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| **< Your School Name Here >**  **Classroom Procedures &**  **Positive Behavior Resource Manual**  **2008-09 School Year** < YOUR SCHOOL  MASCOT **HERE >**    This template compiled by the St. Croix Foundation  with input from Elena. L. Christian Junior High School  Resources:  *The First Days of School*, Harry Wong & Rosemary Wong  International Center for Leadership in Education  Plain Dealing Middle & Senior High School  Teachers.net  Copyright © 2008 |

**< Your School Name Here >**

**TEACHER CLASSROOM PROCEDURES**

**2008-09 School Year**

**Why Are Procedures Necessary?**

*The most effective schools have procedures that are used consistently by all teachers. These are ready and posted on the first day of school. Students can move from teacher to teacher knowing what to do.* (Teachers.Net, September 2007)

**DOOR SIGNS**

*By informing students where they are, you reduce the likelihood of distractions once class has begun, e.g. students who are not in the right classroom and questions like “What room is this?” “Is this English?” You automatically reduce tension and frustration in students, allowing them to settle down quicker.* (First Days of School, 105-106)

**All doors should be posted with the following information: (see example below)**

1. Your name
2. Grade level and/or subject
3. Room number
4. A welcoming phrase

**Procedures for Greeting Students**

Ms. Smith



8th Grade English

Room # 210

*Welcome!*

*Your name, room number, the period, and the class are on the chalkboard. Directions for seating are reiterated. Information about the first assignment [bellwork], which is on students’ desks, the chalkboard, or on the projector screen, is clearly stated and tells the students to get to work even before the bell rings.*

*The message you are relating to students is that the classroom is a safe, positive, work-oriented environment where every second will be devoted to success and learning.* (First Days of School, 114)

Greet each student at the door (before the bell rings)

1. Introduce yourself
2. Assure them of the grade and subject
3. Direct them toward their pre-assigned seats (recommendation: number seats according to your grade book.)
4. Tell student to read and follow the instructions written on the board – the bellwork

Greet the class (after the bells rings and after bellwork time is over)

1. During bellwork, take roll. Do not interrupt the students doing bellwork until their time is finished and you are finished taking roll. (For taking roll using seating charts, see page 4.)
2. Introduce yourself to the class
3. Teach classroom procedures for the following;
   1. Seating assignments
   2. Taking attendance
   3. Bellwork
   4. Heading assignments
   5. Turning in work
   6. Homework
   7. Test/Quiz
   8. Textbook/Workbook
   9. Getting the teacher’s attention
   10. Restroom breaks
   11. Quieting down
   12. Group work
   13. End of class—dismissal
   14. If the teacher is out of the classroom
   15. Classroom supply
   16. Absenteeism
   17. Tardy procedures
   18. Grading
4. Teach classroom rules, consequences, and rewards (for sample classroom sign, see Appendix A)
   1. **Procedures vs. Rules**
      * Procedures are **how** things are done.
      * Rules are discipline and involve rewards and penalties.
   2. **Classroom Rules (there should be no more than five rules per classroom)**

* Be courteous
* Be prepared
* Be on time!
* Follow all policies and procedures

5. Communicate your HIGH expectations of the classroom and that you know they can achieve!

**Seat Assignment Procedures**

*Seating assignments reduce student confusion, facilitate roll taking while students work, aid with name memorization, and separate potential problem students. Don’t make finding one’s seat on the first day of school a frustrating treasure hunt. The task should be over in a matter of seconds.* (First Days of School, 119)

* Teacher will color code rows and number each seat or desk.
* Seats can be assigned in numerical order from front to back or back to front.

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| --- | --- | --- | --- |
| * **1** | * **5** | * **9** | * **13** |
| * **2** | * **6** | * **10** | * **14** |
| * **3** | * **7** | * **11** | * **15** |
| * **4** | * **8** | * **12** | * **16** |

**OR**

|  |  |  |  |
| --- | --- | --- | --- |
| * **1** | * **2** | * **3** | * **4** |
| * **5** | * **6** | * **7** | * **8** |
| * **9** | * **10** | * **11** | * **12** |
| * **13** | * **14** | * **15** | * **16** |

**TIP**

Use the number for the seat that corresponds with the student’s name in your grade book. For example: Alicia Adams would be number 1 in your grade book and number 1 on your seat assignment. (This number can be used as a “classroom ID” for all homework assignments, etc. It makes alphabetizing and recording grades easier. See “Heading Assignments” procedures on page 4!)

