**CLASSROOM MANAGEMENT PLAN**

Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Class Rules And Expectations** |
| Guidelines for Success are prominently posted, taught and referred to when discussing classroom behavior. Guidelines are overall guiding principles for student attitudes and behavior. If school-wide expectations or Guidelines for Success are in place, they are used in the classroom, as well. Students can identify guidelines when asked and can describe the meaning of the guidelines:**Be Safe****Be Respectful****Be Responsible** |
| 3-5 Classroom rules positively stated and posted prominently and linked to your Guidelines for Success. Rules are observable and refer to specific behaviors. Rules are observable behaviors teacher expects all students to exhibit (or not exhibit) in the classroom:**Be Safe**Rule: Keep hand, feet, and objects to self at all times**Be Respectful**Rule: Follow directions the firs time askedRule: Put ups only, no put downs**Be Responsible**Rule: arrive on time with all your materials |
| Plan is in place to teach, and re-teach classroom rules throughout the school year, including after breaks in the school calendar. Rules are quoted when students need to be redirected:**September****Day 1:** Distribute CD covering classroom rules and expectations and procedures for students to view with parents. Send written copy of rules and expectations home to be reviewed by family, signed by caregiver, and returned by end of week (for student credit)**Week 1:** Assess students on knowledge of classroom rules and expectations, interviews or quiz.Throughout YearRe-teach rules as necessary, monitor and provide feedback consistently. Use redirection as an opportunity to re-teach rule. |
| Hierarchy of consequences for rule violations are identified and directly taught to students. Rule violations and other misbehaviors are corrected calmly, consistently, briefly, and immediately. Consequences will be given at the lowest level considered necessary to change the student’s behavior:**Be Safe**Rule: Keep hand, feet, and objects to self at all timesPossible consequences: restitution, time-owed, conference, loss of privilege, loss of points, office discipline referral.**Be Respectful**Rule: Follow directions the firs time askedPossible consequences: restitution, time-owed, conference, loss of privilege, loss of pointsRule: Put ups only, no put downsPossible consequences: restitution, time-owed, conference, loss of privilege, loss of points**Be Responsible**Rule: arrive on time with all your materialsPossible consequences: time owed, restitution, use of “lender materials”, conference, loss of points.**Responses to Early Stage Misbehaviors (behaviors that are not necessarily “rule violations” are new or occur infrequently):*** Proximity
* Gentle verbal reprimands
* Discussion
* Humor (never sarcasm)
* Restitution
* Non-verbal reminder
* Behavior point deduction (where appropriate)

**Responses to Chronic Misbehaviors:*** Awareness type (student isn’t aware s/he is doing behavior or isn’t aware it is a problem)
* Teach expectation
* Inform student that he/she is not meeting expectation
* Monitor student misbehavior (collect data) for discussion with student/parent
* Provide positive feedback when student exhibits appropriate behavior
* Consider positive incentive where appropriate
* Ability type (student needs to learn an alternative positive behavior)
* Re-teach expectation (provide lessons where appropriate)
* Make accommodations (where appropriate) to increase students chance of success
* Provide positive feedback when student exhibits appropriate behavior
* Consider positive incentive where appropriate
* Attention seeking type (student is rewarded by attention from adult or peers)
* Determine whether or not behavior is truly attention seeking (rule out ability or awareness type behaviors)
* Decide whether “ignoring” is appropriate. If appropriate, develop a plan to ignore and present plan to both student and family
* Explicitly provide positive feedback when student exhibits appropriate behavior
* Monitor target behavior to determine progress
* Consider positive incentive where appropriate
* Purposeful/Habitual type
* Determine whether or not behavior is truly purposeful/habitual (rule out ability) or awareness type behaviors)
* Remove any positive/satisfying aspects of demonstrating misbehavior for the student
* Explicitly provide positive feedback when student exhibits appropriate behavior
* Use appropriate corrective consequences to help student identify the cost for the misbehavior
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| **Organization** |
| **Attention signal is identified:** *Signal is audible, visual and portable*Attention signals (pick only one and use it consistently – ideally attention signal is used school-wide |
| **Sample 1*** Audible: “May I have your attention please”
* Visual: I will use my right arm with fingers fanned out on hand, and move with an arching motion counter clockwise to raise my arm over my head
* Portable: I can use this signal in any location where I require my students’ attention
 | **Sample 2*** Audible: “Give me five please… for review this means: your eyes are on me, your hands are free, you are quiet, still, and listening”
* Visual: I will use my right arm with fingers fanned out on hand, and move with an arching motion counter clockwise to raise my arm over my head
* Portable: I can use this signal in any location where I require my students’ attention
 | **Sample 3*** Audible: I will use a series of claps to get my students’ attention. I will clap the series twice. Once to get their attention, and the second time with the expectation that my students will repeat/respond to the claps series
* Visual: I will physically model the clap series the first time. Students will then repeat/respond to the clap series with me the second time
* Portable: I can use this signal in any location where I require my students’ attention
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| **Desks/ room arranged so that all students are easily accessible by the teacher and necessary materials and supplies are accessible to students in an orderly fashion:** |

