

Classroom Management Plan

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Descriptive Statement

Every teacher has a different theory on how to manage their classroom. Many theorists have even published their ideas for future teachers to study. After carefully reviewing the views and beliefs of different theorists, I have created this document to show what I have determined is the way that I want to manage my future classroom. In this document, I have discussed my philosophy of classroom management, pinpointed my top ten beliefs, created procedures for different time of the day, and shown how I will implement these practices into my classroom.

Philosophy of Classroom Management

When creating a classroom management plan, it is very important for the teacher to pinpoint the values and beliefs that will influence the decisions that he or she makes. My goal is create an environment where all students feel welcome and safe. It is also very important to me to stay consistent in my discipline and to remember that students at this age will not feel like they are being treated fairly at all times. I may find this difficult because I am not the kind of person that likes to punish students or upset them. However, it will be important for me to remember that discipline needs to happen in order for my students to have the best atmosphere in which to succeed.

Another important aspect to me is being open with my students. I want them to feel like they can come to me with any issue that they may be facing, whether it is in or out of school. A trusting relationship with my students will encourage them to open up and be more willing to learn. Creating that same level of trust with my parents will also be a crucial part of

my plan. I believe that parents play a crucial role in their child's education; therefore, they need to be able to come to me and ask for ways in which they can help their student succeed.

As I developed this management plan, I discovered that I did not totally agree with any one theorist. However, I was able to pull bits and pieces from a few of the theories in order to create a plan that supports my values and follows how I feel a classroom should be handled.

My top ten beliefs are all centered on the ideas that I gathered from these theorists.

Top Ten Beliefs

1. I believe that teaching takes place in the present and that I should not hold the things that students have done in the past against them.

This belief came straight from Haim Ginott's theory of classroom management. He stated that it is important for teachers not to "prejudge students or hold grudges" (p. 60). Ginott felt that teaching should take place in the present; the things that students have done in their past should not influence how they are treated today. I carry this belief because it is very important to give students a chance to start fresh each day. As humans, we all have our good days and our bad days; we all make mistakes as well. When bad things happen, we do not want people to treat us badly from that point on because of that one instance. Instead, we want people to give us second chances and let us have another shot at proving ourselves. This holds true for students in the classroom. Too often teachers talk about students from grade to grade and go into a school year with certain thoughts about each student. It will be very important for me to not listen to the things that other teachers say about a student and let them show me what they want me to think of them.

I believe that another benefit of doing this day by day is giving the students an opportunity to come to school the next day with a positive attitude knowing that they have the chance to start over. When they are being punished the entire week for something that happened on Monday, they will have a negative disposition toward going to school at all because they think that nothing they do will make me change my mind about them. Students need this opportunity to learn from their mistakes and learn what they need to do to correct themselves when misbehaviors happen.

2. I believe that cooperation between the teacher and the students is very important in developing self-control.

The idea of collaboration can be seen in Linda Albert's theory. She feels that students and teachers should collaborate to create a classroom code of conduct as well as the consequences. She feels that when students are given the opportunity to have a hand in the creation of the rules, they are more likely to think about their behavior and abide by the rules because they helped to create them. Albert goes on to mention that when a disagreement does arise between the teacher and the students, the teacher should remain calm and address the concerns.

This is so important to me because it helps the students to develop responsibility and self-control in order for the classroom to run smoothly. I think that including the students in the creation of the rules will help to curb misbehaviors because the students will feel a sense of pride and will follow the rules because they decided that they were important to have in the classroom. One part that I do not agree with her on, however, is creating the

consequences together; my card system creates the consequences that will be used in my classroom to accompany the code of conduct.

3. I believe that classroom procedures need to be taught on the first day of school and consistently enforced throughout the year.

The theory described by Mr. and Mrs. Wong greatly influenced this part of my belief system. Even though they state that procedures and discipline should be taught sometime during the week, they agree that they should be rehearsed often “until they become routine” (p. 133). I chose this belief because it is important to me to teach at least the basic procedures on the first day so that the students do not develop any bad habits that may hinder them learning to follow the procedures. Consistently enforcing the use of these procedures is also very important because once students get off track, it is very difficult to get them to go back to standard procedures.

4. I believe that misbehavior can be averted when students find a sense of belonging in the classroom.

Rudolf Dreikurs believes that the “genuine goal of most school behavior” is to achieve a sense of belonging (p. 63). Students want to feel as though they fit in with their peers; they want their acceptance and their friendship. It is when they do not feel this companionship that students turn to attention seeking actions in order to be recognized and acknowledged. These actions are what teachers view as misbehaving.