**Taking attendance**

*The old way of taking roll [verbally going down the roster] that you saw your teachers use 10 to 15 years ago is really quite inefficient. Each time [someone] yells out a response, the noise level rises. Confrontation also builds up between the class and the teacher as to whether or not a student is absent or tardy. Valuable minutes are wasted as excuses and explanations begin. And, many students sit bored while precious time is wasted on a bookkeeping chore.* (First Days of School, 129)

**To ensure that instructional time is maximized, when the bell rings, all teachers should:**

1. Scan the room first to make sure all students are working.
2. Those students who are not working should be silently signaled to do the work.
3. While students are working, take roll silently using your seating chart.

**TIP**

1. Roll call should be conducted *verbally* on the first day (and first day **only**) after bellwork in order to allow students to provide the teacher with the correct pronunciation of their name.
2. Create folders for each of your students. Keep them in one place.
   1. If a student is absent, you can place any work missed in the folder.
   2. Upon return to class, the student can simply go to his/her folder and retrieve his missed work without any distractions.

**Bellwork Procedures**

*Have an assignment ready on the board written in the same place every day. Some teachers call this “bellwork,” because at the sound of the bell, work must begin.*

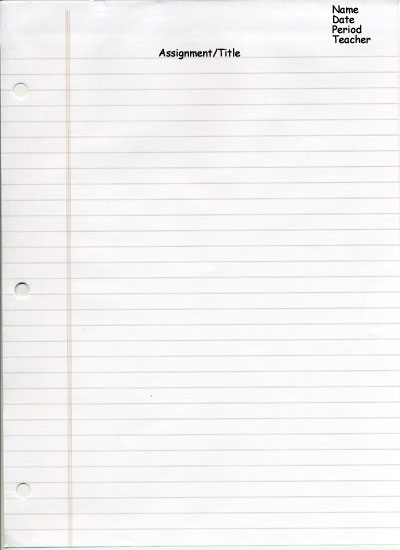
*Teach your students to enter the classroom quietly and start immediately on the bellwork. The important thing is to get students working immediately. An assignment must be available, and the students must know the procedure for getting to work immediately. Do not destroy prime time with non-prime time activities such as taking the attendance, making announcements, answering questions, or collecting papers.* (First Days of School, 121-122)

**Bellwork:**

* Bellwork will take 5 minutes *only*, the time in takes between the first bell and the tardy bell.
* Students will begin bellwork as soon as entering the classroom.
* Teacher can give a one minute warning to alert students when bellwork will be over.
* Upon completing bellwork, students will turn assignment in by:

**OPTION 1.** Students place bellwork on the right-hand side of their desk to be collected by the teacher or by a designated student. (Reduces movement in the classroom)

**OPTION 2.** Students will turn in their bellwork by passing the papers across the row. (Bellwork should NOT be collected by allowing students to pass assignment to the front, since students tend to poke, tap, shove, and call out students’ name. For procedures for turning in-class work, see below.)

**Heading Assignments**

In the TOP RIGHT corner of the page, all above the top line, it should read as follows (in this order from top to bottom):

* Seat # (Grade book number)
* Name
* Date
* Period
* Teacher
* ASSIGNMENT
* For essay assignments, follow the format above, but put the TITLE of the essay in the CENTER of the page.

**Turning in Work**

*The goal of procedures for turning in in-class work and homework is to maximize instructional time by reducing the number of questions and to structure movement in the class. (Work should* ***never*** *be collected by allowing students to pass to the front as students tend to poke, tap, shove, and call out students’ name).*

1. Use two baskets or folders (or designate two separate places in your classroom). Label one “Homework” and one “In-Class Work”
2. Designate a student to collect papers. He or she will collect homework or in-class work by walking around the room and picking up each stack. The student will then put the work into one of the two baskets provided.
   1. If the desks are arranged in rows, students collect their seatwork by passing the papers across their rows and stacking them at the end of each row.
   2. If students are seated at tables, they place their finished papers in the middle of their table.

**NOTE**: For procedures on what to do with students who do not turn in homework, see the procedures on the following page.

