

## **Mr. Cash's Classroom Procedures**

**Absences** – The students are responsible for all work missed when they are absent. Extra time will be allowed for the students to complete the work. All extra handouts will be kept in a bin in the classroom. Students are to check this bin upon their return. Any incomplete assignments will show up as zeros on the student's progress report (see Progress Report).

**Attending Skills** – Attending skills are part of the District approved Discovery Program. The students will receive further training in this program next year at the Middle School. Attending skills include: Being in the Moment, Appropriate Body Language, Appropriate Eye Contact, Appropriate Feedback, and Questions to Clarify or Validate.

Being in the Moment - Students are expected to be actively engaged in lessons, discussions, and meetings. Actively engaged means the students are focused and listening; their minds are not wandering to what is for lunch or what to do when they get home. Any problems or issues are “left at the door” so that students can concentrate solely on the subject being discussed.

Appropriate Body Language (or Listening Positions) - Student posture is very important to attention and listening skills. There are five points to Listening Positions: 1. Sit up straight – feet on the floor under the desk, chair pulled in, and all four feet of the chair touching the floor, 2. Empty Hands on Desk, 3. Eyes on the Speaker – student speaker or teacher, 4. Quiet mouths, 5. Listening Ears.

Appropriate Eye Contact – Eye contact is important in communication. Appropriate eye contact is not “staring down”, rolling eyes, or looking around. Appropriate eye contact is eye to eye, or, at least, eye to face or lips.

Appropriate Feedback - Appropriate feedback means that student responses are on-topic, students raise their hands, comments are genuine and authentic, and responses are the student's best effort.

Questions to Clarify or Validate - The questions should be inquiries, not stories. It is the student's responsibility to state when they are unclear about a topic. Occasionally we will use the three finger rule in class. As the teacher walks around the class, students can display three fingers on their desk if they understand, two fingers if they are unsure, and one finger if they are very confused. This will allow the teacher to discreetly find the students who need help.

**Book/Supply Contracts** – At the beginning of the year, students will receive all of the books and corresponding supplies they will use for the year. The textbooks include Everyday Math, Fantastic Voyage (Reading Basal), English, America's Promise (Social Studies), and Writers Resource. In addition, the students will receive student workbooks including Everyday Math Journal, Reading Workbook, and Spelling Workbook. Students

will also receive a math template (a tool with various stencil and measuring devices) and a dry-erase slate board. The students will sign a contract stating that they have received these materials, which book numbers they received, and that they are responsible to replace lost or damaged materials.

**Circle Up** – Circle Up is a Discovery Program procedure based on the work of William Glasser. During Circle up time, students state their name, the emotion they are feeling, what type of day they are having on a scale of one to ten, and respond to a question which will enable the class to get to know each other better. This process develops a better community atmosphere in the classroom, and allows a procedure for the resolution of problems or conflicts when needed.

**Computer** - Each student is responsible to use computer time appropriately. The computer is to be used for classroom assignments only. The internet will be closely monitored to ensure appropriate use.

**D.E.A.R. Reading Time** - The students will have time each day to read in class (approx. 30 minutes). During this time, students may move around the room to find a comfortable space. If the students are not successful in their space selection (i.e. not reading or chatting with a neighbor) they will read at their desks. D.E.A.R. time (Drop Everything And Read) is precious to the education of each student. This time allows each student the opportunity to learn to love books. The students will be held accountable for this time by completing a daily reading log which will track their daily progress, and allow them to reflect by responding in writing to their reading.

**The Discovery Program** – The Discovery Program is a district approved teaching tool to help students to learn positive and cooperative behaviors. This program is implemented in varying degrees throughout the district and throughout the school. As the students enter Middle School next year, they will most likely receive more intensive Discovery training. Several parts of the program will be utilized in room 16 this year including Attending Skills, The Six P's, Tribal Rules with Group and Team Skills, Conflict Resolution, and Circle Up.

