

Classroom Procedures

Ms. McKeon - Emerson Elementary - 3rd Grade



Table of Contents

Teacher-Student Partnership.....	2
Brain Breaks.....	3
Calming Corner.....	4
Carpet.....	5
Celebration Board.....	6
Centers.....	7
Chill Time.....	8
Class Jobs.....	9
Class Library.....	10
Collaboration Stations.....	11
Computers.....	12
Consequences.....	13
Fidgets.....	14
Flex Time.....	15
Group Work Time.....	16
Independent Work Time.....	17
Market.....	18
Partner Talk.....	19
Partner Work Time.....	20
Reporting vs. Tattling.....	21
Reward Coupons.....	22
Silent Signals.....	23
Snack.....	24
Table Talk.....	25
Team/Oops Points.....	26
Quick Procedures.....	27

Teacher-Student Partnership

PURPOSE: In order to make our classroom run smoothly and help everyone feel welcome and respected, we need to work together. There are things that I will agree to do as the teacher and there are things that I will need from you as the students!

TEACHER WILL:

- explain decisions when possible
- include student choice when possible
- give you what you need to be successful
- reward positives
- make learning as fun and interesting as possible
- use rational/natural consequences
- help students
- follow the charter
- listen
- speak respectfully
- keep a safe body
- regulate emotions

STUDENTS WILL:

- focus on the learning
- try your best
- use craftsmanship
- participate
- collaborate
- try to keep a positive mindset
- accept teacher decisions
- follow the charter
- listen
- speak respectfully
- keep a safe body
- regulate emotions

Brain Breaks

PURPOSE: When we are using our brain and working hard, it can be tiring just like if we were using a muscle on our body! So, quick brain breaks can give our brain a break and help us get back to learning.

TEACHER WILL:

- schedule brain breaks like lunch and recesses
- try to include other in-class brain breaks in the schedule
- listen if students ask for a brain break and give a brain break if it is a good time

STUDENTS WILL:

- use scheduled times like recess and lunch for brain breaks
- follow brain break expectations
- accept teacher decisions if the teacher says that it is not a good time
- ask respectfully for a brain break
- use the brain break to be calm and prepare for learning

NOTE: We only need a break if we have been working hard. So, if we aren't trying our best or putting in a lot of work, then we probably don't need a brain break.

Rational Consequences for Not Following Procedure:

If I waste time during then I make up the time by not having a brain break.

If I misuse the brain break, then I lose the brain break.

Calming Corner

PURPOSE: When we get upset or need to regulate our emotions, it can help us to have a space to go to. In that space, we will have tools to regulate our emotions. Then we can come back ready to continue learning.

TEACHER WILL:

- allow students to go to calming corner as needed
- encourage students to use the calming corner if they need to regulate their emotions
- have tools in the calming corner to regulate emotions
- check in with students if needed after using the calming corner

STUDENTS WILL:

- use the calming corner to help regulate emotions
- use the calming corner to take a break
- flip the timer and leave the calming corner when the timer is done
- clean up when they are done in the calming corner
- be respectful to tools in the calming corner

NOTE: We could use the calming corner if we need a break. But, we can't use the calming corner to avoid doing work. Teachers are pretty good at figuring out which is which ;)

Rational Consequences for Not Following Procedure:

If I misuse the calming corner then I lose the calming corner.

Carpet

PURPOSE: When we are on the carpet, that is a time for us to learn together. We listen to the teacher give important information and other students share their ideas.

TEACHER WILL:

- assign students a carpet spot
- teach what active listening looks like and sounds like
- make lessons as engaging as possible
- give students a chance to partner talk and share with the class
- check for understanding
- give tools to students that need help sitting safely and respectfully
- try to not keep you on the carpet longer than comfortable

STUDENTS WILL:

- sit in their assigned carpet spot unless the teacher asks them to move
- show active listening
- raise their hand to share or use a silent signal
- ignore distractions
- participate
- sit with a safe body

Rational Consequences for Not Following Procedure:

If I waste time by distracting others or not participating then I make that time up later.

