speaker, and wait quietly for directions. Once students are ready, the teacher explains how to prepare for the next activity (e.g., clear their desk space, table leaders pick up worksheets for their peers, etc.). The teacher sets a timer for students to
- Classroom visitors:
 - i. Classroom visitors may include instructional assistants and specialists. Students requested to relocate with an assistant or specialist are expected to leave quickly and quietly, following the visitor's instructions. Students may not interrupt their current activity by engaging with other visitors, such as school administration or other classroom teachers, unless spoken to directly.

- Sharpening pencils:
 - i. Students are not permitted to sharpen pencils—they must raise their hands and give their teacher their pencil to be sharpened.
- Unfinished work:
 - i. Unfinished work has a place within the student’s desk. Their desk contains a work folder for assignments that are ongoing or need to be completed. The teacher reviews work folders at the end of the day, and students with incomplete work will finish their assignments during morning stations.
- Asking for help:
 - i. Students raise their hands to ask for help during independent activities. If the teacher is busy with another student, the student must grab a wait ticket from the front of the room and place it on their desk. The teacher will give help to students with wait tickets after helping another student.
- Working in groups/with partners:
 - i. Desks are arranged into groups for group work. Students are responsible for their volume, and students with table leader roles facilitate volume and

4. Consequences:

- Positive Consequences:
 - i. For daily positive behaviors—following instructions and procedures—students receive a coin that they store in a coin purse in their desk. Students exchange their coins for prizes from the treasure chest at the end of the week during morning stations.
 - ii. At the end of the week, the teacher selects one student who exemplifies positive behaviors to receive a certificate for Student of the Week. This student may choose a prize (e.g., a coloring book, stuffed animal, puzzle) that the teacher gifts them the following Monday.
 - iii. Students may receive positive notes or calls home for exemplary work ethic, showing respect, or for other exemplary character traits.
 - iv. When the whole class follows instructions and procedures, they may earn a star to fill their class reward jar. Once the jar is full, the class earns a reward for recess on Friday such as a short film, a class game, or music.
 1. (*Wong 2004*. “Rewards or Positive Consequences, pp. 161-3).
- Negative Consequences:
 - i. Multiple students needing reminders to follow rules and directions will receive verbal warnings about the classroom rules and directions.
 - ii. Individual students struggling to follow rules and directions will receive individual reminders privately of classroom rules and consequences.
 - iii. Individual students struggling to follow rules and directions after individual reminders will receive a consequence of modification and an explanation of why their behavior is
 - iv. Individual students showing distress and inability to follow directions will be removed to the calm down corner to refocus and take a break. Students are retrieved and reintegrated into the classroom environment after time to

refocus and a discussion of their behavior, their consequence, and how to improve.

- v. Individual students that remain unresponsive to the above consequences receive a parent contact about their behavior.
- vi. Individual students that remain unresponsive to the above consequences receive an office referral.

5. Crisis Plan:

- In the event of a crisis, the neighboring teacher or I will seek assistance from school administration and/or the school resource officer.
- The principal, vice principal, and the student's parents/guardians will be notified in the event of a crisis.
- The line leader or another trusted student receives a card that notifies an adult of a crisis. The line leader or trusted student will lead the rest of the students to the neighboring classroom during a crisis. Students will be expected to line up against the wall until the line leader or trusted student delivers the neighboring teacher the crisis card.
- Once the crisis is over, the teacher completes the required documentation of the incident, notifies the parents, and retrieves the rest of the students from the neighboring teacher. The student in crisis may use the break time corner to recover from the event, before notifying the teacher that they are ready for reintegration.
 - i. CIEES, "Restraint and Seclusion" module series.

6. Action Plan:

- Week 1:
 - i. On day one, students locate their cubbies and desks upon arrival. Students will unpack in their cubby space and place supplies into their desks. The day begins with morning meeting for an icebreaker session and a brief overview of the morning arrival procedure. Students will also discuss our classroom rules/consequences and discuss/demonstrate examples of positive behavior. Students will also get a classroom tour to learn about procedures for morning stations, taking breaks, using the classroom library, technology use, bathroom and water breaks, etc.
 - 1. (Wong, 2004. "How to Introduce Your Rules" pp. 147-8).
 - 2. (Wong, 2004. "Should You Involve Students in Forming Rules?" pp. 148-9).
 - ii. At the end of the day, students will learn about procedures for notes and homework folders before dismissal. They will not have homework assigned until week 2, but instead, they will practice taking their folders home and returning them the next day.
 - iii. Everyday, students will review procedures related to navigating the classroom and school and completing work.
- Week 2:

- i. Students begin the week by reviewing arrival and unpacking procedures. In a brief morning meeting, students will learn the procedures for morning stations and practice these throughout the week.
 - ii. At the end of the day, students will review notes and homework procedures. This week, students will understand the resources available in homework folders and complete low-stakes assignments to return the next day.
 - iii. Students will review week 1 and week 2 procedures daily.
- Week 3:
 - i. Students begin the week with a brief overview of rules and consequences. Specifically, students are introduced to the coin system and prize boxes, as well as Student of the Week.
 - ii. Students are introduced to various classroom roles in the middle of the week.
 - iii. Students will review all procedures daily.
 - 1. (*Wong 2004*. “Effective Communication of Your Discipline Plan” pp. 165).
 - 2. (*Wong 2004*. “The Three-Step Approach to Teaching Classroom Procedures” pp. 174-6).

References

- CIEES. "Restraint and Seclusion." <https://cieesodu.org/initiatives/restraint-and-seclusion/>.
- IRIS Center. "Classroom Behavior Management (Part 2, Elementary): Developing a Behavior Management Plan." https://iris.peabody.vanderbilt.edu/module/beh2_elem/
- Wong, H. K. and Wong, R.T. (2004). *The First Days of School*. Harry K. Wong Publications, Inc.