Nelson, Darhleen

Mansfield ISD

Middle SChool Classroom Management

**Procedures:**

**Arrival**

* Greet each student at the door, they will hang book bags and jackets at assigned places
* Each student will get in line to go to breakfast.

**Tardy**

* Students will quietly enter the room.
* Students will place tardy slip from office along with any other supporting documentation in designated tray.
* Student will go to desk and begin working on assignments at their desk.

**Absence**

* Students will have access to the missed work online or through the absent folder.

1. The student may retrieve an absent the absent folder as they come into class on the return day. Completed work must be returned within two days of returning day.

**Home-Learning Folder**

* Each student will be provided a two-pocket folder. The left side will be labeled “To Do” and the right side will be labeled “Complete.”
* The student will place homework assignments to be done in the right pocket and completed in the left pocket.
* Homework assignments will be turned in to the designated tray at the beginning of class as students take their seats before the bell rings.
* If homework is incomplete, student will receive a zero in the gradebook for the assignment.

**Getting the class’s Attention**

* Students will stop all activities and look at the teacher when she says “SALAME,” Stop and Look at Me.

**Visitor in the Room**

* Students will work quietly on the agenda for the day while the teacher interacts with the visitor.
* If a student has a question or needs help, he or she will follow the procedure to get the teacher’s attention.

**Getting the Teacher’s Attention**

* Students will raise a hand with one finger up if they have a question.
* Students will raise a hand with two fingers crossed if they need to go to the restroom.
* Students will raise a hand with three fingers if they need to get up for such things as a tissue, sharpen pencils.
* If the teacher does not see your hand, the student must use indoor voice to call out Mrs. Nelson by name.

**Restroom Procedures**

* A restroom pass pocket chart will hold a designated amount of restroom passes per month for each student.
* Student will raise a hand with two fingers crossed up to get the teacher’s attention.
* The teacher will indicate through a nod for yes, you may go, or a shake of the head for no you may not yet.
* If the teacher gives the nod, the student may quietly get up, retrieve a restroom pass from his or her pocket and go to the restroom and return in the same timely manner.
* Only one student may go at a time.
* If a student is out of passes, permission must be obtained on a case by case basis.
* If a student has passes left over at the end of the month, they can be saved for a reward or incentive.

**Transitions**

* When switching to a different subject

1. The teacher will say transition on three
2. After two minutes the teacher will say, “Two, Change. Please put away your work and get ready for the next (subject.)
3. After one minute, say, “Three, Refocus.”

* Lining up/Hallway

1. Students will line up quietly as directed by teacher.
2. Teacher will instruct students to use first name in alphabetical order to line up.
3. This line up order will rotate weekly.

**Collaborative Group Work**

* Students will listen and follow directions given by teacher.
* Students will display the following social skills:
  + 1. Listen
    2. Display good manners
    3. Be respectful
    4. Be cooperative
    5. Help others
    6. Be patient
    7. Be kind

**When student’s assignments are complete**

* If a student finishes assigned work early, the student should work on any other incomplete assignments first.
* If all assignments are complete, the student may read a book, or write a story in journal.

**Dismissal**

* The students will clean and wipe down desk and chair with wipes.
* The students will push in their chair.
* Pack all folders in book bag.
* Separate in groups for parent pickup and bus riders.
* Students should line up in appropriate lines and wait quietly in the designated area for dismissal.

**Bullying**

* Students will sign anti-bullying pledge at:<https://www.pacer.org/bullying/classroom/elementary/activities/take-the-pledge.asp>
* **As a Kid Against Bullying:**

**I pledge to:**

**Speak up when I see bullying.**

**Reach out to others who are bullied.**

**And be a friend whenever I see bullying.**

1. Follow school procedures upon report.
2. A student a victim of bullying will notify the teacher immediately. He or she may ask to speak with the teacher or leave a note on the teacher’s desk. A bully report form may be filled out and submitted as well. These forms will be available in the classroom in a designated tray set. One with empty forms and one to turn in the filled-out form. This reporting includes cyber-bullying.
3. Students that witness the bullying are to follow the same procedure. They may request to speak with the teacher at a designated time, leave a note on the teacher’s desk, or fill out a report as a witness.
4. Teacher will meet with student suspected of bullying first. Then with victim. Both will write a detailed description of the incident.
5. Parents of students involved will be notified and the incident will be discussed with them.
6. The teacher will work with both students to reconcile their differences.
7. If the bullying is not resolved, the teacher will seek outside help from a school counselor or administrator, as school policy directs.