Creating a positive classroom environment where all of my students feel a sense of belonging is so important to me and is one of my top ten beliefs because I know that it greatly influences their learning. When they feel welcome and a part of the classroom,

students will be more willing to open up and participate in classroom activities. Being involved and taking risks will ultimately help them to get more out of their education.

5. I believe that giving students jobs in the classroom allows them to develop a sense of responsibility and belonging.

The basis of this belief stemmed from Linda Albert's *Cooperative Discipline*. Albert believes that for "students to meet their need of belonging in the class, they must come to see themselves as important, worthwhile, and valued as class members" (p.94). She also thinks that student misbehavior stems from them not feeling that sense of belonging in the classroom and attempting to gain the missing acceptance. Albert's "3 C's" are labeled capable, connected, and contributing. Jobs in the classroom fill all of those requirements because I expect them to be capable of doing the job, connected with me in what I expect out of them, and contributing to the classroom environment through doing each job.

I hold this belief because I feel that giving students jobs in the classroom will help them to find that sense of belonging. They will be working alongside me and other students to make sure that everything is taken care of in the classroom. It also provides them with the opportunity to feel important; without them, a certain job would not be able to be completed. I believe that all it takes is some responsibility and a little bit of praise from me to make my students feel a part of my classroom family. Hopefully this will keep them from misbehaving out of lack of acceptance.

6. I believe that students can be kept motivated in the learning process through engaging lessons that interest my students.

A large part of Jacob Kounin's focus in his theory is on lesson management. He thinks that engaging lessons are ones in which teachers can avoid misbehavior through keeping students on task and involved. One suggestion that he gives is to use student accountability as a means by asking students to answer questions or explain what was just said regularly throughout the lesson. Overall, he focused on the fact that the most effective teachers are able to keep students from becoming bored or frustrated with the lesson being taught through enjoyable and challenging activities.

I chose this belief because boredom and frustration are two big causes of student misbehavior. When a student is not given the opportunity to become bored, they lose the opportunity to create misbehavior. One of the ways in which I plan to do this is through lots of hands-on activities and the use of technology. Making sure that all of my students are interested and engaged is going to be a hard thing to do because student's interests will vary widely; however, knowing how important it is to keeping my classroom under control will be enough to keep me motivated.

7. I believe that most misbehavior can be handled through nonverbal cues and proximity control.

Fred Jones' theory of *Positive Classroom Discipline* includes the use of body language when dealing with misbehaving students. He is one of the only theorists that puts an emphasis on the "power that teachers can exert through nonverbal communication" (p.115). Some examples of body language include body posture, facial expressions, eye contact, and moving towards a misbehaving student. According to Jones, nonverbal cues are one of the most effective disciplines skills that a teacher can use.

I included using nonverbal cues in my beliefs because it gets the students attention and attempts to correct misbehavior without disrupting the lesson that is being taught. When I notice a student that is doing something they should not be doing, all I need to do is walk towards them. They will notice my presence around them and will most likely stop doing what they know they should not be doing. However, there are times when a stop in the lesson is necessary. If the behavior continues, I would stop talking and make direct eye contact with the student. The silence will make every student look towards me to see why I have stopped talking, and the eye contact will let the misbehaving student know that I have stopped because of them.

8. I believe that classroom arrangement can play a crucial role in discouraging misbehavior.

Another aspect of Fred Jones' theory was the importance that classroom arrangement plays in deterring misbehavior. He suggests that the teacher should minimize the distance between the teacher and the students; this also involves arranging the room so that the teacher can maneuver around the room. Tactics such as these force students to be alert and involved as you teach which will help to keep them from goofing off.

I have this belief because I am one of those teachers that loves to walk around the classroom as I teach. I know how hard it is for me to pay attention when one of my professors just sits at the front of the room and lectures, and I do not want my students to feel the same way about me. Walking around the room keeps my students' attention on me and keeps them on their toes about who I will call on next or where in the classroom I might end up.

9. I believe that a visible code of conduct is a great way to daily remind students of expectations in the classroom.

Linda Albert would agree wholly with me about the importance of having a visible code of conduct. According to Albert, this code of conduct tells what behaviors are expected out of the students and the consequences that follow breaking these rules. This belief finds itself in my plan because I think that it is a great way to give students a daily reminder of what is expected of them and what the consequences are for breaking the classroom rules. A code of conduct places responsibility on the students to behave correctly because they will not have any excuses for not knowing what is expected of them. Also, they will not be able to argue with me about the consequences because they have known about them from the first day of school.