Celebration Board

PURPOSE: We want to recognize when students do amazing work! Celebrating others is a great way to encourage us to always do our best.

TEACHER WILL:

- recognize when students are doing great work and let them write their name on the board
- give a prize to students whose names are on the board at the end of the day
- send a message to parents to let them know that their student was on the celebration board

STUDENTS WILL:

- find students to celebrate when the teacher says "Freeze Frame".
- celebrate other students
- tell their grown up why they got on the celebration board

Centers

PURPOSE: Centers are an opportunity to have choice and work on skills needed to build up our math or reading. It is also a time for the teacher to work with kids as needed.

TEACHER WILL:

- show the options for centers
- communicate if it is must-do/may-do or steps to follow
- give students specialized instruction
- have center materials prepared

STUDENTS WILL:

- work respectfully with others
- get required work done
- not waste time
- be respectful to materials
- not interrupt the teacher if they are working with a group
- only do options allowed by teacher

Rational Consequences for Not Following Procedure:

If I misuse materials then I lose the material.

If I waste time then I make the time up later.

Chill Time

PURPOSE: Having a fun un-structured time like lunch and recess. But, sometimes, it is hard for our brains and bodies to calm down enough to get back to learning. Chill Time gives a short time for our bodies to regulate and get ready for learning.

TEACHER WILL:

- provide clear expectations
- check with students who need help with recess/lunch problems
- have a timer on the board

STUDENTS WILL:

- use a level 1 or 0 voice
- only do a chill time choice
- focus on regulating my emotions
- clean up immediately when the timer is done

Rational Consequences for Not Following Procedure:

If I misuse chill time then I lose the chill time.

Class Jobs

PURPOSE: When we all take responsibility for our classroom, it helps everything run smoothly. Class jobs help everyone feel like they matter and give everyone an opportunity to be a leader.

TEACHER WILL:

- assign class jobs at the beginning of the month
- pay each student for their job on the last school day of each month
- make sure each student understands what they need to do for their job
- try to make sure everyone gets to do each job at least once

STUDENTS WILL:

- do their job without arguing or too many reminders
- follow the expectations of their job
- set a good example when doing their job
- work together with the other person doing that job

Rational Consequences for Not Following Procedure:
If I misuse my job I lose my job and don't get paid.

Class Library

PURPOSE: Books are a great way for us to learn new things, see ourselves represented, and find fun stories!

TEACHER WILL:

- teach how the library is organized
- stock the library with high quality books including fiction and non-fiction
- stock the library with books at a variety of "levels"
- include books that are "mirrors" and "windows"
- give time for students to read

STUDENTS WILL:

- (LIBRARIAN WILL) help keep library organized
- be respectful to the books
- keep books in their book box
- put books back in the correct spot when they are done
- get a variety of books: read every word easily, read almost all words easily, fiction, and non-fiction

Rational Consequences for Not Following Procedure:

If I break or lose the book then I fix or find the book.

Collaboration Station

PURPOSE: This is a time when we collaborate on a task with other students. Then we learn from others when they share their thinking.

TEACHER WILL:

- have tasks available for students to grab
- present task
- put students in groups
- circle information to share or highlight
- observe and help as needed

STUDENTS WILL:

- collaborate and persevere
- will not sit
- stay focused on the task
- only write other people's ideas
- share the marker
- Check their B's before asking teacher
- be responsible for everyone in the group explaining thinking
- be responsible with materials
- actively participate

Rational Consequences for Not Following Procedure:

If I waste time by working then I make the time up later.

If I misuse collaboration stations then I lose it and do independent work.

NOTE: You can look at other group's work to get an idea! We are a community of learners and can learn from each other. You just have to be able to explain what they did.

Computers

PURPOSE: Computers are a great tool for us to be creative and get specialized work like iReady! It can also be a fun reward.