**How I will teach these procedures**:

The procedures will be taught via a PowerPoint presentation with examples and modeling by the teacher. Once through the PowerPoint, the teacher and student will then act out the procedure for the class. The student role will rotate with each procedure acted out. The teacher will then cold call students throughout the first few days to explain or model a procedure to the class. They will be allowed to phone a friend or refer to the copy provided by the teacher on the first day of class. During the first few weeks of class, the teacher will continue to reinforce the procedures by observing them in practice by the students, and coaching students who are struggling and encouraging students following the procedures correctly. The students will also be given a copy of the procedures in their first day packet of information from the teacher. They will be able to refer to this copy as needed.

Teaching the procedures using this three-step method of teach, rehearse, and reinforce, allows the teacher to use differentiated instruction. Using this method of teaching strategies will enable the teacher to engage every student in learning and retaining the new procedures. Students need structure and a daily routine to have a successful day. Once every student knows what to do the classroom should run smoothly and there will be more time for learning.

**Discipline Plan / Classroom Rules**

I believe if you have a strong, firm classroom management your discipline issues will be very low or non-existent. Students need and wanted structure to have a successful day. By having structure, it gives the students a sense of responsibility because they will know where to file their completed work, and where to get any new work, or needed supplies. I also believe that the word discipline is a harsh word and I think of severe punishment whereas the word consequences relates more with the choices a student makes. For instance, if the student refuses to complete their assignment in class then they should not be allowed to go to recess or they lose time before they can play with their friends.

# Classroom Rules

Classroom rules will be displayed on the wall at the front of the room. Rules are selected in a manner to encourage student accountability and good character. As a class, we will review on the first day and adjust per student feedback. A copy of rules will be sent home with the student for parents to sign and return. Students and teacher will sign, and copy will be kept in class file.

1. Arrive on time for class, on task and prepared to learn
   * Be in the classroom when the bell rings, in your seat, working on bell ringer.
2. Be responsible for your learning.

* Have all materials necessary, prereading assignments completed, be prepared to listen, and take notes.

1. Be respectful to classmates, teacher, and classroom.
   * Treat others, surroundings, and supplies with dignity, kindness, compassion, and courtesy.
2. Be positive.
   * Have a positive attitude in class, be encouraging to fellow students.
3. Clean area.

* Put books away, clean desk, push in chair, pick up any papers on the floor. throw trash away.

# Discipline Plan - Rewards and Consequences

1. Positive behavior will receive verbal praise and acknowledgement.
   1. Acknowledge effort not just success.
   2. Be encouraging and positive
2. There are consequences for disruptive behavior.
   1. For the 1st occurrence of disruptive behavior, student will receive a verbal warning
   2. For the 2nd occurrence of disruptive behavior, student will lose time during recess.
   3. For the 3rd occurrence of disruptive behavior, a call will be made home to the parent and the unacceptable behavior and remediation plan will be discussed.

**Before the students arrive**

1. Decorate room with positive / encouraging words for the students

* There is no one better to be than myself.
* I am enough.
* I get better every single day.
* I am an amazing person.
* I am perfect just the way I am.
* It’s okay not to know everything.
* I can do better next time.
* I am proud of myself.
* I deserve to be happy.

1. Create a positivity board – where the students can put sticky notes of positive statements to share
2. Create and label a special Teacher Assistant desk with class rooster,

* Numbered popsicle sticks to coordinate with student number for randomly calling on students.

1. Arrange and label students’ seats in groups of four.
2. Create and label a table for completed work, bell ringers, and journals / notebooks per period. along with bins for extra pencils, paper, glue, staple, tape for the front and back of the classroom.
3. Create a power point for promethean board of the day’s activities to have displayed when students enter the room.
4. Create an emergency substitute notebook.
5. Create an emergency Go To bag – this is used for fire drills

* Add medical supplies

**The day of class:**

1. The teacher will stand at the door.

* Greet each student with a friendly “Hello.”
* Make eye contact.
* Give complement: nice top, hair style.

