

CLASSROOM COMMUNITY PLAN

(Adapted from District's Classroom Practices Plan)

Teacher: **Maestas** Room # **111** Grade/Dept: **K**

GLENCOE'S VALUE STATEMENT

Glencoe is an **inclusive community** that **cares, collaborates** and **perseveres**.

Guidelines for success are to be posted, taught and referred to when discussing school-wide and classroom behavior. Guidelines are overall guiding principles for students' attitudes and behaviors. Classroom guidelines and expectations should also align with our four values.

EXPECTATIONS

EXPECTATIONS specific to your classroom.

3-5 classroom expectations, positively stated and posted prominently. Expectations are observable, refer to specific behaviors and align with our guiding values.

Social/Emotional Curriculum Utilized:

Mind Up

Toolbox

2nd Steps

Zones of Regulation

Inclusive Community:

Room 111 Bill of Rights and Responsibilities- created as a whole group with these over all principles applied, signed by each student: We take good care of each other while being mindful, helpful, empathetic, and respectful.

Math Work Places Expectations- created as a whole group with these overall principles applied, signed by each student: be respectful, be kind, share.

Students are expected and have practiced saying "yes" when someone asks to play/work with them, asking someone to play/work with them, and always being extra inclusive when there is a new student.

Class options for turn taking: be polite ("You can go 1st."); rock/paper/scissors; make a deal ("I or you can go 1st this time and I will go 1st next time").

Caring:

Overall principles to apply: We take of ourselves by doing things for ourselves and asking for what we need; We are mindful of what others need; We take care of our learning space by being careful with materials and putting things where they belong; and We take good care of our Earth by being careful with living things and taking only what we need.

Students are asked to check in with friends when they need help with a task, assignment, etc., and/or if they are hurt (feelings or physically); they are encouraged to “fill” someone’s “bucket” instead of dipping in; students can ask for a warm fuzzy and/or gull ticket to be given to someone else if they notice positive/caring behavior; “heal the harm” is utilized in the way of having an apologetic conversation or creating a drawing for another when the relationship has been hindered in some way. Healing the harm will be accomplished via restorative questioning.

Collaborative:

Daily Community Circle while applying: speaking from the heart, listening from the heart, no need to rehearse, say enough while respecting the time of others, confidentiality.

Caterpillar Circles- when class earns circles 1-10 by displaying behavior that is for the good of the group, we vote on a class celebration.

Students become teachers when proficient in a skill or would like to practice with class.

They are encouraged to share their perspective/experiences/knowledge any time it aligns with our subject area or if it can extend our thinking/discussion beyond the subject area.

Learning/practicing/following all school-wide expectations including common area rules.

Perseverant:

Students will learn, practice, and apply 2nd Steps social emotional curriculum component of attentiveness and what it looks/sounds/feels like- visual posters are in the classroom; Students are encouraged to try if they say “I can’t” using a cue from:

WHAT CAN I SAY TO MYSELF?

INSTEAD OF...

TRY THINKING...

-I'M NOT GOOD AT THIS

-WHAT AM I MISSING?

-I'M AWESOME AT THIS

-I'M ON THE RIGHT TRACK

-I GIVE UP!

-I'LL USE SOME OF THE STRATEGIES I'VE LEARNED

-THIS IS TOO HARD

-THIS MAY TAKE SOME TIME AND EFFORT

-I CAN'T MAKE THIS ANY BETTER

-I CAN ALWAYS IMPROVE; I'LL KEEP TRYING

-I CAN'T DO MATH

-I'M GOING TO TRAIN MY BRAIN IN MATH

-I MADE A MISTAKE

-MISTAKES HELP ME IMPROVE

-I'LL NEVER BE AS SMART AS HER

-I'M GOING TO FIGURE OUT WHAT SHE DOES AND TRY IT

-IT'S GOOD ENOUGH

-IS THIS REALLY MY BEST WORK?

Instead of "I don't know", students are encouraged to think further and are given the time- prompts may also be given from:

What to say instead of "I don't know"

- **Would you please repeat the question?**
- **May I please have some more information?**
- **May I please have some time to think?**
 - **May I ask a friend?**
- **Where could I find more information?**



Additional positive phrases reviewed by teacher, practiced by students: Don't stop until you're proud; Think happy thoughts, You can do hard things; Be the best you can be; Make today count.

INTERACTING POSITIVELY TO ENGAGE ALL STUDENTS

CULTURALLY RESPONSIVE, CLASSWIDE & INDIVIDUAL MOTIVATION SYSTEMS (What are your plans for class-wide motivation systems? What do you do to engage your most marginalized students?)

- * gather and be informed of information from family survey handed out to families the 1st week of school
- *warm fuzzies (individual puff balls) are earned for positive behavior
- *gull tickets- see warm fuzzies- word of the month tickets are specifically the focus during that month
- *caterpillar circles- see "collaborative" above
- *frequent verbal praise
- *rotation of positive emails (using class list- 5 students per week) to family members (extra emails to families of students who exhibit challenging behavior and have been contacted as a result)
- *visual pocket chart of happy vs. sad choices and kind vs. unkind choices

*classroom is facilitated in an overall supportive, not criticising manner

*1:1 conversations

*students are called on when they want to contribute and topics of personal interest are integrated to engage those students who may not feel proficient or who may be shy to raise hand

*positive relationships with family- adult and siblings, cousins, etc.

*all students are assigned a classroom job each week- at times the jobs can be assigned strategically such as “messenger” job for students who may need movement or location breaks

RELATIONSHIPS/BUILDING COMMUNITY

(What strategies/techniques do you use to build relationships, trust and mutual respect in the classroom? How do you utilize classroom circles? How often?)

Community Rectangle is daily and follows this schedule-

AM: Greeting circle (get to know each other prompts, goal setting, value statement review)

PM: Closing circle (celebrations and/or calming/mindful prompt)

Community Rectangle at least once a week and as needed to address celebrations and/or concerns.

Our class follows these 4 agreements for each rectangle and finishes with: “Thank you for sharing” and “We are brave”

4 agreements-

1. Speak from the heart: This means speaking for yourself, talking about what is true for you based on your own experiences, importance.

2. Listen from the heart: We are used to judging other people. Sometimes without even knowing anything about another person we will make assumptions about them. These assumptions can keep us from really

hearing what they have to say...and what they have to say may be something that is important and helpful. This opens up the possibility of making wonderful discoveries about, and surprising connections with, each other.

RELATIONSHIPS w/ FAMILIES

(What is your plan to build connections and relationships with families?)

Initially, I will ensure that I know the names and languages of all family members and whether there are multiple homes to communicate with. I will verify all communication info- email address, phone number and ask which is the preferred method. Family conferences will occur as dated but also in addition to if necessary. Student work will be sent home for family review and comment. Rotation of positive emails, phone calls, or notes (using class list- 5 students per week) to family members (extra emails to families of students who exhibit challenging behavior and have been contacted as a result). Families will know my e-mail and how to access the class website, school website, and district website. Skills/talents of family members can be shared with classroom as guest speaking. Classroom volunteering will be organized, available, and preceded by an orientation. In regards to student needs/behavior- Timeliness: Families are contacted soon after a problem has been identified, so a timely solution can be found. Consistency and frequency: Families will receive frequent, ongoing feedback about how their children are performing via report cards/conference (as needed and district planned), Friday update email, monthly newsletter.

CORRECTING MISBEHAVIOR FLUENTLY

What are your low level, restorative corrections?

Student choice: flexible seating (standing, sitting in a chair, or working on floor/carpet)
Conversation with teacher or other student when applicable and appropriate in the form of an apology
Opportunity to learn, have positive practice rules (re-taught when needed)
Community Rectangle
Close proximity w/ or w/o a carpet square, change seating
Private Redirection
Please place pass- Students stay in increments of 5 minutes not exceeding 15- student or teacher may decide when student is ready to return to group. Student should be listening

to instruction if class is in whole group when possible. Conversation to practice rule/encourage positive practice is had during non-instructional time

Buddy classroom break to finish work or if 2 other corrections have been used (THINK sheet filled out with independently and then reviewed with me upon return) in increments of 5 minutes (not exceeding 15)- with 15 minute practice in class in between.

Family input/conversation

Praise when behavior is practiced correctly

Modify/differentiate work

At what point will you use reflection sheets?

Reflection sheets are utilized when undesirable (nonviolent/nondestructable) behaviors are displayed more than 3 times within a 5 day period.

When will you move to a Stage 1 Behavior Note?

Stage 1 Behavior Notes are utilized when 3 THINK SHEETS for same behavior have been completed within a 5 day period or when student exhibits any Stage 1 behaviors outlined in schoolwide discipline protocol.

At what point do you communicate to the parent?

A family member is contacted when a THINK sheet is sent home and after any incidents following.

What are your restorative responses/consequences for chronic unwanted behavior?

After documenting all prior interventions, a SIT meeting will be requested. If behavior continues after applying SIT's recommended interventions, administrative assistance will be requested. Family communication is consistent throughout the process.

SUPPORTING SELF-REGULATION

Describe your approach to time outs/ break spaces/giving students breaks (when/where/how long?).

Buddy classroom break to finish work or if 2 other corrections have been used (THINK sheet filled out with me upon return) in increments of 10 minutes- 15 minute practice in class- not exceeding 30 minutes.

