

**Classroom Rules and Expectations:** Guidelines for success are prominently posted, taught, and referred to when discussing classroom behavior. Guidelines are overall guiding principles for student attitudes and behavior. School-wide expectations and guidelines (found in the NHS student handbook) are also used in the classroom. Plans are in place to teach and re-teach classroom rules throughout the school year, including after holiday breaks and as such students will be able to identify guidelines and describe the meaning of guidelines. Rules are quoted when students need to be redirected. A Hierarchy of consequences for rule violations are identified and directly taught to students. Rule violations and other misbehaviors are corrected calmly, consistently, briefly, and immediately. Consequences will be given at the lowest level necessary to change the student's behavior.

### **Classroom Expectations**

- Respect yourself, the teacher, and others.
  - Show respect at all times, respect others' property.
  - Avoid touching or writing on anything that doesn't belong to you.
  - Pick-up after yourself
  - Use appropriate language.
  - Be kind
- Put forth your best effort at all times.
  - Always do your own work.
  - Put learning ahead of other priorities when in class.
  - Complete tasks with a high degree of quality.
- Be prepared for class each day
  - Come prepared with all necessary materials including: a binder, paper, writing utensil, daily planner, calculator, and any/all reference material.
- Follow directions when given.
  - When directions are given, do your best to follow them the first time. If you are confused ask clarifying questions.
- Pay attention, participate, and ask questions.
  - Engage in what is going on in the classroom.
  - Ask questions when you have them.
  - Be proactive about learning and don't be afraid to ask for help.
- Preserve a positive learning environment
  - Student actions that interfere with teaching or learning will not be tolerated.
  - Use class time to learn the subject of science.
  - Minimize classroom interruptions by arriving on time.
  - Do not sleep, talk out of turn, write notes/text messages, listen to music, or play games.
- Take responsibility for your actions.
  - Do not deny or lie about something you did or blame another person for your actions.
  - Take responsibility for missing or late assignments.

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## **Classroom Rules**

- Turn off cell phones and all other electronic devices.
  - Cell phones should be off and invisible during the class period. Improper use of a cell phone will result in confiscation and treated according to the NHS handbook. Refusal to turn over the cell phone will be treated as insubordinate behavior.
- No food or drink (other than water).
  - You may drink water in class. No other food/beverage is permitted without permission.
- Arrive to class on time and ready to learn.
  - When the bell rings, you are expected to be sitting in your assigned seat.
  - You should immediately begin the warm-up activity.
  - Be physically and mentally present in the classroom and mindful of your surroundings.
- Never line up at the door before dismissal.
  - Please remain in your seat until I have dismissed you.
- Do not cheat, plagiarize, or copy others' work.
  - Cheating is unacceptable and will result in principal and parent contact with consequences determined by myself along with the principal and parent.
- Use polite and appropriate language.
  - Offensive, derogatory, and profane terms are not tolerated. In order to have a safe classroom environment where all students feel comfortable no put-downs, swear words, or derogatory comments will be tolerated.
- Do your best work and turn it in on time.
  - Remember that the work you turn in is a reflection of your effort on the assignment. The following expectations apply to all assignments.
    - Write your full name, date, and class period on each assignment
    - All work should be neatly done and legible.

## **Violation of Rules and Expectations**

- Responses to early stage misbehaviors or infrequent violations.
  - Proximity
  - Gentle verbal reprimands
  - Discussion
  - Restitution
  - Non-verbal reminder
  - Re-teach rules/expectations
- Responses to chronic or severe misbehaviors.
  - Awareness type (student is not aware s/he is misbehaving or is not aware of a problem)
    - Re-teach expectation
    - Inform student that s/he is not meeting expectations or in violation of a rule
    - Monitor student behavior and collect data for parent/student/teacher discussion
    - Provide positive feedback when student exhibits appropriate behavior
    - Consider positive incentive where appropriate
  - Ability type (student needs to learn an alternative positive behavior)
    - Re-teach expectation (provide lessons where appropriate)
    - Make accommodations (where appropriate) to increase students chance of success
    - Provide positive feedback when student exhibits appropriate behavior
    - Consider positive incentive where appropriate
  - Attention seeking type (student is feels rewarded by attention from adult or peers)



- Re-teach expectation
- Determine whether or not behavior is truly attention seeking (rule out ability or awareness type behaviors)
- Decide whether “ignoring” is appropriate. If appropriate, develop a plan to ignore and present plan to both student and family.
- Explicitly provide positive feedback when student exhibits appropriate behavior
- Monitor target behavior to determine progress.
- Consider positive incentive where appropriate
- Purposeful and/or Habitual type
  - Re-teach expectation
  - Determine whether or not behavior is truly purposeful/habitual (rule out ability and awareness type behaviors)
  - Remove any positive or satisfying aspects of demonstrating misbehavior for the student
  - Explicitly provide positive feedback when student exhibits appropriate behavior
  - Use appropriate corrective consequences to help student identify the cost for the misbehavior including involving the principal and parents.