**HomeWork Procedures**

*All of the suggested procedures here reduce student movement and, therefore, distractions. Having a set procedure that students are fully aware of will reduce the number of questions and maximize instructional time .In an effort to establish greater structure in the classroom one of the following procedures should be implemented.*

**OPTION 1.** Student will place homework in a designated, clearly marked basket or folder as he/she enters the class.

**OPTION 2.** The teacher designates a student to stand at door entrance and collect homework.

**OPTION 3.** Student will place homework on the right hand side of their desk for collection.

**OPTION 4.** Student collects homework by passing the papers across the row or stacking in the middle of a table.

**Homework NOT Completed—Procedures**

*A teacher shared that he had a horrible time with students not turning in their work. He used the pink slip. He said that the first week he used an entire ream of paper. The next ream lasted him the rest of the school year! In New Jersey, a principal said that he asked his teachers to use the pink slip. He said that* ***their homework turn in rate increased from 45 percent to 85 percent****!* (Teachers.Net, September 2006)

* Students who do not turn in their homework will immediately receive a pink slip (Homework Responsibility Form) which must be completed and returned to teacher before the end of the class period. Please see Appendix B for a sample of this form.
* After two missed homework assignments, students will receive an automatic detention and will be directed to sign their name to the detention list.

OR

* After the first pink slip, your teacher will call your parent or guardian.
* After \_\_\_ pink slips, you will have after school, mandatory homework detention.

**A few tips at your fingertips:   
How to Improve the Homework Turn-in Rate**

1. **Wait until the second or third week of school to assign homework that is to be done at home.** During the first week or two of school, assign homework, but do it in class. Teach the students the procedure of how to do the homework. When you have assessed the student’s ability to do the homework correctly, then assign homework to go home.
2. **Start the homework in class** and then send the students home to finish the homework is a variation to use when you sense students may have a difficult time with the assignment.
3. **Tell the students what the homework is** and what the purpose is of the homework. The homework must be correlated to the objectives of the lesson. If not, the students will ask why they have to do the homework. The students will suspect (as well as the parents) that the assignment is just busy work masquerading as homework.
4. **Make the homework consistent in style** and clear in purpose. A consistent style also helps to reinforce the routine of completing the assignment. This is the same as routines that must be done in life such as washing the dishes, calling an elderly parent, or picking up the kids, but if there is a routine, it makes the task that much easier to complete.
5. **Indicate the probable length of time for completion** somewhere on the homework assignment. Just as you like to know the length of a song on a CD or the length of a movie on a DVD or at a theater, you can improve homework completion rate if the students know the time it will take to do an assignment.

*Bear in mind that some students are shuttled between parents or caregivers. Others have parents or siblings to take care of or have a part-time job, so you can help them to schedule their time by indicating the length of the assignment.*

1. **Do the first few homework assignments yourself.**

**Test/Quiz Procedures**

*To ensure that students are given an opportunity to do their best and to aid with assessment and instructional planning, strong procedures should be in place for all quizzes and tests given in your classroom. Please be consistent.*

Example #1

* Give an estimated time for students to complete tests/quizzes.
* The teacher or a designated student will place the test/quiz on each student’s desk with the following instructions;
  + DO NOT turn test/quiz over until I give the OK.
  + When completing test/quiz, please place face down on the right hand side of your desk to indicate you are finished.
  + I will collect test/quiz or I will call students by row to return test/quiz.
  + If completed early, proceed to in-class work, homework, or read a book.

**Textbook/Workbook Procedures**

**For departments which have textbook/workbook.**

Textbook must be brought to class by student unless otherwise instructed.

**For departments which don’t have individual textbooks/workbooks for students to take home.**

**OPTION 1.** Text book will be inside desk.

**OPTION 2.** Textbook will be placed in cabinet or on designated shelf.

**OPTION 3.** Teacher will hand out books to students by row.

**OPTION 4.** Textbook will have a number.

**Getting the teacher’s attention**

*The goal of this procedure is to reduce the number of times the class is interrupted by restroom break requests or requests for help. When you see a signal, silently respond to the gesture with a nod or shake of the head.*

1. If a student wishes to speak, he/she is to raise the index finger
2. If a student wishes to leave his/her seat, raise two fingers.
3. If a student wishes to go to the bathroom, raise two crossed fingers.
4. If a student needs the teacher’s help, he/she is to raise three fingers.

