



Classroom Management Plan  
Meganmarie Pinkerton  
EDUC 360  
November 27, 2006

The following document is a compilation of my beliefs and practices for a classroom management plan. I have used information from course work, studies, and in-class observations to create a classroom management plan that I feel will be most effective. This document includes my philosophy of classroom management, procedures and routines, implementation of classroom management practices, classroom set-up and a parent letter. The philosophy section describes the different theorist and ideas that I will be utilizing in my management plans and reasons for doing so. The procedures and routines section will include a description of each procedure or routine, its importance to classroom management, what will be expected of the children, and what the teacher will have to do to implement these procedures and routines. The implementation section is a detailed explanation about the expectations and strategies that I will be using to guide student behavior so that my students have the best learning environment possible. The classroom set-up will be a picture depicting the way that I would like to have my classroom arranged to allow optimal classroom management and student learning. I will also include a sample copy of a letter to be sent home to my student's parents explaining the classroom management plan, rules, consequences, expectations, and ways for the parents to help and stay in contact. All of these documents combine to create what I feel will be an effective classroom management plan.

### **Philosophy of Classroom Management**

In this section I will be explaining my philosophies on classroom management. Throughout my coursework and studies I have researched many different theorist and ideas concerning classroom discipline. I feel that the best plan takes ideas from many different theorists and puts them together to fit the classroom needs. For my top ten beliefs and practices I will be discussing ideas from, Coloroso's Inner Discipline, Linda Albert, Fred Jones, Lee and Marlene Canter, Nelson, Lott, and Glen, and C. M. Charles. I feel that utilizing ideas from all of these theorists will allow me to provide a positive classroom environment where my students can work together responsibly as a community of learners.

### **Top Ten Beliefs/Practices**

The theorist Barbara Coloroso developed the inner discipline plan which is described as "the ability to behave creatively, constructively, cooperatively, and responsibly, without being directed by someone else." (qtd. in Charles 158) Her central focus is on helping students to make their own decisions and show them how to take responsibility for their choices. Coloroso believes that this is possible if the teacher treats students with respect and dignity, gives them a sense of positive power, provides opportunities to make decisions and take responsibility for their action, and if the teacher uses discipline rather than punishment (Charles 155-67) I agree with Coloroso's ideas of inner discipline, I feel that students are more likely to follow rules or procedures if the motivation comes from within and students feel that they have power over what they do. I will implement the inner discipline plan by holding classroom discussions on rules and procedures and the consequences that will follow so that students understand what is expected of them and why. I feel that the idea behind inner discipline is very productive in the

classroom. It works to ensure that students gain a sense of power over their own lives, respect, and the ability to make a positive impact on their lives.

I will also teach my students how to problem solve another important component of student education discussed by Coloroso. She explains that students must understand the difference between reality and the problem where “We first accept (the) realities; (then) we solve the problems that come from them.” (qtd. in Charles 164) Coloroso’s six step problem solving strategy consists of; identifying and defining the problem, listing possible solutions, evaluating the options, selecting the option that seems most promising, making a plan and carrying it out, and reevaluating the problem and the solution. I plan to explicitly instruct my students in this problem solving strategy, provide them with the opportunity to solve their own problems in acceptable manners, and modify classroom procedures if they feel that they have a better solution to issues. If students can solve their own problems then they will gain a better understanding of how to avoid similar problems in the future.

Another method of supporting students in my classroom will be through implementing Linda Albert’s *Three C’s of Cooperative Discipline*. This focuses on the idea of helping students to see themselves as “capable, connected with others, and contributing members of the class.” (qtd. in Charles 72) Albert explains that students will be more willing to complete work when they believe that they are capable of accomplishing it. I can achieve this by making mistakes “ok” in the classroom, encouraging student work and focusing on positive learning experiences rather than end products. Students will also become more cooperative and helpful to others when they feel a connection with peers and teachers through acceptance, attention, appreciation, affirmation, and affection. The final “c” stresses the importance of helping students to contribute and feel that they are needed in the classroom. I feel that all of these components are important

in giving my students confidence and a sense of community in the classroom. I will incorporate this theory by providing activities and feedback that will encourage my students to feel capable, cooperative, and contribute to the class as a citizen of our classroom community.