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| **Policy And Procedure for Tardies /Absences** |
|  | **Teacher Instruction** | **Procedures for Students** |
| **Tardies** | Provide students with definition of tardiness for my classroom“Students are to be inside the classroom (not at the door) when the bell rings”Tardies will be documented and dealt with according to established classroom and school-wide based consequences (i.e., time owed, etc.) | * Complete a tardy sheet (found on clipboard near the door) with the following information: Name, the time entering class, reason for tardy
* Attach excused tardy documentation to tardy sheet
* Upon completion, student goes directly to student’s desk and joins lesson in progress
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| **Absences** | Provide students with definition for absences for my classroom (excused vs. unexcused) | Upon return to school:* Locate “Absence Clipboard” (near door) and place excused/unexcused slip-on clipboard
* Join lesson in progress

During independent work period1. Locate and transfer daily work assignments (found on monthly assignment calendar) to your student planner. Write down due date for assignment
2. Go to “assignments box” and get any worksheets/directions needed to complete missed assignments
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| **Policy and procedure is in place for turning in assignments****Policy:** Students will be provided point values for assignments, with point deductions for late work (where appropriate). Procedures for “turn in box” for assignments: Students will be shown where the “turn in box” is located and receive instructions for turning in assignments. These include the following:* All assignments are turned in by due date (unless absent)
* All assignments must have: student name, date, subject, period (if appropriate) located in upper right hand corner of assignment
* Assignments without above information will be put in a “no name” file for two weeks before being recycled.
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| **Grading policies and procedures are established and communicated:****Policy:** Students will be provided a syllabus at the beginning of the year outlining overall grading policies (by subject where appropriate). Included in the syllabus will be percentage breakdown for assignments such as:1. Daily assignments:50%
2. Quizzes: 10%
3. Tests/Projects: 25%
4. Effort (group work, participation, etc.): 10%
5. Homework: 5%

**Procedures:*** All due dates for assignments will be posted on daily assignment schedule (as well as monthly assignment calendar). Assignments turned in after due date will result in a deduction of points
* Assignments will be assessed using appropriate rubrics. These will be given to students when assignments are assigned
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| **Daily schedule is prominently posted:**Daily schedule will be visually posted at the front of the classroom and will include the following information:* Time segments: (Period 1, 2, 3, etc.)
* Breaks
* Lunch
* Recess (where appropriate)
* Closing time

Specialized schedules will be visually posted for alternative schedules when appropriate. These might include:* Assembly/dance schedule
* A/B schedule formats
* Early/late release
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| **Daily and monthly assignments are posted:**Daily assignments will be visually posed at the front of the classroom as well as transferred to a monthly assignment calendar for reference.**Assignment information will include the following:*** Day’s date
* Subject
* Assignment
* Standard assignment addresses
* Format for assignment (small group, independent work, direct instruction)
* Due date

**Monthly assignments are posted:**Daily assignments will regularly be transferred to a monthly assignment calendar (located near the “Assignment Box”) for student reference. |

