**Our Rules**

**1. Respect the speaker 2. Follow Directions the first time given.**

**3. Be responsible for yourself & the learning environment.**

**Our Procedures**

**1a. Beginning of the Period/Day** (before 7:30):
1. Unpack (homework, notes, signed documents). Put bookbag and lunchbox in appropriate area.
2. Sharpen 2 pencils.
3. Complete morning work.

 **1b. End of the Period/Day:**
1. Remove any papers from your desk.
2. When called, get bag & pack.
3. Line up for dismissal in the order you are called.
4. Go to designated drop off spot.

**2a. Transitions:**
1. Line up one group or row at a time to leave the room.
2. Line Behavior - Silent, Straight, Side Right, Stop at Check Point.
3. In Class – Follow teachers signal to move to the next activity.

**2b. Interruptions:**
1. If you finish your work early or have an unexpected interruption, get a book out and read until class begins again.

**3. Use of Materials & Equipment:**
1. Get paper from the community file if you need it and be sure to put some back in when you have it.
2. Ask permission before using classroom materials such as scissors, glue, other available supplies unless directed by the teacher.

**4. Groupwork:** Groups go to get materials/equipment when directed by the teacher. Use low level voices while working without laughing and playing. The goal of the group work is to complete the task with quality, so be on task. When the timer rings, be ready to turn your assignment in.

**5. Teacher-Led Activities & Seatwork:** During instruction time, remain in your seat and listen. During work time if you are confused about a given task, seek guidance from the designated checker. If you continue to be confused, raise your hand and ask the teacher. Be sure that you are using your time wisely.

**How We Build Relationships with Students**

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| **1. How We Get to Know Students*** **Student Interest Inventory**
* **“Me” Museum**
* **Classroom Discussions**
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| **2. How We Show Students Our Personal Interest in Them*** **Informal conversations**
* **Listening to students share events and interests in their lives**
* **Make learning apply to their life outside of schools**
* **Involve family members in project-based learning**
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| **3. Resources to Use for Students with a Need for High Behavioral Support*** **Daily behavior tracking sheet**
* **Counselor (teach social skills lessons)**
* **Peer mediation**
* **Modeling**
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**Positive Reinforcers We Regularly Use**

I. Intangible:

**1. Classroom Jobs (responsibility) 2. Peer Compliments (Good job! Good try!) 3. Teacher Compliments/ Recognition for outstanding work 4. Free time allowed on the computer and/or visit another classroom, media center, or resource room.
5. Class game inside/outside**

II. Tangible:

**1. Reward stickers
2. Popcorn party 3. Homework Pass 4. Accomplishment Charts & display of quality work in the classroom 5. Teacher notes on student work**

**Negative Reinforcers We Regularly Use**

I. Intangible:

**1. Proximity Control - Time Out in classroom or out of classroom 2. Reflection time 3. Student/Teacher conference, Student/Teacher/Parent conference 4. Teacher Cues/ Signals to get back on task
5. Lunch Detention**

II. Tangible:

**1. Behavior Sheets (as needed) 2. Teacher/Parent notes (as needed) 3. Customized Behavior Contract 4. 5.**

**Plans I Have for Group Contingencies**

Goals: DoJo Points! Students earn points with outstanding behavior, excellent quality work, or participation in lessons that extends our learning environment (such as bringing things in to share or doing additional research on a topic). The weekly award is identified as Fun Friday! Teachers will randomly select fun activities for students who have earned the opportunity to participate. Ie. special snack, movie, game time, physical activity, etc. Students will suggest various rewards to be included in the drawing.

How I’ll monitor the goals: Teacher will monitor these goals by DoJo points, Teacher Clipboard notes, student conferences by the end of the day… Teacher will remind students HOW their behavior earns them Fun Friday time.

How I’ll give feedback to groups on their progress towards the goals: Students will see DoJo points projected daily in the classroom. Teacher will provide feedback and conference students.

Ways the groups will be allowed to celebrate attainment of the goals: Students will write what they would like to have as a reward. These ideas will be placed into a bag for random drawing.

**Plans I Have for Students who Need Extra Support**

Resource people I can turn to: I. Resource people I can turn to:

 Our counselor can provide needed student support in a group setting, one-on-one conference, and provide peer mediation.

II. Electronic/Print resources I can use to help me understand these students:

 Teacher/parent/student can monitor behavior activity through DoJo.

III. Behavior Contracts I feel comfortable using:

 Teacher- customized Behavior Contracts may be used to provide extra support. A parent meeting will take place to provide full support to the child. Frequent, student/teacher conferences will be held to discuss progress and needs improvement areas.

IV. Social Skills I feel comfortable teaching:

 Teachers will teach what “being polite” means on an on-going basis which will support classroom cooperation/ cooperative learning. (ie. Sharing, taking turns, importance of considering others’ feelings before acting/speaking, orderly conduct)

**My First Days of School Activities**

A. How I will introduce myself, the classroom, and the subject matter

 **Teachers will share some personal information about themselves to include pictures of close family members and pets. Teachers will talk about the set-up of the classroom and how it is to be used (learning environment). Teachers will share highlights of each content area (what you should know now coming from 2nd grade to what you will know by the end of 3rd grade).**

B. How I will introduce my rules

 **Teachers will present a Mission/Vision Statement to cover general expectations. Then, teachers will introduce specific rules. These rules will be written and posted in the classroom. Teachers will refer to the rules throughout the year. A demonstration of HOW rules should be followed will be given. Students will practice the rules over the first several days of school.**

C. How I will introduce my procedures

 **Teachers will discuss procedures after talking about the set-up of the classroom. Students will be shown HOW by participating in acting-out the correct way to do each. Procedures will include pencil sharpening, lining up, collecting materials from cubbies, bathroom usage, as well as use of common areas such as paper boxes, extra pencils, etc.**

D. How I will introduce my management system

 **Our management system will be introduced after content area highlights have been given and rules & procedures have been discussed. As we practice our rules & procedures, teachers will discretely select candidates to act-up and provide reinforcement/reward to those doing an excellent job and consequence to those acting-up. Students will gain a better understanding through role play.**

E. How I will practice, monitor, and reinforce procedures and rules  **During the 1st week of school, teachers will set time aside to practice rules & procedures. At the end of the 3rd week, students will be given a written QUIZ to assess their knowledge about rules & procedures. Teachers will reinforce rules & procedures utilizing the tangible and intangible rewards mentioned previously.**