Involving parents as partners is another important component of Albert's *Cooperative Discipline*. It is important that parents and teachers maintain a positive relationship through communication. Albert stressed the importance of informing parents of class structure, routine and procedures so that they understand what is expected of their child and how they can help them succeed. Teachers should notify parents when behavior problems happen but make sure that communication of positive occurrences is included as well. Parent-teacher conferences must also be structured for success by accepting, attending, appreciating, affirming, and showing affection of the student. I believe that parents have an incredible influence on their children's lives at this early age in life. They have the connections at home and the ability to work with students and encourage their love for learning. It is imperative that teachers attempt to maintain positive relationships with parents so as to utilize the valuable resources and information that they can provide to work as a team towards reaching each student's potential.

Fred Jones has many different methods in his *Positive Classroom Discipline* plan that I feel would be effective in my classroom management plan. One "skill cluster" is titled Classroom Structure to Discourage Misbehavior. In this explanation he includes room arrangement, classroom rules, classroom chores, and opening routines. Although I am not sure I would use his exact room arrangement I agree that it is important that the room is set up with minimal physical distance between students and the teacher to decrease goofing off. The classroom rules are set up with a few general rules or guidelines and then specific rules and routines which are explicitly taught and practiced. Responsibility and community is increased

with the implementation of classroom chores or student jobs. One of Jones' most well known methods is his use of opening routines or "bell work" to decrease the amount of wasted time and focus student attention on the day's lessons. I feel that utilizing all of these components of classroom structure will help to create a positive classroom environment as a community of learners with few distractions.

Limit-setting through body language is another aspect of Jones' *Positive Classroom Discipline* that I would work on to improve my own teaching habits. Jones explains that teachers are most effective when they set limits or express themselves through body language rather than through verbal expression. Five methods for effective body communication are shown through proper breathing, eye contact, physical proximity, body carriage, and facial expressions. I feel that often actions are bigger than words especially in the classroom environment. Students are used to being nagged at and have found ways to counteract or ignore verbal communications. By using non-verbal messages I will give my students the opportunity to correct the problems on their own without bringing the situation to the attention of the rest of the class. I feel that this would decrease misbehavior and opportunities for students to talk back. On a positive note I will expend an aura of confidence in what I do and be able to show approval and appreciation non-verbally.

Jones also provides a few methods of using incentive systems to foster responsibility training. He explains that incentives are something external that persuades a person to act. These things motivate students to save and use time wisely so as to use that normally wasted time during incentive activities. Suggested components of incentive incorporate; 1) Grandma's rule- you have to complete something before receiving the incentive, 2) Student Responsibility- they want the incentive so they will act responsibly to receive it, 3) Genuine Incentives-things

that the student actually want to work for, 4) Preferred Activity Time (PAT)- time set aside for the incentive activity, 5) Educational Value, 6) Group Concerns- every student is able and motivated to earn the incentives for the whole class, and 7) Ease of Implementation (Charles 57-61). There are many different ways to incorporate incentives into the classroom. Jones' theory of incentives closely correlates to methods that I have observed in my student teaching placements. In these situations the students are all motivated to work towards a group goal and thus monitor themselves and each other so that the whole group can benefit from using time wisely and decreasing distractions.

Another one of my beliefs closely correlates to Canter's *Positive Recognition*. Canter explains that one of the best ways to increase responsible behavior is by "continually providing positive recognition to those students who are on task." (Charles 40) Effective praise is described as being: personal, genuine, descriptive and specific, and age appropriate. I feel that this should come naturally in teaching and incorporated into lesson plans. Through my own experiences I know that I am encouraged and more motivated to do something in such a way that I will be praised for it. Praise also creates a sense of accomplishment and boosts self-esteem. I feel that positive recognitions is an integral component of a positive classroom environment where students will be motivated to act responsibly and work to their potentials.

Another way to produce a positive, caring, supportive, and cooperative atmosphere in the classroom is by incorporating Nelson, Lott, and Glen's class meetings, as described in their *Positive Discipline in the Classroom*. This method teaches students how to be active participants in class meetings and discussions by teaching them eight building blocks. These blocks teach students how to set up a meeting, use communication skills effectively, look at the situation from different angles, and use the method to come up with a nonpunitive solution. The procedure then

continues on to encourage students in thinking of ways to decrease the problems or deal with the situation without consequences. I like the idea of class meetings in my classroom because it will create a sense of community and work on students' problem solving skills. They are coming up with solutions on their own which will make give them ownership of the procedures and provide them confidence in their problem solving abilities. I have discussed this method with cooperating teachers who have utilized these meetings in the classroom. They explain that the students come up with procedures and solutions that fit their situations and create a respectful environment where students can take ownership in their actions and consequences.