TEACHER WILL:

- give time for students to complete iReady lessons

- have a chromebook for each student

- have extra headphones

STUDENTS WILL:

- (TECH HELPER WILL) help pass out computers

- (TECH HELPER WILL) make sure computers are plugged in

- use headphones

- work independently

- stay on the task that the teacher asks you to be on

- hold computers carefully

- keep computers clean

- practice digital citizenship

Rational Consequences for Not Following Procedure:

If I misuse my computer then I lose my computer.

Consequences

PURPOSE: When we make a choice, there is a consequence to that choice. But, it helps when the consequence is rational and related to the choice you made.

If I...

Then I...

break it



fix it

misuse it



lose it

hurt others



repair the harm

waste time



make that
time up later

do not show
self control



take a break



2 verbal
warnings



Rational
Consequence



Think Sheet



Buddy
Classroom/Home
Contact

Fidgets

PURPOSE: Fidgets are tools that some students need to focus on the learning and keep a safe body. There are a variety of different ones!

TEACHER WILL:

- provide fidgets to students that need it
- allow students to use fidgets if it helps them
- have fidgets in the calming corner for everyone

STUDENTS WILL:

- use the fidget as a tool and not a toy
- not share the fidget with others
- stay focused on the learning
- be respectful to the fidget
- use the fidget safely (not throwing, hitting with it, etc.)
- not distract others with the fidget

NOTE: Everyone needs different things to be successful. Not everyone needs a fidget. You can be responsible for yourself and think if you need one or not. Teachers are also very good and understanding what students need so they might say that you do or do not need a fidget.

Rational Consequences for Not Following Procedure:

If I misuse the fidget then I lose the fidget.

Flex Time

PURPOSE: Flex Time lets us get caught up on work and have some fun creative time! It also gives us motivation to get our work done during the week.

TEACHER WILL:

- let students know ahead of time what will be on the Catch-Up list
- have options for May-Do
- give students time and tools they need to get work done during work time
- make a deal as needed

STUDENTS WILL:

- get work done during work time
- do catch-up work and must-do tasks before doing a may-do choice
- hold myself accountable for getting work done and accept consequences if I don't
- be respectful of toys and games

NOTE: An example of a deal is if the expectation is to pass 2 iReady reading lessons. You only passed 1 but you have been working hard and have over an hour of time on task. The teacher won't make a deal if you wasted time.

Rational Consequences for Not Following Procedure:

If I waste time by not doing my work then I make the time up by doing the work during Flex Time.

Group Work Time

PURPOSE: When we work with a group, we get the opportunity to get help from them and to teach our partners!

TEACHER WILL:

- give directions of what to do
- give groups space to work
- group students randomly, group students by skill, or let students choose their group
- give groups the tools they need to be successful
- help solve problems or disagreements if the group can't

STUDENTS WILL:

- keep a level 1 or 2 with their group
- stay focused on the task
- not distract their group or others
- collaborate
- take turns
- be respectful to their group
- solve disagreements or problems respectfully

Rational Consequences for Not Following Procedure:

If I waste time by not doing my work then I make the time up by doing the work during Flex Time.

If I harm my group then I repair the harm to my groups.

Independent Work Time

PURPOSE: There are times when we need to work independently to check our own understanding or show our work. This might be a test, iReady, or other activities.

TEACHER WILL:

- give directions of what to do
- give tools to help ignore distractions or focus
- give students space to work independently

STUDENTS WILL:

- keep a level 0 voice
- not look at other student's work
- ignore distractions
- raise their hand to ask for help
- not distract others
- stay focused on the task

Rational Consequences for Not Following Procedure:

If I waste time by not doing my work then I make the time up by doing the work during Flex Time.

If I harm others by disrupting their learning then I repair the harm by apologizing and moving to a different spot.

Market

PURPOSE: Learning to create things, sell those things, and manage a shop is great way to show responsibility!