10. I believe it is important to develop a positive relationship with each of my student's parents or guardians.

Kagan, Kyle, and Scott's *Win-Win Discipline* feel that creating partnerships with parents can greatly help students to learn how to make responsible choices with their behavior. Most parents are supportive of what a teacher is doing in the classroom and are willing to help in any way that they can. Ongoing parent-teacher communication is essential in getting the parent's input and backup with what is being used in the classroom. They advise teachers with unsupportive parents not to give up; keep inviting them to get involved and maybe at some point they will.

This is one of my most sacred beliefs because I know firsthand how much parental involvement can influence a child's education. When students know that their parents are

interested in what is going on at school, they are more likely to change their behavior to one that is more pleasing to their parents. It is also important for me to gain the trust and respect of the parents so that I feel that I can do what is necessary to provide a safe and enriching environment for all of my students.

Procedures and Routines

Beginning of the Day

As the students come into the classroom at the beginning of the day, the first thing that they will be expected to do is empty their bookbags at their seats. Any homework should be put in the appropriate basket, and their books should be put back into their desks. Once their bag is empty, it should be placed on the hook in their locker. Before they do anything else, each student will mark whether they are eating school lunch or whether they have brought their own lunch from home. Each student will have a stick that has their name on it. On the moon-shaped table there will be a cup labeled school and a cup labeled carried. The student is to place their stick into the correct cup and return to their seats to begin their morning work.

Each morning I will place a math worksheet on their desk; this is the morning work that they will be expected to work on after they have put everything away. The morning worksheet will be a review of things that we have done recently in class. When the student has finished, they will turn their paper in and read a book quietly at their seat. I think that having work for them to do when they get to school is a great way to help the students calm down and transition from the rowdiness of home or the school bus to how they are expected to behave in the classroom.

My responsibilities as the teacher include having their sticks on their desks, putting the cups out on the moon-shaped table, and setting a math worksheet on their desks before they arrive. It will also be important for me to give explicit instructions on what I expect out of the students on the first day of classes. The students' responsibilities will be to follow the given expectations and complete their morning worksheet.

Getting Attention/Signaling for Quiet

In order to get my students' attention, I will use three different methods. One of the methods is clapping. When I want quiet, I will clap a pattern; the students are to repeat the pattern back to me. After they have clapped the pattern, they will be expected to stop what they are doing, quiet their voices, and look at me. The pattern should only have to be done a two times to get their attention if it is done correctly. The second method that I will use is simply saying, "If you can hear my voice, clap two times." The students are to then clap (or whatever action I tell them do to) the given number of times, quiet their voices, and look at me. The catch to doing this is to change up what I ask them to do and how many times I want them to do it. This keeps the students on the ball and makes them really listen to what I am saying. The third method of getting my students' attention will be to use some sort of loud noise. My cooperating teacher has a clapper that she shakes for a few seconds to get the students attention. Once again, the students are to stop what they are doing, quiet their voices, and look at me when they hear the noise.

I think that these are great methods to utilize because once the students understand what they are supposed to do, it will be a way to get their attention quickly. Raising my voice will not accomplish anything if they are being too loud because they will not be able to hear

me. My responsibilities as the teacher include teaching my students these methods and making sure that they understand what to do. The students' responsibilities will be to follow the directions and stop what they are doing when I use of the given methods to get their attention.

Attendance

Attendance in my classroom will be handled using the lunch count. Each student is responsible for putting their stick into the cup not only to show what they will be eating for lunch that day, but also to show that they are present. For the first few weeks I will remind them to move their sticks; after that, they will be responsible for doing it on their own. I will not count a student absent if they forget to move their stick, but two minutes will be deducted from their end of the day free time. I chose to use this method because it is another opportunity for students to develop a sense of responsibility. Putting their stick in the appropriate cup is something that they will be expected to do first thing in the morning, so if they are following their morning procedure then they should not have a problem remembering to do this.

As the teacher, my responsibilities include putting their sticks on their desk, placing the cups on the moon-shaped table, and taking the lunch/attendance count at the same time each morning. Being consistent in when I take attendance will help my students to know that if they do forget to do it first thing in the morning that they may still have a chance to do it depending on the time. The students' responsibilities will be to remember to move their sticks before I take lunch/attendance count each morning.