Finally I find value in teaching C. M. Charles' *Synergetic Sunburst* in my classroom. This teaching method presents nine elements to be built-in to the classroom to bring synergy or "heightened energy, creativity, and productivity." (Charles 208) to the environment. Charles describes the nine elements as: ethics, trust, charisma, communication, interest, class agreement, coopetition (a combination of competition and cooperation), human relation skills, and resolving nondisciplinary problems and conflicts. This method brings together many elements that I think are essential to providing a classroom where students are able to exhibit energy, creativity and productivity to complete tasks at hand. In my experience and studies I have found that students who are in a respectful environment that include these components are more likely to want to stay on tasks and participate in activities with a desire to succeed.

There are so many important factors that combine to make up a classroom management plan and create my own theories on teaching. These ten beliefs represent many of the factors that make up my philosophy of classroom management. I hope to empower my students with the ability to problem solve, make responsible decisions, and act appropriately due to inner motivation. I will structure my lessons, teaching methods, classroom, and student and parent

communication, using these theories to create a learning environment conducive to desired educational outcomes. All of these methods and ideas combine to create a positive classroom environment where students work together responsibly as a community of learners to reach to their fullest potential.

### **Procedures and Routines**

~**Beginning of the Day**- Students will come into the classroom in the morning and transfer all needed materials from their book bag to their desk. Students will be allowed to talk quietly as they come in to get conversations out of their system before instruction starts. They will put their book bag, coat, gym cloths, lunch ect. in their locker/closet. Once their belongings are put away they will go through their homework assignments from the night before and put them in the appropriate turn in trays. They will also place anything for the teacher in a tray at the teacher's desk. This is also a good time to use the restroom and sharpen pencils. The next thing they will need to do is copy the day's assignments from the board into their assignment notebooks. Once all of this is complete they will work on the "morning work" that the teacher will have placed on their desks before they came in that morning. This will usually be a short assignment reviewing a skill from the day before or serve as an introduction to another lesson during the day. This will help to get the students focused and switch their minds over to the school mentality. During this time the teacher will remind students of their "jobs" that might need to be completed and make announcements about changes in schedule or activities for the day. This will also be the time that the "dietician" reads the menu and the teacher will take the lunch count and attendance, while students are working and getting settled. The "gopher" then takes the lunch count, attendance sheets and notes to the office. When the Pledge of Allegiance and announcements

come on over the loud speaker students will stand and say the pledge and remain quiet for announcements. Students will be given 10-15 minutes to complete morning work after the tardy bell. If they are still not finished with their work they will need to finish it before going out to recess.

~**Classroom Helpers**- The teacher will have a bulletin board displaying the different classroom jobs. These jobs could include; Closet Tamer-makes sure the closets are closed and items are put inside after use, Gopher-runs papers to the office or other teachers, File Clerk-passes out papers, Dietician-reads the lunch menu, Substitute-fills in and does the job of someone if they are absent, Chalk Chairperson-cleans chalkboard at the end of the day, Waste Manager-makes sure the floor is clean of waste at the end of the day, Task Master-fills in the class assignment book for students who were absent, Job Assigner-assigns jobs for the next week, Mediators-students who will facilitate peer mediation sessions when needed within the classroom, and Homework Checker-goes through the homework baskets and records the numbers of the students with missing assignments. The teacher will create the board with the jobs on it and have a stack of the students' names available for the Job Assigner to assign jobs with. The Teacher will explain each job at the beginning of the year and place an explanation sheet with the descriptions of each job on the board as a reminder. Student will monitor themselves and do their jobs when needed throughout the day. They can ask the Job Assigner throughout the week to assign them certain jobs if they wish. The teacher may need to remind students to do a job if it has been unattended to. If a student is unable to be responsible for their job they lose the privilege of having a job and it is given to another student.