TEACHER WILL:

- give and review Market Permit Applications
- try to give time to work on shop items that does not interrupt learning time
- give market permits to shops with approved applications

STUDENTS WILL:

- decide what items are in their shop
- be responsible for making and storying their shop
- share money earned equally throughout the people in the shop
- not buy things specifically for their shop
- ask their grown up before bringing anything from home to donate to their shop
- will not sell other shop's items as their own

Rational Consequences for Not Following Procedure:

If I misuse my shop then I lose my shop.

NOTE: Any disagreements between shop owners should be discussed with the teacher

Partner Talk

PURPOSE: When we talk with a partner, we can share our thinking about the learning. We can also learn a new perspective from listening to our partner.

TEACHER WILL:

- tell you who your partner is
- tell you if you are partner A or B
- tell you what to partner talk about
- try to give sentence stems
- give a signal to “pass the teaching”:
2 claps and “Teach?” Followed by 2 claps from the students and “Ok.”
- give a signal to end the partner talk:
4 pats, 4 claps, and 4 snaps

STUDENTS WILL:

- sit knee to knee and eye to eye
- take turns sharing
- actively listen to their partner when they are talking
- only talk about the learning/topic
- stop talking when the signal starts
- be ready to share after talking

Rational Consequences for Not Following Procedure:

If I waste time by not partner talking then I make the time up later.

NOTE: This is your chance to talk with a partner and plan out/organize your thinking. Be ready for the teacher to call on you and share.

Partner Work Time

PURPOSE: When we work with a partner, we get the opportunity to get help from them and to teach our partner!

TEACHER WILL:

- give directions of what to do
- give students space to work
- partner students randomly, partner students by skill, or let students choose their partner
- give partners the tools they need to be successful
- help solve problems or disagreements if the partners can't

STUDENTS WILL:

- keep a level 1 or 2 with their partner
- stay focused on the task
- not distract their partner or others
- collaborate
- take turns
- be respectful to their partner
- solve disagreements or problems respectfully

Rational Consequences for Not Following Procedure:

If I waste time by not doing my work then I make the time up by doing the work during Flex Time.

If I harm my partner then I repair the harm to my partner.

Reporting vs. Tattling

PURPOSE: It is important that we encourage others to do the right thing and hold others accountable. But, students are smart enough and strong enough to solve a bunch of “smaller” problems. When you tell the teacher about small problems that you can handle or don’t involve you, that’s called tattling and that’s just trying to get someone in trouble. Follow this procedure to know when to report and when to ignore.

TEACHER WILL:

- help students solve a problem if they have already tried to solve the problem and it didn’t work.

- solve big or dangerous problems

- teach students skills to solve small problems

STUDENTS WILL:

- use kind redirects to help someone make a better choice (example: “Please stop.” instead of yelling “Ugh you’re so annoying stop!”)

- report to the teacher if there is an emergency, someone is in danger, or there is something inappropriate happening

- ignore problems or situations that don’t involve them

- trust the teacher or adult to solve the problem

NOTE: If someone is not in danger and it doesn’t involve you, ignore. If someone is not in danger but it does involve you and it’s not harmful, use a kind redirect. If someone is not in danger and it does involve you and it is harmful, report it.

Reward Coupons

PURPOSE: Reward coupons are a great way for us to earn special privileges!

TEACHER WILL:

- allow students to get a reward coupon if their SOAR ticket is pulled or for other prizes

- give student a special privilege if they used a reward coupon at an appropriate time

- be available for Lunch Bunch on every day except for Friday

STUDENTS WILL:

- be responsible for their own coupon

- use the coupon at an appropriate time

- use computer time coupons during Flex on Fridays

- only bring school appropriate items for Show and Tell

- give any coupons they find to the teacher

- not use coupons when there is a guest teacher

Rational Consequences for Not Following Procedure:

If I misuse my coupon or privilege then I lose my coupon or privilege.

NOTE: The reward coupons are like any regular coupon- if you lose it you can't use it.

Silent Signals

PURPOSE: There are a lot of things that we can communicate easily without using our voice. That lets us get our needs met without interrupting.

