**Classroom Management Plan**

1.  **Belief Statements**

* **About Teaching:** I believe that a teacher has the opportunity to be a strong influence on a student’s life and has the chance to demonstrate a passion for learning. Therefore, while teaching I will keep in mind that students will watch me as a role model and that I can make a difference in their lives through my attitude, character, actions, and enthusiasm. I want to be a source of growth and encouragement to the students.
* **About Children:** I believe not only that all children deserve to learn but also that all children have the ability to learn no matter what their background, ability, or personal situation. Therefore, I will create a safe and welcoming environment where I can accommodate for each students academic needs and level.
* **About Learning:** I believe that learning can happen in many different ways and needs to be engaging for the students. Therefore, I will provide different opportunities for the students to learn in different styles such as hands-on learning, group work, or using deep thinking to discover answers for themselves. I will differentiate my teaching to help engage the learners and provide the information in different ways.

2.  **Behavior Plan**

* **Positive reinforcement** – To encourage students to follow class expectations I will reinforce desired behavior with verbal praise, positive notes, stickers, special privileges, etc. Verbal praise will be used most often to help develop intrinsic motivation. I will also communicate how great the student’s day back to the parent. If the student’s day’s color was lowered they can change it back if I see them doing a kind thing for another student.
* **Negative reinforcement** – To discourage behaviors that do not follow the class expectations I will give a verbal reminder or redirect, move the color of the student’s day, take away privileges, and communicate the child’s day back to the parent.
* **Whole Group** – Positive reinforcement of the entire class will include verbal praise, free choice, and an extra movement time. Negative reinforcement will include verbal warnings, removal of free time, and returning back to the room if class is to loud in the hallway.
* **Small group** – Positive reinforcement of small groups will be verbal praise, choice in activity, stickers, and positive notes back to their parents. Negative reinforcement will include giving up privileges, changing day’s color, starting the task over, being changed to a different group, working alone, and etc.
* **Individuals** – Individual students will receive verbal praise, tokens, special privileges, and positive notes home as positive reinforcement. Negative reinforcement will include a verbal reminder, moving their day’s color down to yellow, giving up recess part of recess time to practice the skill or behavior, moving to red and the student has to call the parent to report their behavior, and lastly to visit with the principal. Students who are overly talkative will be moved to their own desk. Students may also be asked to put their head down on their desk until they are ready to follow the expectations.

3.  **Parent Communication**

* **Welcoming** – I want to start building a communication line between the parents and myself as soon as possible. It is a very important part of a child’s education. I hope to start before the year starts by a meet and great or open house put on by the school. If that is not an option then I would like to send a welcome letter home to the family prior to the first day of school telling a little about myself, basic expectations for the coming year, and my contact information.
* **News page** – Throughout the year I plan on using Newsletters or a webpage, such as a private Facebook page, to show parents what the class is working on and keeps them up to date with important information. This would require permission from the parents to post picture of their child in the letter or on the webpage.
* **Phone calls** – When information needs to be past on to parents in a more timely manner I will use phone calls. These would be used more sparingly since it is harder to receive and answer. Phone calls will be used to convey situations that need attention and good news as well. This way the parents will not dread receiving a phone call from the school.
* **Email** – I will make sure that parents have access to my school email address. This will provide me a way to contact parents with positive aspects of a child’s day or other information, and it provides the parent time to give it attention at a time appropriate for them. Email will also give the parents an opportunity to contact me with any concerns or questions without disrupting the learning of the other students.
* **Planners** – Each day the students will fill out their planner with what was done that day in school. Parents can then read it or have their child read it to them and learn what their child is doing in school. After the students write in their planner I will circle the date with a green, yellow, or red pen communicating to the parents how the child’s day went. If yellow is used a note will go home as well, and if red is used the parent will receive a phone call or email if not reached on the phone.

4. **Expectations** – Students will:

* Follow clear directions the first time
* Raise their hand before talking
* Keep their hands and feet to self
* Use respectful words and actions
* Be responsible with school supplies and property
* Finish assigned work and then work on pages in their Keeper Folder, work in their activity packet, or silently read to self

5.  **Procedures**

* **Morning Meeting** – As students enter the room in the morning I will be at the door to welcome them for the day. They will continue in and make their lunch choice. Students will then read the morning message that is written on the board and complete the bell ringer activity at the bottom. They will work quietly and individually until the morning announcements are made. Then the class will discuss the day’s agenda and bell work.
* **Movement** – I will use movement often in my lessons and transitions. Students will be given time to participate in turn and talks, move from place to place, do actions, try brain gym activities, and dance with videos like GoNoodle.com. Students need time to change activity and get energy out before refocusing.
* **Lunch Count/Attendance** – As students enter the classroom in the morning the students will choose their lunch for the day. In the corner of the board each student will have a clothespin with a magnet on the back and their name on the front. The student will find their pin and clip it to the Hot lunch, Sandwich, or Cold lunch poster in that corner. I will then be able easily send the days attendance and lunch count to the office. This will be taught the first day.
* **Lining up** – Students will stand in single file. There must be no talking in order for line to leave the classroom. Students will continue to walk quietly to their destination. This will be introduced day one.
* **Lunch** – Students will line up in this order: Cold, Sandwich, and Hot. Students must be silent in line and while getting their trays. If a child forgets their lunch number they will ask for their nametag, which will be hanging behind my desk. This will be introduced on the first day.
* **Library** – Students will return their books by placing them in the book bin labeled Library Books. This bin will be carried down to the library on library day by a helper.
* **Restroom Policy** – When a student needs to use the restroom they will need to wait until the teacher or instruction is done if possible. During work time the student will quietly leave their desk and go to the lunch count portion of the board. They will move their pin to the restroom poster and leave the classroom. After they return to the room the student will return their pin back to their lunch choice. Unless it is an emergency, only one student will be allowed to the restroom at a time. This will be introduced on the first day.
* **Water Fountain** – Students may get a drink of water from the fountain if it is not during instruction time. Also, students may have a water bottle on their desks that they may use at anytime. This will be discussed the first day.
* **Dismissal** – At the end of the day students will retrieve their planners and fill it out. Once the planner is filled out the student may silently go into the hall and bring their backpacks and coats into the classroom. The student will show that they are ready to be dismissed when their “Take Home” folder and planner are in their backpack, their desk and ground space are clean, and they are sitting in their chairs. The child may leave after the bell or announcement is made. A sign behind my desk will indicate how each student is to leave school and where their destination is (bus, walk, BLAST, etc.). This will be taught the first day.
* **Student contract** – On the first day of school or during an open house the students will sign a student contract with their parent. It may have to be sent home if shown on the first day of school. The contract will explain what behavior is expected from the student for the year. The contract will also cover the homework policy and late assignment policy so if the student is told in the future that they are being treated unfairly it can be shown that they were informed of the expectations ahead of time and agreed to abide by them.
* **Class Signals –** I will use 1 2 3 Eyes on me, clapping, or other chants to redirect the students’ attention back to me. These will be introduced on the second day and slowly one at a time.
* **Homework Policy** – All homework will be sent home and returned to school in the “Take Home” folder. Students will be given minimal homework during the week and will have the chance to complete it over the weekend. The work will be “due” the following Monday. Homework will typically be graded as completion points since it is practice or reinforcement for the students. Occasional assignments will be graded from more points. Students who receive the completion points will get free choice time and other students will use this time to complete the work or get help if needed. This will be discussed briefly with the student contract but will be readdressed when the first homework is sent home.