~**Expected Behavior During Cooperative Learning**- Students will have many opportunities to participate in cooperative learning experiences. Their desks will be placed in groups of four or five to encourage discussion among each other, unless specifically stated otherwise students will be allowed to work with others on activities. Students will often be allowed to move to places other than their desks to work on projects. The “strike system” will be in effect when students are working with partners or in groups. Students understand that they need to be working on the assigned task and using their quiet voices. When students do not meet these standards they get a strike. A paper ball mitt with strike one, two, or three labeled on it will be placed on the board. If three strikes are earned on the board, cooperative work time ends and students must return to their seats and work quietly. The teacher will also explain that when students are placed in groups or pairs they are to work cooperatively with that person and show them respect. If they do not like working with that person and show that dislike, then they will be more likely to be placed with that person again until they can show their ability to work cooperatively.

~**Turning in Student Work**- Students will have until 11:00 a.m. to turn in homework from the night before. Each student will be assigned a number at the beginning of the year. This number will be written on each of their assignments along with their name. When they turn work in they will need to make sure that it is in number order with other students work. This makes it easier for the Homework Checker to do his/her job. Each subject will have a different tray lined up along one counter and they will need to make sure that each assignment goes in the appropriate tray. The assignments can be turned in during the morning routine or work time during the day. The Homework Checker will check each basket and record missing numbers on a paper that has the name of the assignment on it. When he/she is finished she gives the papers to the teacher.

The teacher will write the assignment and the student number of the missing assignment on the board so that students are aware that they are missing an assignment and know what assignment it is. If students do not get that work made up by recess they will need to stay in a work on it during that time. The teacher will keep track of the amount of days that each student misses an assignment. Each day is worth 5 minutes of bonus recess on Friday. If they miss a day that is 5 minutes off of extra recess on Friday. Students will also turn in any in-class work to the appropriate trays during the day. Make-up assignments and important notes go in the tray with the teacher's name on it beside the teacher's desk.

~**Community Circles**- This will include the sense of community and the class meetings held throughout the year. Students gain a sense of responsibility to their community through their jobs and by earning class incentives, consequences and praises. Class meetings will be held once a week on Friday or Monday for 15 minutes, more or less time may be added when needed, to discuss and concerns, ideas, or feelings to the class. The teacher will begin the year by explicitly explaining the use of class meetings and how they will be structured. Students will understand that this will give them an opportunity to discuss concerns, use problem solving skills to make decisions, and have a say in classroom activities and procedures. In order for students to hold class meetings the teacher must explain the eight building blocks as described by Nelsen, Lott, and Glenn as: Forming a circle, practicing complimenting and appreciation, creating an agenda, developing communication skills, learning about separate realities, recognizing the four reasons people do what they do, practicing role playing and brainstorming, and focusing on nonpunitive solutions. They will also discuss solutions that go beyond consequences and will help prevent problems in the future. The class meetings will be held in a circle on the floor and start by

expressing compliments and appreciation. It will continue on to discuss earlier solutions applied to problems and their effectiveness. Then students will go through agenda items. Once the items have been attended to students will make future plans for class activities. It is important that the teacher explicitly explains procedures in the beginning but lets the students run the meetings by only helping with redirection when needed. The students need to be able to own their decisions and use their problem solving skills to work through problems and implement new ideas.

~**Dismissal**- At the end of the day students will prepare to go home 10 minutes before the dismissal bell. Students get their book bags, coats and take home items from the locker/closet. They pack their things for home and clean up their desk area. The File Clerk will return any papers from the Pass Back tray and enlist the help of a friend if needed. The Task Master will fill in the class assignment book. The Waste Manager will check the floor for trash. The Chalk Chairperson will erase the board and put the next day's date and special on the board. The teacher will pick five student numbers from a bowl on the desk. If those students have their assignment books filled in correctly they get a piece of candy. If all five students are correct, then the class gets a letter on the chalkboard. (This letter is part of a predetermined sentence which when completed earns the students their Sweets, Sweats, and Slippers Day incentive. This is where everyone reads all day in their sweats and slippers while eating sweets. They earn the letters by following directions, working quietly and through the assignment books. They also earn letters from other teacher compliments or twice the letters when a sub gives them one. They lose letters by being noisy, not following directions, or poor teacher reports.) After the assignment books are checked the walkers and car pick-ups line up in one line and bus riders line up in another line. Both groups are dismissed at the bell.