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| **Classroom Procedures** |
| Expectations are presented in a written format and are communicated to students before each activity. For each common routine and transition, expectations are established that address teacher’s expectation for:**Conversation-** Under what circumstances, if at all, can students talk to each other during the activity?**Help-** How do students get their questions answered during the activity? How do they get the teacher’s attention?**Activity-** What is the activity? What is its intended objective/ end product?**Movement-** Under what circumstance, if at all, can students move about during the activity? e.g., Can they sharpen a pencil?**Participation-** What does appropriate student work behavior during demonstrate their full participation?**Specific Routines and Transitions**The following are a list of common routines and transitions occurring in my classroom:1. Start of day
2. End of day
3. Direct Instruction
4. Silent reading
5. Independent Work
6. Small Group work
7. Push ins/pull outs
8. Library time
9. Lunch
10. Recess
11. Instructional time (directed by teacher)
12. Turning in assignments
13. Bathroom
14. Water breaks
15. Gathering/Returning materials
16. Transitions:
* Subject to subject
* Direct instruction to independent work
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| **Common Routine and Transition Expectations:****1. Classroom routine CHAMPs Sample:** **Activity:** Independent Seatwork While Teacher is with Small Group**Conversation:*** Can students engage in conversations with each other during this activity? Yes
* If yes, about what? If a student has a question about the work assignment.
* With whom? Other students at the table.
* How many students can be involved in a single conversation? Two to four students.
* How long can the conversation last? About a minute and then back to silent work.

**Help:** * How do students get questions answered? How do students get your attention? They should try to get the answer without teacher help, but if no one at the table can help, then they come and stand in the “question box” by my desk.
* If students have to wait for help, what should they do while they wait? Stand quietly in the square.

**Activity:*** What is the expected end product of this activity? (Note this may vary from day to day). Students will complete seatwork packet, when done can go to book or science learning center.

**Movement:*** Can students get out of their seats during the activity? Yes, for certain activities
* If yes, acceptable reasons include:

Sharpen pencilGet a drinkGo to restroomHand in /pick up materialsOther: If they have a question, they can go to the “question box”* Do they need permission? No

**Participation:*** What behaviors show that students are participating fully and responsibly? Looking at paper; writing or coloring. Talking with tablemate while looking at paper.
* What behaviors show that a student is not participating? Talking without looking at paper. Staring out window. Wandering around.

**2. Classroom routine CHAMPs Sample****Activity:** Teacher Directed Instruction**Conversation:*** Can students engage in conversations with each other during this activity? No
* If yes, about what?
* With whom?
* How many students can be involved in a single conversation?
* How long can the conversation last?

**Help:*** How do students get questions answered? How do students get your attention? They should raise their hand and wait to be called on.
* If students have to wait for help, what should they do while they wait? Keep hand raised, wait quietly.

**Activity:*** What is the expected end product of this activity? (Note this may vary from day to day) . Working on tasks and activities presented by the teacher. Verbal and written responses to teacher-presented tasks.

**Movement:*** Can students get out of their seats during the activity? Yes, for identified activity
* If yes, acceptable reasons include:

Hand in / pick up papers: If directed by the teacher* Do they need permission? Any leaving of seat needs permission

**Participation:*** What behaviors show that students are participating fully and responsibly? Looking at teacher. Raising hand with something to say. Answering questions when called on or signaled to. Looking where teacher directs. Writing as directed by teachers.
* What behaviors show that a student is not participating? Talking to another student . Getting out of seat without permission. Looking somewhere other than where directed. Not following teacher directions. Not raining hand. Not answering when signaled, individually or with choral response.

**3. Transition CHAMPs Sample:** **Transition:** Clean Up at The End of The Day**Conversation:*** Can students engage in conversations with each other during this activity? Yes, level 2 only
* If yes, about what? Conversation is only for the purpose of saying “excuse me”, “thank you”, and “please”.

**Help:** * How do students get questions answered? How do students get your attention? Raise their hand

**Activity:*** Explain transition. What will be different afterwards (e.g. change in location, use of different materials, etc.). Include time criteria. Students will get out their homework folder and see what they need to take home. They will make sure they have everything they need to accomplish homework on their desk, ready to put on their backpack. When called on by the teacher, students will go as rows first to the coast rack and then to their mailbox to collect their things. They will put everything going home into their backpack. They will put their chair on their desk. They will stand quietly at their desks until told by rot to line up. Complete within 10 minutes, then teacher will make any announcements.