***See Appendix C for a sample classroom sign of this important procedure.***

**Restroom Break Procedures**

* Only one student may use the restroom at a time.
* To indicate need for a restroom break, students raise two crossed fingers.
* Students must have a hall pass.
* Students are not allowed restroom breaks after lunch.

**Quieting the Class Procedures**

**OPTION 1.** Teacher will raise hand to quiet the class.

**OPTION 2.** Teacher will count to five to quiet the class.

**OPTION 3.** Teacher will blow a whistle to quiet the class

**OPTION 4.** Teacher will ring the bell to quiet the class.

**Group work Procedures**

1. *Teacher* will assign groups.
2. Teacher gives duties that match the number of tasks required for the group work, i.e. student 1 is responsible for getting and returning materials, student 2 is responsible for ensuring the steps of the activity are followed, student 3 takes the minutes/observations, and student 4 oversees the writing necessary for the project.
3. Each student is responsible for his/her own work. (Never give fewer tasks then there are people in the group!)
4. Teacher will give a five minute warning before any changes in the activity by:
   1. playing music
   2. ringing a bell
   3. using a snap/clap rhythm pattern led by teacher

**End of Class Dismissal Procedures**

1. The Bell DOES NOT dismiss the class.
2. The **teacher** dismisses the class.
3. Students MAY NOT begin packing up books or book bags when the bell rings.
4. First, the teacher will conclude final class discussion *and then* dismiss the class by row or by saying out loud, “CLASS DISMISSED”.

**If the Teacher Is Out of the Classroom**

*When classroom procedures are clear and practiced, if there is some reason why a teacher cannot be present during class, the students will continue as if she/he were there.* ***It is every teacher’s responsibility to indicate to students that normal procedures are to be followed.***

1. Students will remain on task while the teacher is out of the class.
2. A paraprofessional, the teacher next door, or a school monitor will be made available for assistance if needed.

**Classroom Supply Procedures**

*Students should come to class/school prepared at all times, however, we know that this is not always the case. Use the following procedures to cut down on distractions in class that typically arise from a student breaking a pencil, not having paper, etc.*

* On the first day of school, the teacher will hand out a list of materials the student will need to bring to class every day.
* Students are told that they can purchase supplies from the student store, which is open:
  + 7:10 AM to 7:30 AM every morning; *\* Business class to establish additional hours.*

**Common supply situations:**

* Broken pencils/”I forgot my pencil”
  + If a student breaks a pencil, they will raise their pencil in the air.
  + The teacher acknowledges the request with a nod and the student places the broken pencil in a can labeled “BROKEN PENCILS”
  + The student then retrieves a new pencil from a can labeled “SHARPENED PENCILS” and returns silently to his/her seat.
* “I don’t have any paper!”
  + If a student has no paper, he/she raises two fingers in the air indicating the need to leave his or her seat.
  + The teacher acknowledges the request with a nod and the student goes to the box labeled “PAPER” and removes a sheet of paper for use.
  + The student silently signs out the number of loose leaf papers he or she signed out and then returns to his or her seat. (See Appendix D for a sample sign out form.)
* “I forgot my book!” If a student does not bring a necessary book to class, the procedure for this may be simple; however, it is important to **teach** and rehearse this procedure in ADVANCE with students so that disruptions in class do not occur.

**OPTION 1.** Share with a neighbor.

**OPTION 2.** Student is provided with a book “loan” and are allowed to borrow a book in return for signing a form that forfeits 3 or more paws for every day a book must be borrowed. (See Appendix E and E.1 for sample forms.)

**Absentee Procedures**

* Upon return to school, following an absence, students will place an excused note on the teachers’ desk at the/before the beginning of class.
* Students WILL NOT get makeup work without an excused note.
* Once the student has provided the excused note, he/she goes directly to the homework/missed work folder and retrieves the missed work.

**Tardy Procedures**

* Students who are late get a demerit. There are no excused or unexcused tardies.
* Students who are late enter the room and immediately go to the demerit list to sign.
* Teachers will turn in their demerit lists to \_\_\_\_\_\_\_\_\_\_\_ at the end of every \_\_\_\_\_ (week/day)

**Team Grading System**

**BELLWORK**

**There is no makeup on bellwork. Grading options are as follows:**

**OPTION 1.** Bellwork is considered as extra points to be compiled at the end of the marking period.

**OPTION 2.** Bellwork is used to earn “PAWS” (Corrected bellwork is collected at the end of the marking period and students are awarded 3 paws per correct bellwork assignment.) \*\*\*\*PREFERRED\*\*\*\*

**OPTION 3.** Extra Credit score will be added to a quiz or test taken that week (at a rate of one point per correct bellwork assignment.)