### **Implementation of Classroom Management Practices**

Throughout this document I have explained some of my top beliefs, theories, and practices along with a few examples of routines and procedures to be implemented into my classroom. This section will describe how I intend to bring all of these ideas together and use them in my classroom management practices. Many of my ideas focus on providing my students with clear expectations but enough flexibility so that they can take ownership and responsibility for their actions and resolutions of problems. Students will actively participate in the classroom as a community effort and learn the skills and strategies needed to make appropriate decisions and gain self-esteem in their efforts. As the teacher I will become a facilitator of their learning by providing a positive environment conducive to their learning needs and encourage their growth as a student and a community member of our class. I will provide set rules, procedures, and expectations and use instruction, body language, and student and parent communication to fulfill those needs. Together we will all work to achieve the higher goals of reaching our full potentials as learners.

Classroom management starts before the students arrive by determining the classroom arrangement and setting up clear procedures. The student's desks will be set up in groups of four or five desks to encourage group collaboration. This incorporates Albert's ideas on *Cooperative Discipline* and Coloroso's theory of *Inner Discipline*. There will be bulletin boards or posters explaining; jobs, daily procedures, a discipline board, and 3-5 general classroom life skills/rules. These ideas parallel Jones' classroom structure to allow students to be reminded of expectations. I would like to have a bookshelf of various books for the students to look at during silent reading time or use for research purposes. There will also be various shelves or cabinets with teacher resources, indoor recess activities, educational activities, and spaces to put student text books

that do not fit in their desks and all of the turn in trays will be along one counter. Students will be able to check the board for a list of assignments and activities for the day so they know what to expect. I would also like to have a table along one wall or in the corner where the mediators could facilitate peer mediation away from the attention of the class. Students will move their desks around and change groups frequently to practice working with different group dynamics and separate students who are disruptive when working together. I believe that it is important to set up the classroom so that students are able to work together cooperatively but still have structure in the classroom. It is important to post routines, procedures and other important things to help remind students of what is expected of them.

To prevent misbehavior I will set up clear guidelines and make sure that students understand how routines and procedures work and what is expected of them. I will take the first few days to explicitly instruct the students on the different routines and procedures of the classroom. I will explain jobs, daily schedule, morning procedures, dismissal procedures, group work expectations, methods for turning in work, classroom meetings, mediation opportunities, discipline actions, and incentive systems. We will practice a class meeting and go through a mock scenario with the peer mediators. I will prove that the routines and rules are important by sticking to them early on. For example if the students are working in groups the first few days and work up to three strikes they will have to separate and work along. I will make sure to explain why these methods are used, if students understand their importance they will be more likely to follow through. Also by describing incentives students will have more of a desire to work towards those incentives from the beginning. If students know that they all help earn the Sweets, Sweats, and Slippers day, and see the letters going up on the board or one taken away they are more likely to help monitor each other to gain the incentive. It will also be helpful if the

Sweet, Sweats and Slippers day is earned quickly through a short sentence early one so that students know they can achieve it and experience it so that they want to work towards it again.

I will support my students by continually providing them with tools to facilitate and take responsibility of their own learning. I will use Coloroso's *Inner Discipline* plan to help teach my students responsibility and coach them in problem solving skills so that they can solve their own problems and come up with methods to prevent further issues from arising. The *three C's of Cooperative Discipline* will help students to realize that they are capable, connected and can cooperate in their community. Classroom meetings will also be important in supporting students' behavior. If students have a problem in class with another student or a routine or procedure then they can bring it up at the meeting and have their thoughts heard. Sometimes these meetings could change classroom procedures, this will give the students ownership and they will be more likely to want to comply with them. I feel that personally I will support my students by providing positive recognition, incentives, presenting interesting lessons, and continuing communication with parents and students. If I give a student praise for working diligently they will be more likely to continue to work hard in the future. Also by ensuring that my students are interested in the lessons and materials, I provide an opportunity for students to be engaged in the task at hand rather than bored and tempted to participate in off task activities. Communication with parents and students will also be crucial. I will make sure to let students know that we have an open communication policy and that it is ok to come and talk to me and ask questions or voice concerns. Also I will have at least weekly communication with parents by sending a "data folder" home. This will include upcoming events or assignments, important grades, classroom rules and procedures, a checklist of expectations that the student met or did not meet that week and an area for myself and the parent to express concerns or highlights of

their student that week. This way the parents know what is expected in class and what to watch out for, they also have a way of knowing exactly what their student is having difficulty in or excelling in. All of these methods will work to support student positive behavior in the classroom.