**Everyday Math** - The district will continue to use Everyday Math this year. Everyday math is a “spiraling program”. Topics are introduced to students, then revisited later to take the student from beginning, to developing, to secure levels of knowledge of each topic. Therefore, the students may be very confused about a newly introduced topic. This is okay. The students are not expected to fully understand the topic until it has been presented numerous times. Only secure concepts will be graded for accuracy.

**Friday Folders** – Every Friday students will take a Friday Folder home. This folder will include all graded papers from the previous week, a progress report which needs to be signed and returned (see Progress Report), a homework packet (see Homework), and classroom and office notices.

**Grading** - Each assignment will receive a grade. Some assignments are graded for accuracy, some are graded for effort, and some are graded for completion.

Late assignments will always be accepted. In the first quarter there will be no penalty for late assignments, as long as they are turned in before the end of the quarter. In the second quarter, assignments will be penalized 10% for each class day they are late. In the third quarter, assignments will be penalized 20% for each class day they are late. In the fourth quarter, assignments will be penalized 30% for each class day they are late. The penalty will never exceed 60%. Therefore, even very late assignments can receive 40%.

Work turned in on-time, may be redone to achieve a grade of B or higher (with certain exceptions such as multiple choice assignments). The importance is for the students to learn the material, not always to get it right the first time. Extra credit is also available. Students may design and propose assignments for extra credit. Any assignment which will clearly increase the student's knowledge or skills will be accepted.

The grading scale is as follows: A+ 98-100%, A 93-97%, A- 90-92%, B+ 88-89%, B 83-87%, B- 80-82%, C+ 78-79%, C 73-77%, C- 70-72%, D+ 68-69%, D 63-67%, D- 60-62%, F 0-59%

**Homework** - Homework will be distributed each Friday in the student's Friday folder. The homework will generally consist of 1-2 spelling pages, 3-5 math study links (one for each lesson covered in class each week), one writing journal entry (one full page), 30 minutes of reading each night (five days a week, recorded on a reading log), and any other class work not finished in class. Reading homework is separate from D.E.A.R. time and may not be completed during school hours. Homework will be due every Friday morning. Due to homework being distributed well in advance, occasionally assignments will be added to, or deleted from the packet. The suggested homework for each night will be posted in the classroom for student reference and guidance.

**Library** - The students are responsible for any item they check out of the library. Lost items will need to be paid for at the price necessary to replace them and a \$1.50 fee for labels, covers, and pockets on the new book. For full details, please speak with the Skyline Librarian.

**Lining Up** – Each student is expected to line up in the classroom and on the playground quickly, quietly, and carefully.

**Math Partners** – For many math activities this year, students will be paired up to peer teach. Each student will be responsible to work together, share the load, and teach each other to ensure that both come to an equal level of understanding where possible.

**Morning Routine/Breakfast** – As the students enter the room in the morning, they will quietly sit down and start working on an assignment on the board. As the students are working, tables will be called to put their jackets, backpacks, and papers away, and to get their breakfast. Students will have approximately 20 minutes to complete these tasks and be ready to learn.

**Organization** - Students will be expected to keep their desks, personal space, coat racks, and the classroom as a whole neat and clean. Organizational skills will help the students transition from one subject to the next quickly, and will make the classroom a more comfortable and inviting learning space.

**Pencils** – The students will contribute pencils on a regular basis to a community pencil jar. This jar will be sharpened at various points in the day so that sharpened pencils are readily available to students without the added distraction and noise of sharpening during instruction.

**Playground Rules** – Each student is responsible for their own behavior on the playground. It is expected that fifth graders will set the positive example for the school to follow. Detailed rules are available in the student handbook.

**Progress Reports** - Progress reports will be distributed to each student every Friday afternoon. These progress reports will show every graded assignment in every subject (except for specials). The reports are designed to keep parents and student well informed about each student’s progress. The frequency of the reports allows for mistakes to be corrected, missing assignments to be completed, and problems to be addressed before the end of the quarter.

