

Classroom Community and Safety Plan (15 Points)

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Instructions: The purpose of this exercise is to think about the community system you will explain to your students during the first day or week of school. Answer the questions that follow. (Upon completion of this module, you may want to revisit this exercise to make adjustments to your community plan, as you will from time to time throughout your professional career.)

1.

8th Grade: 9-12th Physical Science Course
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2. Attention to procedures. Use a statement to explain your procedural expectation for each of the following:

a.	How are students to signal that they want your attention and help?
	<ul style="list-style-type: none"> 1 finger up: pencil sharpener 2 fingers up: tissue needed 3 fingers up: deposit items in trash can 4 fingers up bathroom or clinic emergency 5 fingers up: question, answer or comment 6 Fist up: Other
b.	How do you call on students during question and discussion sessions?
	<ul style="list-style-type: none"> • I call on them in random order. • I find that it helps to quickly call on a less confident student so they get encouragement fast.
c.	How and when are students to enter and exit the classroom?
	<ul style="list-style-type: none"> • Students are lined up along hall wall next to my door. • After my current students have left my room, students will enter my room upon my invitation.
d.	How are students to obtain the materials for instruction?
	<ul style="list-style-type: none"> • Materials for instruction (including investigation materials) will be passed out by student helpers. • Occasionally there are investigative activities requiring that groups send certain student leaders to a location in the room for additional materials. • If students are absent, paper materials missed will be in the hanging folder-set (on cabinet door) in chronological order by unit. • Once unit retest has been taken, students will be able to access only paper materials that will be graded in the iron file near the back door. • All paper documents are available digitally on students' Google Classroom page. • All Google Slides for each day's class are available digitately on students' Google Classroom Page. • Any digital learning not linked on slides (Quizizz's, or outside activity links) are available on each day's Google Slides.
e.	How are students to store their personal items?
	All personal items are to be stored in students' backpack.
f.	What are the procedures for students going to the drinking fountain or bathroom?
	<ul style="list-style-type: none"> • <u>Bathroom</u>: School policy states that students will use restrooms under supervision of staff at the following times only. <ul style="list-style-type: none"> <input type="checkbox"/> During homeroom <input type="checkbox"/> With class stop enroute to lunchroom

	<ul style="list-style-type: none"> <input type="checkbox"/> During class restroom break in 4th period <input type="checkbox"/> If bathroom emergency arises, student will be allowed to go unsupervised after their agenda book is signed by staff member. ● <u>Water</u>: School policy allows and expects students to bring water bottles to school. Students may fill their water bottles or get water from the fountains under supervision of staff at the following times only. <ul style="list-style-type: none"> <input type="checkbox"/> During homeroom <input type="checkbox"/> With class stop enroute to lunchroom <input type="checkbox"/> During lunch at cafeteria's fountain <input type="checkbox"/> During class restroom break in 4th period <input type="checkbox"/> If possible choking emergency arises, student will be allowed to go unsupervised after their agenda book is signed by staff member.
g.	<p>What are the procedures during class interruptions?</p> <ul style="list-style-type: none"> ● If there is interruption from a student, guest, etc. I direct the students to continue (thinking, investigating, discussing, writing, etc.) independently as I work with the interrupting party. ● If it is a longer interruption, I ask students to continue the lesson guided by my Google Slides direction which is always accessible to them on the Google Site for my classes.
h.	<p>What are the procedures for tardies or early dismissal?</p> <ul style="list-style-type: none"> ● <u>Tardies</u>: 8th Grade policy for our school mandates that once the door is closed 2 minutes after the bell, students report the 8th grade assistant principal's office to record the tardy. They then immediately return to the class and will gain entrance by showing the tardy slip through the door's window.
i.	<p>What are the procedures for turning in homework?</p> <ul style="list-style-type: none"> ● On the due date, homework or graded assignments are sent to end of each row of desks and I collect them from each end. ● The next day and thereafter, late assignments are place in a bin on my desk before the end the warm-up. Once we begin, work must be turned in the following day.
j.	<p>What are the safety procedures for laboratory activities? What strategies will be used to remind students of the procedures?</p> <ul style="list-style-type: none"> ● Our district directs us to use the Middle School Flinn Scientific Safety Contracts in English (click for link) and Spanish (click for link). ● On the 2nd or 3rd day of school, our 8th Grade Physical Science Teachers go over the contract with students during a lesson about physical science investigation safety. ● Our 8th Grade Physical Science Teachers give a white copy to each student for them and parents to sign after reviewing. This copy is due to the teacher the next day and students cannot participate in activities with materials until it is returned. ● A second colored copy is given to students to keep as pages 1-2 in their notebooks for easy reference when they need reminders of procedures. ● I like to play a little game of students finding related safety procedures on the contract and sharing them with the class before most investigations.
k.	<p>What are the expectations for communication between students/students and teacher/students?</p> <ul style="list-style-type: none"> ● Students are encouraged to share their academic thoughts with one another during most assignments and activities, except for graded formative & summative assessments. ● Students are reminded to keep their voices at a volume that does not distract other groups. ● Students learn from the fist day that I am here to help them be successful, so I welcome ALL questions. ● They also learn that most of there questions of me will be met with questions they should consider in order to discover their answer. ● Students are told to feel free to email me about logistical questions they have about assignments and will get back to them by email or in class the next day.

<p>l.</p>	<p>What are the procedures for making transitions during the lesson?</p> <ul style="list-style-type: none"> ● I work really to make transitions seamless, so that students know how this next activity relates to the previous. ● I ensure every piece of equipment or materials are in close proximity to student groups and share with students their jobs to restage the scene for the next period upon their completion. ● I use on screen timers and share times allotted with students in advance. ● All direction is always in my Google Slides for reminders. ● All of this is ready the afternoon before after careful planning and setup. ● I use a timer so students moving locations must do so within that reasonable timeframe – it doesn't allow for dawdling.
<p>m.</p>	<p>How will the teacher deal with inappropriate behavior or procedure infractions?</p> <ul style="list-style-type: none"> ● This coming year, I will be using strategies from <i>We Got This</i> by Cornelius Minor (2019). To keep my heart and mind prepared for these situations I will be doing the following. <ul style="list-style-type: none"> □ Rehearse the TRUTHS shown on page 95 from day one with students is also a great way to remember my “why” for my manner of responses. □ My top three include the most important one for me - the one I need start and end with each day is “consider a kid’s needs, abilities & social functioning.” I can sometimes have expectations as if they are grown. Students seem grown for weeks and then they have a moment. □ Another important one for me to remember to check my language is ensuring it “centers how children feel, especially if they have been the victim of any offending behavior.” I know MOST students have been on the receiving end of offending behavior by middle school. □ Number three for me is “de-escalate rather than escalate” (Minor, 2019, p. 95). ● I make a point to address students privately, bringing as little attention to the behavior as possible. ● I calmly ask them questions. Was that behavior appropriate? Why Not? So what happened that you chose that behavior? So, what will you do next time? Nice choice. What should happen if you repeat the behavior? Usually they know that a “step” on their discipline plan is issued next per the school-wide management plan. Then I praise a personal and academic quality to let them know I am confident they will be different in the future. ● 2nd similar infraction: I calmly ask them questions? Was that behavior appropriate? Why Not? So what happened that you chose that behavior? So, what must happen now? I’ll confirm, the consequence, then I praise a personal and academic quality & let them know I am confident they can be different in the future. I will contact the parent, praise a personal and academic quality, notify them of the first & 2nd incident, & let them know I am confident they can be different in the future. ● Though I am kind, caring & respectful to students & parents, I give steps with fidelity in accordance with the plan. I know doing it this way makes for a well-behaved class that knows I believe in them. ● Rarely, there is student that has extreme behavioral dysfunction, and special procedures are already put in place for those students (like a pass to the counselor ASAP, or certain adult they can spend time with. Even this is the first meltdown, this is the procedure. <ul style="list-style-type: none"> □ In the meantime, I email the counselor immediately to come get this student ASAP. □ I do my best to talk to talk the student down (class continues forward shared in 2g.) □ If the student is loud or crying, I ask my teammate with whom I share a door to please call an AP to come get this student, then teammate will stand in the doorway monitoring both rooms, while I talk with the student in hall showing understanding an compassion.
<p>n.</p>	<p>How will the teacher reward positive behavior?</p> <ul style="list-style-type: none"> ● High, public praise is my favorite, and students seem to love it. ● I also share successes with parents via phone or email. ● <u>Bronco Bucks</u>: We have a Positive Behavioral Interventions and Support (PBIS) program where we give Bronco Bucks to students when we see them exhibiting positive behavior. At the end of the

	academic quarter, students redeem their Bronco Buck at the Bronco Store for treats fun gadgets.
o.	What responsibilities will the students have for maintaining the physical environment? <ul style="list-style-type: none"> • Cleaning & properly putting away all supplies as described by teacher. • The floor and table where they sit must be immaculate (sanitizing wipes are available for their use).
p.	What procedures will teachers use to redirect inappropriate behavior? <ul style="list-style-type: none"> • If I am unable to get to them privately, I may call their name to get their attention to me. • I can usually give a partial smile with a sly “I see you” look and students will redirect themselves.
q.	What are procedures for making up work when absent from class? <ul style="list-style-type: none"> • If students are absent, paper materials missed from absence will be in the hanging folder-set (on cabinet door) in chronological order by unit. • Once unit retest has been taken, students will be able to access only graded paper materials in the iron file near the back door. • All paper assignments are available digitally on students’ Google Classroom page. • All Google Slides for each day’s class are available digitately on students’ Google Classroom Page. • Any digital learning not linked on slides (Quizizz’s, or outside activity links) are available on each day’s Google Slides. • Students may come to my Help Session on Thursday mornings before school to get with any understanding or assignment they missed due to absence. • Students are also allowed to come to me during homeroom for assistance.

3. List of student behavior expectations that I will present to my class (no more than five):

Expectation 1:	Be Prepared: This means coming prepared with essential materials—such as notebooks, pencils, and a fully charged Chromebook—and completing any assigned readings or pre-class tasks. Arriving on time is also key to making the most of our learning time (Aloha Monday Teaching with Fleur, 2022).
Expectation 2:	Participate Actively: Students are expected to participate in class discussions, ask questions when they need help, and listen carefully to the teacher and their classmates. This also involves taking notes and following directions for all activities and assignments (Aloha Monday Teaching with Fleur, 2022).
Expectation 3:	Respect the Learning Environment: This includes showing respect to both classmates and the teacher, staying focused, and helping create a positive, supportive classroom environment. It also involves taking care of school property and materials (Aloha Monday Teaching with Fleur, 2022).
Expectation 4:	Complete Assignments and Seek Help: Students should aim to finish every assignment as well as they can and ask the teacher or classmates for help whenever they run into difficulties (Aloha Monday Teaching with Fleur, 2022).
Expectation 5:	Maintain a Positive and Curious Attitude: A curious mindset is essential in science. Students should be open to learning, exploring new ideas, and asking questions as they seek to better understand the world around them (Aloha Monday Teaching with Fleur, 2022).

4. Explanation of consequences for broken rules:

The teacher issuing the step on the management plan (academic or connections) will make a phone call to the parent to make them aware of the step and consequence.	
Step	Intervention
1	Parent Contact & Warning
2	Parent Contact & Silent Lunch (1 Day)
3	Parent Contact & Teacher Detention (30 Mins) OR Silent Lunch (2 Days)
4	Parent Contact & Counselor Referral

Silent Lunch: Students eat lunch isolated from peers, near teachers and are not allowed to speak.

Kid Talk: Teachers and PBIS team gather to talk about how to encourage better academic and/or personal behavior a student.

Administrative Referrals: Administrators decide a consequence according to the level of behavior and the [Gwinnett County Student Conduct Behavior Code link](#). Consequences range from a two hour after-school detention, In School Suspension, Out of School Suspension, or going to a Tribunal to decide if student must be expelled from school or expelled from the county.

5. How procedures, rules, or consequences may vary (if at all) according to the grade level taught or according to any other criteria, such as in team teaching:

There is no variation within the entire school.

References

- Aloha Monday Teaching with Fleur. (2022, July 4). How to Set and Teach Daily Expectations in Your Science Classroom. YouTube. https://www.youtube.com/watch?v=p06wKq_M-Ms
- Minor, C. (2019). We got this. Equity, Access, and the Quest to Be Who our Students Need Us to be. Heinemann.