Transition to Specials

In order to make transitioning from the classroom to specials go as smoothly as possible, I will have the students follow a simple procedure. For lining up purposes, I will allow the quietest group to go first. Not only will they have to be quiet to be eligible for lining up, but they must also have their area cleaned up and each student in their group must be sitting on their bottoms. Students will line up in two lines: one line for boys and another for girls. Once in line, students will be expected to have their hands at their sides and their mouths quiet. They will walk in a straight line from place to place without talking. The same procedure for behaving in the hallway will apply as they return to the classroom. Upon entering the classroom, the students will be expected to go straight to their desks and sit quietly until they are informed of what they are to do next.

It is important to have a procedure for these times in the day because they can become opportune times for misbehavior. Students are aware that keeping an eye on each and every one of them is practically impossible in the hallway; in response, students feel that they can do things that they are not normally allowed to do because I cannot see them. By giving my students expectations such as those set forth through this procedure, I will be reminding them that they are expected to behave and follow the rules even though I may not be able to see them. This is yet another way to help students develop their inner sense of responsibility as well.

As the teacher, my responsibilities include providing the students with a list describing the steps of the procedure, going over the steps with them, explaining what I expect out of them, and enforcing the consequences that were set forth at the beginning of the year for

misbehavior. The students' responsibilities will be to follow the procedure as directed and act the way that they are expected to act.

Bathroom Procedure

I will have two different procedures for going to the bathroom as a class and needing to go during class time. When the class goes as a whole, the students will follow the same line up procedure that is used for transitioning to specials. They will be allowed to walk down to the restrooms on their own, but they must still be quiet and keep their hands to themselves. In the restroom, the students will be expected to not mess around. I will instruct them to go in, take care of their business, and head back to the classroom. On their way back, the students may grab a drink of water if they need it. Each week I will assign a student to be the bathroom monitor. They will be responsible for informing me of students that are misbehaving in the bathroom or the hallway. In order to make this work correctly, I will need to have a discussion with the students about the difference between telling me about misbehavior and tattling.

If a student needs to use the restroom during class, I will use the finger method. One finger will be held up high in the air to let me know that they need to use the restroom. I will give the student permission to leave by pointing towards the door. If I do not think that the student should leave during the particular lesson, I will ask them to wait a few minutes until the lesson is over. However, if the student feels that it is an emergency, they will hold up two fingers. This tells me that they need to use the restroom as soon as possible. In this situation, I will motion for the student go leave by again pointing towards the door.

Bathroom procedures are an important aspect of classroom management because students will need to use the restroom at times other than those designated for them.

Procedures for signaling to me that the restroom is needed are a good way to keep interruptions to a minimum so that the rest of the class' learning is not hindered. Holding up fingers allows the student to get my attention without disrupting the lesson and allows me to respond without stopping or interrupting the current lesson.

My responsibilities as the teacher will be to give the students a list containing the steps of the procedure and explain the expectations that the students will have while they are out of the classroom. I will expect them to follow the same rules as if we were going to the restroom as a class. It will also be very important for me to be alert and attentive while I teacher to make sure that I spot and take care of bathroom emergencies. The students' responsibilities will be to use this procedure whenever they need to use the restroom during class time and behave as though another student or I am watching them. When we go to the restroom as a class, the students will be expected to follow the given procedure, take care of their business in the restroom, and get back to the classroom as quickly as possible.

Classroom Helpers

Each week I will assign students to be my classroom helpers. These helpers will assist me in passing out papers, running messages to the office, serving as line leaders, being bathroom monitors, and passing out napkins for snack time. There will be one girl and one boy helper for each job every week. The list of jobs will be displayed on the bulletin board next to the white board; underneath each label will be the names of the two students who will be responsible for that job.

I believe that jobs in the classroom are very important because they help the students feel a sense of belonging. They know that they are an integral part of making the classroom run

smoothly and helping me to get things done around the room. Along with some of the other beliefs and procedures that I have discussed previously, this is a great way to help students develop responsibility. Even though I will be reminding them when I need something done, it will be their job to make sure that it is done completely and correctly. Skills such as these will be very beneficial in the future both in and out of school.

It will be my responsibility as the teacher to change the job assignments before the students arrive on Monday mornings and discuss who has which jobs for the week during carpet time. At the beginning of the school year I will also need to describe each job, what is expected of them in each job, and explain that each job is held for an entire week. The students' responsibilities will be to do the best that they can do when they are assigned a job and make sure that their job is completed each time that they are asked to do it.