TEACHER WILL:

- have visuals of silent signals
- respond to silent signals
- teach the silent signals

STUDENTS WILL:

- use silent signals to communicate when someone else is talking
- use silent signals to communicate:
 - bathroom
 - thank you
 - tissue
 - water
 - agree
 - disagree
 - add on
 - connection
 - raise hand to speak



Rational Consequences for Not Following Procedure:

If I hurt others by interrupting them then I repair the harm by apologizing.

Snack

PURPOSE: We want our body to have the fuel it needs to do our job as learners. That way we can focus, regulate our emotions, and do our best learning.

TEACHER WILL:

- allow students to eat a small snack during work time as long as it does not disrupt learning
- have healthy snacks available for emergencies/just in case
- not interrupt lunch time
- allow healthy snack donations from families (goldfish, graham crackers, fruit snacks, etc.)

STUDENTS WILL:

- be responsible for bringing a snack from home if they think they will want a snack during the school day
- ask the teacher if they can have a snack at an appropriate time (not in the middle of transitions, not interrupting teaching)
- stay focused on the task as they have their snack
- clean up after themselves
- not share food
- try to eat healthy snacks

Rational Consequences for Not Following Procedure:

If I misuse snack then I lose snack privileges.

NOTE: We have breakfast and lunch everyday. We expect you to eat during that time. So, if you ask for a snack close to breakfast or lunch, the teacher will have you wait.

Table Talk

PURPOSE: Table Talk is very similar to Partner Talk but with more people! This means that we can hear more ideas and share our thinking with more people.

TEACHER WILL:

- have a Kagan Square in the middle of the table to tell you which partner you are and what direction to move.
- tell the group who will start
- tell you what to talk about
- try to give sentence stems
- ask any student to share the thinking after Table Talking
- walk around and listen to table talking

STUDENTS WILL:

- follow the Kagan Square
- take turns sharing
- actively listen to their partner when they are talking
- only talk about the learning/topic
- stop talking when the signal starts
- be ready to share after talking
- put your heads together and help if one team member does not know what to share

Rational Consequences for Not Following Procedure:

If I waste time by not table talking then I make the time up later.

NOTE: You can always repeat or rephrase something you heard at your table group if you are having trouble thinking of something.

Team/Oops! Points

PURPOSE: The points are a way for us to give positive recognition to teams doing their learning and following expectations. The Oops! Points let us recognize when we did something wrong and need to fix the mistake.

TEACHER WILL:

- give points to teams following expectations
- give the special team tub to the team with the most points at the end of the week
- award class SOAR tickets if every team has more Team Points than Oops! Points
- explain Oops! Points and how to make a better choice

STUDENTS WILL:

- (ASSISTANT TEACHER WILL) help give team points
- (ASSISTANT TEACHER WILL) help write Oops! Points.
- follow expectations to earn points
- reflect on why they earned an Oops! Point and make a better choice
- give kind encouragement/redirects to their team members
- not blame team members
- be respectful to the special team tub

Rational Consequences for Not Following Procedure:

If I misuse the special team tub then I lose the special team tub.

Quick Procedures

BATHROOM: Only 1 student in the bathroom at a time. We will not go to the bathroom when we are on the carpet or in the middle of a group task. Students need to sign out first and ask first.

LINE/WALKING IN THE HALL: The first person in line is the Line Leader. The second person is Door Holder. Whoever is second in line is expected to hold the door. We need to have a straight and silent line so we don't get mixed up and so we don't disturb others when walking in the hall.

MATERIALS: If they are your materials from home, they stay in your desk. Otherwise, they go in the team tub or materials tubs.

PARTICIPATION: It is always important that we participate in our learning. This way the teacher can check your understanding, you can ask questions, and others can learn from you. Especially if you have already had think time, the teacher can call on you to share even if you didn't raise your hand.

WATER: Teacher will provide cups but students should bring a sealed water bottle to school every day. Any cups have to stay on the shelf by backpack. Only water or flavored water allowed.