Means of correcting behavior come as a last resort when the preventive and supportive methods were not enough to encourage acceptable behavior. We will discuss the various discipline procedures at the beginning of the school year and go over them throughout the year if students need reminded. One form of discipline will be a stop light chart where students will move their popsicle stick with their number on it to different steps of the stoplight when misbehavior occurs. Usually students will get a warning before moving their stick to green section. Each “light” will represent an increased consequence. Green might still mean warning, yellow-miss recess, and red-go to the principal’s office. Students might move directly to red if they were to hit another student or teacher for example. The movement of sticks also gets recorded in the assignment notebook and data folder so that parents are informed or in extreme cases the parents are called. Another consequence system is the strike system for group work, once they reach a third strike from being too noisy students will then have to work alone. Other consequences include staying in from recess to complete missing assignments, removing desks from cooperative groups, losing time from bonus recess, or losing letters for the Sweats, Sweats, and Slippers Day incentive. Behavior can also be corrected by working with the peer mediators or during class discussions to think of alternative ways to handle situations in the future or receive class/peer reprimands. Students will understand their consequences before they are faced with them, and hopefully learn methods to prevent those same situations from occurring again. It will be important for students to understand that the teacher will stand firm in

administering consequences so that students could take responsibility for their actions and learn from their mistakes. I will approach subjects in a sensitive and understanding manner to ensure that students can return to their tasks with as few interventions as possible.

### **Closure**

In closing this document serves as a description of what I think an effective classroom management plan should include and encompass. I have used course material, research, experience and personal preferences to compile a set of ideas, theories, and practices that will allow me to provide a positive and educational classroom environment for my students. I have included a list of my top 10 theories or ideas from educational theorist along with specific routines, procedures and methods of implementation to provide an accurate depiction of my idea of an effective management plan. I feel that students will learn best when they are provided with an encouraging environment that supplies them with a clear idea of expectations and the ability to grow through responsibility and problem solving techniques. I aspire to create a classroom that is not merely a classroom of students but a community of learners who cooperate and collaborate to influence and take responsibility of their education by working towards the common goal of reaching their full potential as students and people.

### **Works Cited**

Charles, C. M. (2002) *Building Classroom Discipline* (7th ed.). Boston: Pearson Education.

**Sample Parent Letter**

Dear Parents,

Welcome to a new school year. My name is Meganmarie Pinkerton and I will be your child's 5<sup>th</sup> grade teacher this year. I would like to start off the year by opening the lines of communication with you as parents, by telling you a little bit about my classroom expectations, procedures, and ideas. I feel that communication between myself and the parents plays a crucial role in your student's success at school.

I believe that it is important that my students view our classroom as a community of learners where they will be actively involved and constantly contributing to the communities' growth and success. To do this I set up my classroom and lessons in such a way as to foster group work and collaboration. The students will usually sit with group members and be encouraged to work together on various assignments. Students will also have classroom jobs so as to fulfill an important role in the community. I will also set up classroom meetings so students can express concerns and use problem solving skills taught in class to work out classroom issues.

At the beginning of the year I will make sure that students are aware and understand classroom procedures and routines. Rules will be posted and we will practice transitions, group work expectations, and morning and dismissal routines. Student will also have the opportunity to change these procedures through classroom meetings to determine the best way for the classroom to be run.

I expect students to learn to take initiative a responsibility with their education. They will gain a desire for responsibility through tasks in the classroom, learning problem solving skills, and being the recipients of incentives, positive recognition, and discipline. Incentives and discipline will be set up for the class as a whole and on an individual basis. Incentives and discipline procedures will be explained more in-depth through data folders sent home once a week.

I want school to be an enjoyable experience for your child. I abide by the life of respect, trust and personal best and will expect my students to practice these life skills as well.

It is my expectation that parents play an active role in their child's education. I will regularly keep you informed of classroom events and your student's progress. Data folders will be sent home once a week with information on classroom and school procedures, important upcoming events, and notes with praise or concerns about your child's progress that week. Feel free to contact me through notes, e-mail, or phone calls whenever you have questions or concerns. You may reach me by phone at 222-3333 ext. 444 or by email at [MHPinkerton@manchester.edu](mailto:MHPinkerton@manchester.edu)

I look forward to getting to know you and your child better in the months to come!

Sincerely,

Meganmarie Pinkerton