**GRADE GRAPHIC**

* 40% Tests
* 30% Quizzes
* 10% Class participation
* 10% Homework
* 10 % Projects
* \*\*\*\* Bellwork\*\*\*\*

Appendix A

***< Teacher’s Name Here >***

***Classroom Rules***

1. Be courteous
2. Be prepared
3. Be on time!
4. Follow all policies and procedures

*Choosing* to follow the rules will result in:

* Verbal Acknowledgement
* A stress free learning environment
* A pleasant and secure atmosphere

*Not* choosing to follow the rules will result in:

* 1st – Warning and documentation
* 2nd – Detention
* 3rd – Parental contact and detention
* 4th – Disciplinary referral

\**Please* ***choose*** *to make this a great year!*

Appendix B

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Class Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*You’ve been Pink-Slipped!*

Homework Responsibility Form

Completing your homework or assignment is your *responsibility* as a student.

Failure to complete this form when you do not turn in an assignment indicates you are not taking responsibility for your homework and constitutes an automatic zero for the assignment due today.

Missing Assignment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I do not have my homework today because:

\_\_\_\_ I did the assigned homework, but I did not bring it to class.

\_\_\_\_ I chose not to do my homework.

\_\_\_\_ I forgot to do my homework.

\_\_\_\_ I did not have appropriate materials at home.

\_\_\_\_ I did not understand how to do it.

\_\_\_\_ Other—please explain below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I take full responsibility for not turning in my homework and will do one of the following:

\_\_\_\_ Turn in the completed assignment to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ before 3 PM to be placed in my teacher’s mail box.

\_\_\_\_ Turn in the completed assignment next class.

\_\_\_\_ Email the completed assignment to my instructor before 5:00 PM today.

\_\_\_\_ Accept a zero for this assignment.

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**To Obtain the Teacher’s Attention,**

Appendix C

**Raise…**

****

**One Finger, which means:**

“I wish to speak.”



**Two Fingers, which means:**

“I wish to leave my seat.”



**Two Fingers Crossed, which means:**

“I wish to go to the restroom.”

****

**Three Fingers, which means:**

“I need your help.”

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| **< TEACHER'S NAME HERE >**  Appendix D | | | | | |
| **PAPER SIGN OUT** | | | | | |
|  |  |  |  |  |  |
| Please write your name, date, period, and the number of sheets you are taking. Then, sign the form and return to your seat. | | | | | |
|  |  |  |  |  |  |
| **Date of Loan** | **Last Name** | **First Name** | **Period** | **# of sheets  of paper** | **Signature** |
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Appendix E

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Class Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Book Loan Agreement*

Bringing your books and materials to class is your *responsibility* as a student.

To borrow a book, workbook, or textbook, please indicate the reason why you did not bring it with you to class.

Missing Book: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I do not have my book and/or materials today because:

\_\_\_\_ I forgot to bring it.

\_\_\_\_ I misplaced it, but I think I can find it.

\_\_\_\_ I lost it.

\_\_\_\_ Other—please explain below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I take full responsibility for not bringing my materials to class. By signing this form, I agree to make every effort to bring my materials to class every day.

To complete my work today, I would like to borrow the materials I need from the teacher and return them at the end of class. I will pay paws at the end of the quarter to cover this loan.

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix E.1

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| **< TEACHER'S NAME HERE >** | | | | | |
| **Book / Materials Loan Log** | | | | | |
|  |  |  |  |  |  |
| By signing this form, you agree to pay your book/materials loan with paws at the end of the marking period. | | | | | |
|  |  |  |  |  |  |
| **Last Name** | **First Name** | **Grade** | **Period** | **Date of Loan** | **Signature** |
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| **< TEACHER'S NAME HERE >**  Appendix F | | | | | | |
| **Detention Form** | | | | | | |
|  |  |  |  |  |  |  |
| Please fill out the date, your name, period, and whether your tardy is excused. Unexcused tardies result in detention. | | | | | | |
|  |  |  |  |  |  |  |
| **Date** | **Last Name** | **First Name** | **Period** | **Excused** | **Not Excused** | **Signature** |
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