1. Go over routines of the classroom and expectations.

* Showing the students where items are.
* The teacher will discuss the schedule of the classroom.
* When I need to get your attention – 1,2,3 All Eyes…

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**Introduction to Letter to Students:**

Dear (Student Name),

I am thrilled to be your 7th grade teacher this year. My name is Mrs. Nelson, and I am looking forward to getting to know you. Our room number is B6.

I am very excited and cannot wait to meet you and get started on our new year. This will be our best year ever.

Sincerely,

Mrs. Nelson

**Introduction Letter to Parents:**

Dear Parent or Guardian,

I hope you had a great summer and are looking forward to a new school year. I know I am! Please let me introduce myself. I have worked in the Mansfield ISD for the past several years. I hold a teaching certification in both Special Education EC-12 and Core 4-8. I am also currently working on my master’s degree in Education from Tarleton State University. I am married 30 years we have a daughter, whom lives in Florida, with her husband and our beautiful grandson.

I am thrilled to play a leadership role in your child’s 4th grade special education class this year. The lessons and activities I have planned are very exciting and engaging. Daily homework will be minimal, but I do encourage you to let your child read to you.

I would like to implement a fun Friday policy to reward your student for making good choices throughout the week. This could be an ice cream social, cupcakes, or a movie. This list could change once I get to know your child along with their likes and dislikes. If your student chooses to not make good choices it will be reflected on their point sheet, which will come home daily for you to review, sign, and return. I will keep you notified of any issues concerning your child so we can work together to implement fair and consistent consequences.

My room number is B6. You may contact me through my email at [darhleennelson@misdmail.org](mailto:darhleennelson@misdmail.org) or calling the school and leaving a message with Director, Mrs. Alexander at 682-314-1763. I will return your call or email the same day. I cannot wait to start the new year with your student.

Sincerely.

Darhleen Nelson

**Middle School Class Schedule**

First Day

7:10 A.M. – Greet students with a “Good morning, how are you doing today?” as they get off the bus, put bookbags on hooks near door, walk students to cafeteria to pick up breakfast, return to multipurpose room to eat.

7:30 A.M. – Have students clean up, go to bathroom, wash hands.

7:35 - 8 A.M. – Explain Boohoos and Wahoo’s – The students are given two pompoms to talk about something good or bad they want to share with the class. The students have the choice of doing two boohoos / wahoo’s or one of each. All students sit around a table and are given two pompoms. One student will share at a time, when they are done, they call on the next one.

We will then discuss the rules and expectations for classrooms, transitioning in the halls to and from the cafeteria.

8 – 9 A.M – Students are permitted to go to bathroom and fill up water bottle. Then they sit at there assigned desks to work on their daily math worksheets that have already been placed at their desks. Students can take short breaks as needed.

9 – 10 A.M. – Students work individually on their daily Reading usually one-on-one.

10 – 10:15 A.M. – Enrichment Time – This is structured break time. Each day of the week is something different for instance: Monday – puzzle day, Tuesday – computer time, Wednesday – art/ drawing, Thursday – game day, Friday – free play.

10:17 – 10:45 A.M. – English Language Arts / Spelling

10:45 A.M. – 10:55 A.M. – Students line up go to restroom, wash hands, and are taken to cafeteria to pick up lunch.

11 – 11:20 A.M. - Students return to eat lunch in the multipurpose room, when finished eating students will go use restroom, wash hands and get their art box to draw till 11:20 A.M.

11:20 – 11:45 A.M. – Students will quietly read a book they have selected, then they will write a short summary.

11:45 – 12:30 P.M. – P.E.

12:30 – 12:35 P.M. – Students will use restrooms, wash hands, fill water bottle, and get a snack.

12:35 – 1 P.M. – Students watch CNN, we will discuss when done.

1 – 1:35 P.M. – Science

1:35 – 1:55 P.M. – Explain chore chart

1:55 – 2:15 P.M. – Go over point sheets with each student individual, dismissal as parent or bus arrives. The students can play on iPad or read while waiting.