TEACHING PRACTICE · CLASSROOM SYSTEMS

Classroom Management Plan

Predictable routines · inclusive expectations · positive support

> **Purpose.** Build a safe, respectful, and inclusive classroom where expectations are clear, routines are predictable, and every student can participate and learn. Teach expectations explicitly, invite student and family input, and adjust supports to meet classroom needs.

Five shared expectations

01 Use kind words and actions.

02 Keep hands, feet, and bodies safe.

03 Listen and follow directions.

04 Care for our classroom and materials.

05 Be ready to learn and keep trying.

Daily procedures

Arrival

- Enter calmly and greet the teacher.
- Put away belongings, turn in papers, and complete the lunch count.

Transitions

- Respond to the class signal and pause.
- Put away distractions, move quietly, and wait for directions.

Restroom

- Ask an adult and take the pass when approved.
- Return the pass when you come back.

Lining up

- Wait until your group is called, then line up with space between classmates.
- Use a quiet voice, keep your hands to yourself, and be ready to walk.

Calm time

- Return lunch items, enter quietly, and choose independent reading or drawing.
- Use the timer, then put materials away and reset the desk.

PREVENTION · REINFORCEMENT · RESPONSE

Support, Reinforce, Respond

Teach routines early · notice effort · respond consistently

Prevent and prepare

- Prepare materials, visuals, and predictable routines before instruction.
- Explain, model, practice, and revisit expectations throughout the year.
- Use clear cues, structured transitions, and accessible steps.
- Build relationships and invite student and family perspectives.
- Plan purposeful peer collaboration and ways to support belonging.

Recognize positive choices

- Give specific, timely verbal praise and encouraging feedback.
- Use stickers, tokens, or class recognition when appropriate.
- Share positive notes with families.
- Offer a class celebration, extra calm time, or a positive teacher connection.

Respond to behavior consistently

1. **Redirect:** give a calm prompt and restate the expected behavior.
2. **Reteach:** provide a brief reminder, private check-in, or practice of the expected behavior.
3. **Collaborate:** for recurring concerns, document objective observations and communicate with families and appropriate school staff.
4. **Use proportionate responses:** align any consequence with the behavior and school policy; prioritize restoring safety, participation, and relationships.

Safety and crisis response

Follow established school procedures and contact designated staff. Maintain supervision and ensure student safety. Document as required, coordinate follow-up, and support students as they return to routine.

Review and adjust

Monitor participation and classroom climate. Reflect on what is effective, seek input from students and families, and collaborate with colleagues to adjust routines and supports.

Individual accommodations and safety procedures should follow current student plans and school policies. Protect student confidentiality in all records and public materials.