Sensory Space Overview/Guidelines To Be Taught At Beginning of Year

1. Review self-soothing poster- ask “What are some feelings and/or times you may need these ideas to be calm?”
2. Role play the actions on the self-soothing poster.
3. We have a space in the classroom where it is safe, quiet, and relaxing for you to feel calm. Show Peace Place poster. Explain that only adults can ask if you need to go to the Peace Place. Show peace pass- students will be handed this card if asking or being asked to go to the Peace Place.
4. Review why the area is called the Peace Place. Review what happens in the Peace Place: timer, choices, general guidelines (respect for items, leave when time is up, adult may decide if you need to go back for more time, all items cleaned up before leaving). Emphasize that it is possible not every student will visit this school year. Some students may need it while others can calm themselves in other ways, and that’s okay.
5. Review options for calm down strategies using poster.
6. Bean bag and all sensory items should be left alone unless you have asked for or have been offered time in the Peace Place.
7. Any questions- something students are not sure of, do not understand, need to know?

Pass to Peace Place: students may ask for 1 or teacher may offer. Students stay in increments of 5 minutes not exceeding 15- student or teacher may decide when student is ready to return to group. Student should try to listen to instruction if class is in whole group. If necessary, conversation to touch base around emotions will be had.

What room/teacher will be your buddy classroom?

Mrs. Lageson RM 110

ESTABLISHING ROUTINES

Attention Signal (S) for inside the classroom, hallway & outside (What does the teacher do/expected student response?)

During Instructional Times:

- *voice levels (0-3) are shown with hand motions
- *silent signals for “stop” “turn”, other requests are used as often as possible
- *rain stick- students hear and go to a voice level 0, ready for instruction, additional info, reminder, announcement, etc.
- *egg shaker is used to signal end of independent/pair activity- students turn into silent statues
- *call and response is used frequently throughout the day
- *”find your bubble”- students place an invisible bubble in mouth- voice level 0

During Transitions:

- *Good morning song gathers class to begin day
- *Line Up song used in classroom for line up
- *teacher shows walking symbol with hand when student is running
- *Gathering song is sung to join for reader’s and writer’s workshop

Outside:

Me: “M & M” (my initials), Students: “Yum, yum” to gather

Entry to Room (expectations before brain break) to include coming in Late:

Entry to Room: students independently unpack yellow D.O.G folder- place in hallway basket, water bottle (if applicable) is placed in mailbox, begin warm up at carpet or a table. Each student is told hello, lightly pat on shoulder (if they are ok with it) or given a high 5 upon entering the classroom by the teacher. Students may also create their own action unique to our greeting.

Coming in Late: If during Brain Break- stay n hallway, drawing or sitting quietly.

If class is working independently, student must ask teacher for instructions; if class is in whole group- student must join as soon as belongings are unpacked. Orange ticket pass from office should be placed in small bowl on entry shelf.

Organization of Materials for Student use:

Organization of Materials for Student use: all student materials are labeled with pictures for ease of finding and within reach. A tour will be given at the beginning of the year that includes interactive labeling with students.

Teacher Led Instruction (behavior during):

Attentiveness, understanding is shown by call and response and contribution to discussions.

I will ask for a thumbs up, to the side, or down for frequent understanding check ins.

Getting the teacher's attention:

Getting the teacher's attention: hand raised unless class discussion is being conducted in a share out, at times a call out is ok if teacher knows that it was not an intentional disruption but a contribution

Movement around the room:

Walking feet, voice levels 0-3, body kept to self, and move with purpose and intention of a task.

What students do if they need a break:

Raise hand, private conversation, or a nondisruptive physical move of proximity.

Cleaning up at End of Day:

Cleaning up at End of Day: listen for clean up song- materials should be put away, students on rectangle by end of song.

Collaborative in regards to materials but making sure to clean up individual materials 1st; student jobs: table inspectors, recyclers, table wipers, botanist, pencil pal will all be done at end of day.

Dismissal - How class leaves room/building:

Dismissal - How class leaves room/building: students are asked to pack up in small groups of 5ish

If at tables- by table shapes: triangle, circle, trapezoid, rectangle, rhombus; otherwise by folder names

Students are either at Choice Time, reading, listening to sharing, or read aloud during pack up

Bus friends excused 1st to stand and wait by classroom door

Kidzone friends are asked to wait on blue rug in classroom

Class friends wait in center of classroom

All other students being dismissed outside, should be on line number

PROCEDURES for MANAGING STUDENT WORK that need to be explained/taught to students (include assigning homework, collecting completed classwork, keeping records and providing feedback to students, dealing with late and missing work, communicating work completion of parents)

NA- unless tardies and/or absences are frequent to the point of excessive missed work (more than 5 in a row of tardies or absences)- family will be contacted for a meeting

How will students be given work they missed when not in school? How will accountability for that work be determined/supported by you?

For less than 5 days, activities that have to be made up will be done so at choice time. An optional travel journal will be given for a 5-7 day long trip. Any other approved trip that is longer than 7 days, a meeting will be scheduled to discuss activities that can be completed during absence or upon return.