Assignments with a grade of zero are commonly missing assignments. These assignments can be made up for credit (see Grading). Assignments with no grade are not graded yet (teachers aren’t perfect). Due to the fact that progress reports are one of the last things passed out on Friday, occasionally there will be mistakes that could not be corrected in class. Students may bring graded papers back to school to demonstrate the errors and the mistake will be fixed. Parents are **encouraged** to call with any questions.

**Read Aloud** – The students will remain in their seats for daily read aloud. Read aloud is designed to improve reading comprehension, and to excite the students about books. The students will practice various forms of note taking during read aloud.

**Refocus** - All efforts will be exhausted to solve problems in the classroom. If a particular student is unable to correct a behavior in the classroom, the student will have an opportunity to “refocus” in the school support room. If a student requires a refocus, the student’s parents will be notified of the situation, the severity, and the resolution to the problem.

**Restroom** – Restroom breaks are a necessary part of each day. To minimize the loss of instructional time, students will be allowed to use the restroom at specified points throughout the day. When in the classroom, the students will use a sign out sheet. The students are instructed to use the restroom at home before school, one time in the morning (as needed), one time at lunch (if necessary), one time in the afternoon (as needed), and once when the students return home. This allows the students to use the restroom five times in a seven hour period. For most students, this is more than adequate. If students have special needs, the school nurse or Mr. Cash should be contacted to allow special arrangements.

**The Six P's** – The Six P's are part of the District approved Discovery Program. The Six P's stand for: Prompt, Prepared, Polite, Positive Mental Attitude, Participate, and Produce. The following skills will be explained, discussed, and modeled for students to fully understand.

**Prompt** – The students are expected to arrive at school on-time, return to class from specials, lunch, and special activities on-time, transition quickly from one subject to the next, and turn work in on-time (see Grading for late work policy).

**Prepared** – Students are expected to come to school ready to learn. Students need to bring all necessary books, notebooks, assignments, and supplies (pencils) to class. Students are expected to prepare their bodies with proper sleep, hygiene, and food (breakfast is served in the classroom for this purpose).

**Polite** - Students are expected to treat all students and staff respectfully. Polite words include “Please”, “Thank you”, “Excuse me”, “I’m sorry”, and “Pardon me”. Bullying, gossip, and any other dehumanizing or demoralizing behavior will not be tolerated.

**Positive Mental Attitude** - Students are expected to maintain a positive attitude in class. Students will be taught positive self-talk expressions such as: “I can”, “I knew I could”, “I made a mistake but I know I can get it right next time”, “I will give it my best”, and “I am capable enough to do this”.

**Participate** - Students will be expected to actively participate in classroom discussions and partner or group work. Students will be expected to always try their best and ask questions.

**Produce** - Students will be expected to complete and turn in all assignments. The students will be expected to always turn in their best product, and re-do any assignment to receive a B or better.

**Supplies** - Students may need to replenish certain classroom supplies throughout the year. These supplies may include pencils, pens, notebooks, tissues, and folders. As a class, we share many of our supplies.

**Tribal Rules (with Group or Team Skills)** – Tribal rules are part of the District approved Discovery Program. The tribal rules of Desks Touch, Introduce Self, Use Names, Attending Skills, and Space will be used in conjunction with Group or Team Skills. The Group or Team Skills are Negotiating, Listening, Having Empathy, Having Tolerance, Persevering, Maintaining a Work Ethic, and Understanding Group Dynamics. Although these skills will be mentioned in the first few weeks, implementing these ideas will be a year-long procedure.

Classroom Procedures Contract

Please keep the list of classroom procedures for your records or to refer to later. Thank you for your support

I \_\_\_\_\_ have read, understand, and agree to honor the classroom procedures of room 16 at Skyline Elementary.

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

I \_\_\_\_\_ have reviewed these procedures with my child and agree to help my child honor these classroom procedures this year.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

I \_\_\_\_\_ Aaron Cash \_\_\_\_\_ have reviewed, discussed, and modeled these procedures for the classroom students. I have responded to, and will continue to respond to, inquiries regarding these procedures from parents and students. I will set a positive example for the classroom students to help them honor these procedures this year.

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_