**Movement:*** Can students get out of their seats during the activity? Yes, when directed by teacher to do so.
* If yes, acceptable reasons include:
* Do they need permission? No

**Participation:*** What behaviors show that students are participating fully and responsibly? Students will get what they need from their desks, follow teacher directions, put items to go home in their backpack, stack chairs in a quiet and orderly manner, and wait quietly for instruction to line up.
* What behaviors show that a student is not participating? Talking without reasons given above. Putting papers from mailbox into desk. Not getting homework ready. Talking above Level 2. Not being careful when stacking chairs.
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| **A plan is in place to teach the expected procedures for all specific transitions and routines at the beginning and throughout the year:****Common Routines, Activities and Transitions:*** Students will be introduce to expectations for routines, activities, and transitions as they occur throughout the daily schedule
* Visual supports for all routines, activities, and transitions will be used to support student learning of expectations with the use of a CHAMPs bulletin board
* Teacher will use modeling, practice, monitoring, and positive feedback to provide students with opportunities to meet expectations during the first four weeks.
* Re teaching will occur before and after Winter and Spring Break, as well as when necessary to redirect and refocus students
* Teacher will use student helpers (“CHAMPs CHAMPIONS”) to help with visual supports needed for various routines, activities, and transitions. Student helpers will be rotated on regular schedule so that all students have a turn

**September:*** Day 1: Distribute CD covering classroom expectations and procedures for students to view with parents. Send written copy of expectations home to be reviewed by family, signed by caregiver, and returned by end of week (for student credit)
* Week 1: Teach expectations for each activity and transition as outlined in daily schedule. Students will practice meeting expectations for the following components of each activity:
	+ Conversation – students will practice appropriate voice level for activity(ies)
	+ Help – students will use appropriate strategy for accessing help
	+ Activity – students will be verbally and visually informed about the purpose for each activity
	+ Movement – students will practice appropriate movement for each activity
	+ Participation – students will be shown both examples and non examples of displaying appropriate behaviors during each activity
* Weeks 2-4: Students will be given opportunities to practice appropriate behaviors for each activity. Student helpers will be assigned to help with changing visual displays for different activities.

**October:*** Student helpers will be used to review expectations for different activities throughout the day
* Monitor student levels of meeting expectations and re-teach as needed

**November:*** Continue use of student helpers
* Review and re-teach classroom expectations, as well as school wide expectations (as needed) prior to Thanksgiving break

**December:*** Continue use of student helpers
* Review and re-teach expectations (as needed) prior to Winter break

**January:*** Continue use of student helpers
* Review and re-teach expectations (as needed) returning from Winter break

**February:*** Continue use of student helpers
* Review and re-teach expectations (as needed
* Consider class wide motivation system to support expectations during February and March

**March/April:*** Continue use of student helpers
* Review and re-teach expectations (as needed) prior to Spring Break
* Begin to phase out class wide motivation system (adjust as needed)

**May/June*** Continue use of student helpers
* Review and re-teach expectations (as needed) prior to close of school
* Review current expectations and adjust (as needed) for next year
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| **A plan is in place to teach behavioral expectations to new students:**When a new student arrives, he will receive a DVD of class expectations. Each time a new student arrives, it is an opportunity to re-teach expectations to all students in the class. In addition, the classroom has an appointed “new student ambassador” that will introduce the student to some of the common routines. |

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| **Encouraging All Students** |
| **Ratio of Interactions:***Teacher exhibits of at least four positives for every one negative interaction* |
| **Plans for class-wide motivation systems are in place:****Class-wide Motivation System**1. Class wide behavioral goals set for whole group, with intermittent celebrations for meeting goals planned.
2. Use of “100 Squares” as an intermittent reward system. On some occasions when entire class is working well, student will draw a token, identify the number written on the token and thin fill in the square on the chart with that number. When class gets ten squares in a row, entire class gets group reward identified.
3. Behavior lottery ticket for Friday drawing for targeted “behavior of the week”
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