Implementation of Classroom Management Plan

This part of my classroom management plan gives explanations about what I will expect and the strategies that I will use to guide my students' behavior. Adopting this management style in my classroom will help me to develop a classroom environment that will be conducive to student learning and a feeling of belonging.

I will develop the basic rules for the classroom prior to the beginning of the year. These rules include doing their best in all that they do and treating others the way that they would want to be treated. In accordance with my belief that students and teachers should cooperate, determining the rest of the classroom rules will be done cooperatively. After I have told the students about the first two rules, we will work together to come up with three or four more rules that they feel are important to have in the classroom. Suggestions will be written on the

board, and the class will vote on which ones should be kept and added to our code of conduct. Once the final list has been made, I will use one of the bulletin boards in the classroom to post the rules for everyone to see.

There will not be a discussion about consequences because I will be using the card system. The consequences for misbehaving will be posted alongside the rules. By putting the rules and consequences where the students can see them, they will be reminded of what is expected of them and cannot claim that they did not know or remember. I think that the best way to enforce these rules would be to make a public display of students turning their cards for the first week or two. When I see something that I do not like in the classroom, I will stop class, address the misbehavior, and have the student go turn their card. If the students witness me acknowledging the misbehavior and doing something about it then they will understand that I am serious about what will happen if they break the rules. After the first few weeks, however, I will simply walk over to the board and turn the card myself. This way I will not have to disrupt my lesson to discipline a student.

The discipline system that I will be using is the card system. Each child will be given five different colored cards. When they misbehave, the student will be told to flip a card. The first card is green, and reflects that the student has behaved and not gotten in trouble yet during that day. If a student is able to keep their card on green for an entire week, they will be able to pick a prize from the treasure chest. The second card is yellow. This means that the student has been warned about their behavior. After flipping this first card, the student is no longer eligible to pick something out of the treasure chest.

The third card is orange. If the student gets to this card, they will spend their 15 minutes of free time at the end of the day sitting at their desk and not talking to their classmates. Their choices of activities include finishing up homework, reading silently, or putting their head down on their desk. The fourth card is blue. The consequence for flipping the fourth card during one day will be a loss of their end of the day free time for the rest of the week. I will also send a note home to their parents or guardians explaining what is happening in school.

The last card is red. When a student flips to this card, they will be immediately sent to the principal's office. A conference with the principal, student, parents or guardians, and I will be held to discuss the student's behavior and determine what should happen next regarding the student's place in the school or classroom. Since I believe that students should not be punished for the things that they have done in the past, they will be given a fresh start by beginning on green each day.

Using engaging instruction and curriculum is a very helpful tool in diverging student misbehavior. Since the curriculum is set in stone, engaging instruction will be my main focus. In order to keep my students motivated and on task, I plan on using a wide variety of hands-on lesson. I believe that students lose interest in what is being taught when they are expected to simply sit and listen. In today's fast paced world of technology, students are continuously being bombarded with sensory images to catch their attention and keep them interested. As a teacher, I need to take these same concepts and weave them into my lessons. Simply standing in the front of the classroom and lecturing will not do the trick; students need to be involved in the learning process. This is also a great way to implement technology, movies, and role-

playing into my instruction. Not only will this help them to keep focused and motivated, but it will also help them remember what we are learning.

Another aspect that I want to use is providing them with the opportunity to be involved in inquiry and discovery lessons. Just like the hands-on lessons, they will be working with and manipulating the objects that they are studying. This type of teaching will also allow the students to feel more empowered about learning because they will be the ones discovering things. When a teacher spoon feeds the information that they expect the students to know and then expects them to remember and regurgitate it, there is no real interest in what they are learning. Lack of interest in the topic at hand can be a major factor in misbehaving. By giving them a task or providing them with the opportunity to discover an idea on their own, students will be less likely to misbehave because they are not bored.

The use and implementation of classroom procedures is one way in which I hope to prevent misbehavior in my classroom. Forming relationships with my students and getting to know them will enable me to be able to create lessons and activities that interest them. This will also be a good way to keep students from misbehaving. To me, the key to preventing misbehavior is keeping the students involved in something that they enjoy and can participate in. Down time and boredom are the biggest opportunities for misbehavior to occur in a given day.

I will create a supportive classroom through my words and actions. Praising the students for a job well done and giving high fives to show how proud I am of them are just a few of the tactics that come to mind. One-on-one help and listening to students when they have something to share with me is another great way to show that I support their efforts and activities both in and out of school. When students have not done something correctly, I will

use constructive comments to help guide them toward the result that I was wanting without hindering their love of learning through negative comments. It will also be important for me to push my students to do their best every day; this shows my parents that I am a supportive teacher that will do whatever it takes to help their students succeed.

