

# Classroom Management Plan

## Section 1: Routines and Procedures

<b>Class Attention Signal(s)</b>	Teacher: “Eyes up” Students: “Eyes up” Repeat adding an extra up until you have all students’ attention “If you are listening and you know it clap your hands” To tune of “If You’re Happy and You Know it”
<b>My Morning Routines</b>	
Entering the room	Students put backpacks and lunches away
Getting started on work	read to self or work on writing silently until after announcements
Arriving late	Quietly put late slip from office in the “Late bin” on my desk, join the class is what we are doing.
Getting materials	Group material manager for the week is in charge of getting materials- They will have a badge by their name tag
Other	After announcements is calendar
<b>My Routines for Managing Work</b>	
Getting assignments and turning in work	Work goes in the hand-in bin. Assignments will be colour coded by placing a sticker in the right hand corner or colour of the paper
Managing independent work times	If students are working quietly soft music may be played
Managing cooperative work times	Students are to work quietly using “indoor whisper voices”
Getting assistance	Unless instructed to line-up and show me their work one at a time students are to raise their hand to ask for assistance. IF they cannot continue the work until help is given they are to work on writing or read to self until I am free to assist them.
Transitioning	Give 5 minute warning before changing activities. Announce that activity is over and give instructions on what is happening next before students put old activity away and get new activity out.
Other	
<b>My Ending Routines</b>	
Ending instruction	
Organizing and gathering materials	Unfinished work goes into individuals student’s “Finish It” folder and Finished work to be marked in Hand-In Bin. Finished work not to be marked goes either in Subject duo tang or mailbox to go home.
Giving feedback	Use the sandwich method- 1 positive comment, 1 constructive 1 positive comment, and 1 positive 1 positive comment. Do a class “Check-In” at end of each lesson.
Dismissal	5 minutes before bell have bus students pack up and line up at the door. Students that do not take the bus are to tidy the classroom. Once class is clean they may pack up and line up as well. Teacher will stand at the door to say

	“goodbye” to students as they leave.
Other	

## Section 2: Developing and Teaching Expectations

My Classroom Expectations	What this Looks Like in My Class
Follow Instructions Quickly and Quietly	<ul style="list-style-type: none"> <li>● Students will complete work at an acceptable noise level</li> <li>● Students will follow instructions with minimal need for them to be repeated</li> </ul>
Respect Classroom Resources	<ul style="list-style-type: none"> <li>● Students will help ensure that resources remain in good condition by: <ul style="list-style-type: none"> <li>○ treating them with care</li> <li>○ informing me when they are damaged</li> <li>○ keeping the classroom tidy</li> </ul> </li> </ul>
Respect Teacher and Classmates	<ul style="list-style-type: none"> <li>● Students will show respect by putting their hand up and waiting to be called on to speak during class discussions</li> <li>● Students will show respect by keeping their bodies to themselves</li> <li>● Students will show respect by keeping noise level down so everyone can concentrate</li> </ul>

## Teaching Expectations

### 1. Method for Teaching Expectations at the Beginning of the Year

Brainstorm as a class what a “good day at school” looks like guiding them towards the above principles.

### 2. Plan for Re-Teaching

Have expectations clearly displayed in the room. Refer to them during behaviour check-ins.

### 3. Strategies for Incorporating Expectations into Instruction

Link Expectations to Leader in Me concepts during health. Link respect of resources to science and Reduce, reuse, recycle.

### Section 3: Encouraging Positive Behavior

<p><b>System for Reinforcing Individual Students</b></p>	<p>Students will get a sticker chart listing specific goals. Students will gain a sticker when they are modeling the desired behaviour. Once they reach a certain number of stickers they will earn a reward. Number of stickers and goals are specific to each child's needs.</p>
<p><b>Class-Wide Reinforcement System</b></p>	<p>Class earns point when exhibiting desired behaviour. Points will be tracked on a "Thermometer" labeled with rewards at 25, 50, 75 and 100 points. GRades 2 and up will decide the rewards as a class at the beginning of the year. K-one I will choose.</p>
<p><b>Strategies for Increasing Positive Feedback</b></p>	<p>Using "Sandwich" approach- see above.</p>
<p><b>Strategies for Increasing Personal Regard</b></p>	<p>Greet students as they come in the classroom, learn what they like outside of school, be at the door to wish students farewell at the end of the day.</p>

## Section 4: Responding to Problem Behavior

<b>Early Stages</b>	<ol style="list-style-type: none"><li>1. Discreetly gain student's attention and shake head.</li><li>2. Give students verbal reminder of expectations.</li></ol>
<b>Middle Stage</b>	<ol style="list-style-type: none"><li>1. have student sit separate from the group, tell them they are welcomed back when they can exhibit desired behaviour</li><li>2. discuss with student why they were asked to be separate from the group and what they can do differently next time</li></ol>
<b>Late Stage</b>	<ol style="list-style-type: none"><li>1. If student is not a danger to self or others ask them to sit in the hall- keep record of behaviour to establish if it is a consistent issue</li><li>2. If students is a danger to self or others have class take a book in the hall to read, stay in class with student and contact Admin</li><li>3. If behaviour is consistent get Admin and Parents involved in making an individual behaviour plan for student</li></ol>