## **Classroom Organization**

- Attention signal is identified two ways: Audible and Visual cues.
  - Audible – “May I have your attention please?” and/or “Give me five please: eyes on me, hands are free, you are quiet, still, and listening.” A series of hand claps to get student attention, one hand clap to get their attention and a second hand clap with the expectation that students will repeat/respond to the series of claps in unison.
  - Visual – I will use my right arm with fingers fanned out on hand, and move with an arching motion counter clockwise to raise my arm over my head.
- Tardiness
  - Teacher Instruction
    - Provide students with definition of tardiness for my classroom. “Students are to be inside the classroom and in their assigned seat when the bell rings.”
    - Tardiness will be documented and dealt with according to the NHS school-wide policy (found in the student handbook) consequences.
  - Procedures for students
    - Complete a tardy sheet with the following information: student name, time entering class, reason for tardiness.
    - Attach excused tardy documentation to tardy sheet.
    - Upon completion, student goes directly to assigned seat and joins the lesson.
- Absences
  - Teacher Instruction
    - Provide students with definition for absences for my class (excused vs. unexcused)
  - Procedures for students
    - Upon returning to school ask me or a classmate about the material missed and obtain a copy of necessary material.
- Policy and procedures for turning in assignments
  - All assignments are turned in by the due date (unless extension granted by teacher)
  - All assignments must have: student name, date, class period.
  - All assignments must be authored by the individual submitting assignment.

## **Grading Policy**

- Policy – students will be provided a syllabus at the beginning of each semester outlining overall grading policies. Included in the syllabus will be the following percentage breakdown for assignments.
  - Formative Assessments
    - Classroom Assignments, Lab Activities, & Critical Reading Assignments (30% of overall grade)
    - Notebook - Notes, Vocabulary, and Key Questions (30% of overall grade)
  - Summative Assessments
    - Unit/Chapter Tests (30% of overall grade)
    - Final Exam (10% of overall grade)
  - Summative Assessments may be attempted more than once per student request and when the following conditions are met:
    - All relevant missing work is completed and submitted.
    - Student must attend bulldog block a minimum of two times for further instruction.
    - Student demonstrates improvement on formative assessments.
    - The re-taken assessment will include re-written questions so that the second summative assessment attempt is not identical to the first summative assessment attempt
- Procedures
  - All due dates for assignments will be posted on the class website and on the front board.
  - Exam dates will be posted on the class website and on the front board with a minimum of two-weeks' notice.
  - Assignments will be assessed using appropriate rubrics. Students will be provided rubrics upon request and rubrics/lesson plans are posted on the class website.

## **Daily Schedule**

- The daily schedule will be visually posted in the classroom and include the following information:
  - Time segments (period 1, 2, 3, etc.)
  - Scheduled breaks
  - Assembly schedule
  - Early release dates
- Daily assignments will be visually posted in the classroom as well as posted on the class website with information including:
  - Date
  - Subject
  - Assignment (chapter and unit)
  - Standards addressed (Next Generation Science Standards & Common Core State Standards)
  - Format for assignments (small group, independent work, direct instruction, etc.)
  - Date assigned and due date.

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**Classroom Procedures** (common routine and transition expectations)