In creating a classroom management style that is corrective, I will need to use calming words and composed actions when dealing with students who are misbehaving. It is important to make sure that I do not show how upset I am with the students because they will only feed off that anger. Also, some students will misbehave in order to upset me; showing them that they have upset me will only fuel their choice to continue to misbehave. If a student has a severe behavior problem, one option would be to use a reward system for that student.

In my fourth grade placement, there is an individual in the class who loves to bring her stuffed animals to school. However, they are a huge distraction for her so we told her that she was not allowed to bring them to school with her anymore. This upset her greatly and hindered her ability to participate in the learning that was taking place in the classroom. To solve this problem, my teacher decided to tie together her stuffed animals and her discipline problem. She gave the student five paper clips and attached them to her behavior folder; each time that she misbehaves, she has to give the teacher a paper clip. If she keeps all five paper clips the entire day, the student is able to bring a stuffed animal with her to school the next day and keep it on the teacher's desk. Since implementing this action, the student has had drastic improvements in her behavior.

Through this, the student has learned to self-correct her misbehavior when it happens so that the teacher will not take a paper clip away from her. A system such as this would be

something that I would use in my own classroom with troublesome students. Should all of this not work, however, it will be important to take some private time with the student to calmly discuss the classroom rules and disciplinary actions that the students came up with at the beginning of the year. In situations such as these, it will also be imperative for me to be consistent in how I handle misbehavior in the classroom.

This classroom management plan was developed in order to incorporate all of my beliefs and values to create a document that I can refer to when setting up my classroom in the future. I have described why I think classroom management is essential in my classroom, listed some of the procedures that I plan to use, and discussed how I can create a positive learning environment for my students. I strongly believe that students need an environment where they feel safe, comfortable, and have a sense of belonging. Even though this reflects what I believe at this point in my career, I know that this is a document that will be built upon as I grow and change throughout my many years in education. The final portion of this document is an example of a letter describing my classroom management plan to my students' parents.

November 26, 2007

Dear Parents,

Welcome to a new school year! My name is Miss Danielle Moeller, and I am so excited to have your student in my class. I cannot wait to watch them grow and help them in their educational journey. In order to get the year started off right, I wanted to let you know about how I will be managing my classroom this year.

General Rules: Treat others as you would want to be treated.
Do your best in everything that you do.

On the first day of school we will work as a class to add to that list other rules which the students feel would be important to implement in our classroom. I feel that if I involve the students in the process of determining the rules, they will feel more encouraged to follow them because they have taken ownership of them. After the list has been completed, I will post them on a bulletin board in the classroom along with the card system consequences. This will serve as a reminder to the students what is expected of them and what will happen if they do not meet those expectations.

The discipline system that I will be using this year is the card system. For those of you that are not familiar with this, it is a way for me to see at a quick glance how the children are behaving each day. On the bulletin board next to the whiteboard are pouches containing 5 cards. The five colors are red, yellow, green, blue, and red. Each of these cards corresponds with a certain consequence for misbehaving:

Green: The student has not had to flip a card today. If they keep their card on green all week long, they will get to pick a prize from the treasure chest.

Yellow: The student had to flip their card once. Although no serious consequences will occur, they will not be able to pick from the treasure chest.

Orange: The student had to flip a card twice. They will lose their end of the day free time. Instead, they will spend it finishing up any homework, reading a book, or sitting quietly with their head down on the desk. They will not be allowed to talk to other students at this time.

Blue: The student had to flip a card three times. They will lose their end of the day free time for the entire week. The same rules apply as with the orange card. A note will also be sent home telling you about their troubles.

Red: the student had to flip their cards 4 times. They will be sent to the principal's office, they will spend the day there, and there will be a meeting with the principal, you, and myself to discuss further actions.

I would appreciate if you would talk with your student about these consequences and challenge them never to have to deal with getting to the orange card. One way that you can accomplish this is to ask your students about what color their card was today and what consequences they

had to face. This will let you be involved in your child's education and let your child know that you care about what is happening in the classroom.

It is always difficult to begin a new year in a new classroom with a new teacher, but I feel that if we work together, this can be a great year. Thank you for all of your help and support. If there are any questions or concerns that you have regarding the rules of the classroom, the card system, or any other aspect of your child's education, please feel free to send me an email, stop by the classroom, or give me a call at the school.

Here's to a great year!

Miss Moeller

School phone number:

School email address: