

Classroom Engagement Plan

Component	What	How	When
Rules/Expectations	<p>Be Respectful- respect yourself, and others</p> <p>Be Responsible- Be prepared for class with classwork and materials</p> <p>Be your best- Work hard, stay positive, mistakes are proof you are trying</p> <p>Be safe- stay calm, hands and feet to self no throwing objects</p>	<p>Morning meeting</p> <p>Interactive Modeling</p> <p>Daily review</p> <p>Closing meeting</p> <p>Student input and class rules</p> <p>Positive Priming</p> <p>PBIS</p> <p>Friday Fun</p>	<p>First two days of school</p> <p>Review throughout the year, especially around breaks and long weekends.</p>
Routines	<p>Entering classroom</p> <p>Independent work</p> <p>What to do when done</p> <p>Tab-in</p> <p>Tab-out</p> <p>Group work</p> <p>Finished/incomplete work</p> <p>Lining up</p> <p>Passing out materials</p> <p>Independent reading/stamina</p> <p>Active listening</p> <p>Following directions first time</p> <p>Do now</p>	<p>Each routine will be modeled and practiced with the whole class</p> <p>Students help each with friendly reminders</p> <p>Teachers provide both visual and oral prompts to support routines</p>	<p>First weeks of school, and throughout the school year. Support also provided for students who need assistance following routines and structure</p>
Relationship Development Community Building	<p>Conflict resolution</p> <p>Relationship building activities</p> <p>How to deal with anger/different emotions</p>	<p>Incorporate during morning meeting</p> <p>Classroom break activities</p> <p>Shout-outs</p> <p>Appoint classroom leaders</p> <p>Positive priming</p> <p>Check-ins</p> <p>Social Skills instruction from Special Education staff</p>	<p>Daily/weekly/monthly</p>

Social Emotional Learning	Responsibility for actions Empathy/compassion Giving and receiving positive messages Organization Learning from mistakes	Morning meeting/pod meeting Peer mediations Respectful language Closing circle	Throughout the year
Acknowledge/Reinforce Positive Engagement	Redirect negative behavior (RC) Verbal praise Waiting your turn/raise hands Respectful listening SLANT Shout outs, positive communication, individual goals Cube jar	Daily modeling Students are acknowledged using shout outs (Responsive classroom), calls home, and through rewards based on weekly or daily behavior contracts as per students BIPS	First day/weekly/monthly
Respond/Redirect to Student Misbehavior	TAB in/TAB out Nonverbal cues Verbal warning Assertive communication One on one conversation Parent communication Sensory breaks outside the classroom Alternate programming/scheduling for students Re-teaching social skills and re-teaching self-regulation	Modeling Go over expectations/procedures CONSISTENCY	First few weeks of school/periodic review
Responding to Extreme Student Misbehavior	Speak to student privately TAB out	Modeling Go over expectations/procedures	First few weeks of school/periodic review

	Parent contact Alert a dean/Admin		
Restorative Practices	Restorative circle Student- teacher conference Parent-student-teacher conference Home visit	Teach restorative circle Model conferences	First few weeks of school
Communicating Plan	Student/family letter Student/ Family survey Home visits Phone contact with parents Conferences Assertive approachable communication with co-workers Websites	Examples/ respectful language Explanation of why and when to students by steps Keeping website current	Beginning/middle/end of school year

Resources Needed (resource books, student books, Second Step, PD, guest presenters): **Staff handbook, Responsive classroom Guide, co-Teacher, co-workers**

Persons Responsible (Classroom teacher, AEs, Collaborating teachers, volunteers):
Mr.Cole, Mrs. Cobbin, Mr. Hollie, Mrs. Clemenson, Ms. Walton, Mr. Owens , Mrs. Little, Mrs. Carlson, Ms. Beal