- Procedure – Independent Seat Work & Small Group Work
  - Conversation – students can engage in conversation with other students and the teacher when appropriate and if the conversation is about the current assignment. Students should not engage in conversation with more than 2 students at the same time. Conversation should be short and to the point.
  - Help – when students need help they should consult their partner (during group work), then seek help from the teacher if necessary by raising their hand.
  - Activity – Students should complete one assigned classroom assignment per day.
  - Movement – Students may leave their seats for the following reasons: sharpen pencil, get a drink, go to restroom, hand in or pick up material, and to stretch.
  - Participation – Students should demonstrate participation by: looking at their paper, writing/sketching, discussing the assignment with others, asking questions, and helping others succeed.
- Procedure – Teacher Directed Instruction
  - Conversation – students should not engage in conversation during instruction. Students can become involved in the instruction if they raise their hand and ask a question or make an appropriate comment.
  - Help – Students should raise their hand and wait to be called upon if they have a question or need help during instruction.
  - Activity – the end product will be verbal and written responses to the task of the day.
  - Movement – Students should remain in their seat during instruction unless otherwise directed to move.
  - Participation – students can demonstrate participation by looking at the teacher, raising a hand with something to say, answering questions when called upon, looking where teacher directs, and reading/writing as directed by teacher.
- Procedure – Clean up at the end of a lesson or lab activity.
  - Conversation – students can engage in friendly conversation during this activity.
  - Help – students should call the attention of the teacher if they need help vocally or by raising their hand.
  - Activity – Students organize their notebooks and make sure they have everything they need to accomplish homework. Students should be in their assigned seats and listening for possible teacher instruction.
  - Movement – Students can be out of their seats when putting material/equipment away and to pack up and organize their belongings. Students do not need permission to be out of their seats but should return to their seats at their earliest possible convenience
  - Participation – Students can demonstrate participation by organizing material, following directions, and turning in completed daily assignments.
- Teaching specific transitions and routines at the beginning and throughout the year.
  - Common Routines, Activities, and Transitions
    - Students will be introduced to expectations for routines, activities, and transitions as they occur throughout the daily schedule.
    - Visual supports for all routines, activities, and transitions will be used to support student learning of expectations with the use of a CHAMPs bulletin board.
    - Teacher will use modeling, practice, monitoring, and positive feedback to provide students with opportunities to meet expectations.
    - Re-teaching will occur before and after each holiday break as well as when necessary to redirect and refocus students.
    - Teacher will use student helpers (“CHAMPs Champions”) to help with visual supports needed for various routines, activities, and transitions. Student helpers will be rotated on a regular scheduled so that all students have a turn.

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**Classroom Management Plan** - Nampa High School - 9<sup>th</sup> Grade Physical Science - Arnold J. Wilkens

- August
  - Day 1 & 2 – Detailed description with handout covering classroom expectations and procedures for students to share with parents. Send written copy of expectations home to be reviewed by family, signed by guardian, and returned.
  - Week 1 & 2 – Teach expectations for each activity and transition as outlined in daily schedule. Students will practice meeting expectations for the following components of each activity:
    - Conversation – students will practice appropriate voice level for activities
    - Help – students will practice appropriate strategy for accessing help.
    - Activity – students will be verbally and visually informed about the purpose of each activity
    - Movement – students will practice appropriate movement for each activity.
    - Participation – students will be shown both examples and non-examples of displaying appropriate behaviors during each activity.
- September
  - Student helpers will be used to review expectations for different activities throughout the day.
  - Monitor student levels of meeting expectations and re-teach as necessary.
- October
  - Student helpers will be used to review expectations for different activities throughout the day.
  - Monitor student levels of meeting expectations and re-teach as necessary.
- November
  - Continue use of student helpers
  - Review and re-teach classroom expectations, as well as school wide expectations (as needed) prior to holiday break.
- December
  - Continue use of student helpers
  - Review and re-teach classroom expectations, as well as school wide expectations (as needed) prior to holiday break
- January
  - Continue use of student helpers
  - Review and re-teach classroom expectations, as well as school wide expectations upon returning from holiday break.
- February
  - Continue use of student helpers
  - Review and re-teach classroom expectations as well as school wide expectations
  - Implement a classroom motivation system to support expectations for the rest of the year.
- March
  - Continue use of student helpers
  - Review and re-teach classroom expectations as well as school wide expectations prior to spring break and after returning from spring break.
- April
  - Continue use of student helpers
  - Review and re-teach classroom expectations as well as school wide expectations prior to spring break and after returning from spring break.
- May/June
  - Continue use of student helpers
  - Review and re-teach classroom expectations as well as school wide expectations prior to the end of school.
  - Review current expectations and adjust as needed for the following year.



## **Classroom Management Plan** - Nampa High School - 9<sup>th</sup> Grade Physical Science - Arnold J. Wilkens

- Behavioral expectations for new students
  - When a new student arrives s/he will receive a DVD of class expectations. Each time a new student arrives it will be used as an opportunity to re-teach expectations to all students in the classroom. In addition, the classroom will have appointed a “new student ambassador” that will introduce the student to some of the common routines.

### **Encouraging All Students**

- Ratio of interactions – the teacher will exhibit at least four positive interactions for every one negative interaction.
- Classroom Motivation System
  - Class wide behavioral goals set for the whole group
  - Intermittent celebrations for meeting planned goals
    - Use of “100 Squares” as an intermittent reward system. On some occasions when the entire class is working well a student will draw a token, identify the number written on the token and then fill in the square on the chart with that number. When a class gets ten squares in a row, the entire class gets group reward identified.
  - Behavior lottery ticket for Friday drawing for targeted “behavior of the week”