



MY PLAN FOR PROCEDURE SUCCESS



guiding questions for planning PROCEDURES



DIGITAL LINKS FOR

GOOGLE DRIVE



PROCEDURE
for the HALLWAY

Purpose of the procedure:

- Where will the students line up in the classroom?
- Will you use ONE line or TWO lines?
- Is there an assigned order for students?
- Where will the students line up in the classroom?
- Is there a line leader? Do students take turns as a line leader?
- Is there a consequence for cutting in line?
- How will students show you that they are ready to walk in the hallway?
- Do you lead the line or walk at the end?
- How will you keep the line straight?
- Who shuts the door and turns out the lights?
- How do students get your attention if there is an issue while walking?
- Is there a consequence for touching walls or hallway displays?
- What do students do with their hands?
- What if the students are talking?
- How should students acknowledge friends or teachers they see while walking?
- Can students stop for drinks?
- What if a student needs to tie their shoes?
- What happens if there is a gap in the line?
- Is there a reward for a GREAT performance of a procedure?

PROCEDURES

- Do they get back to your classroom? They dropped off or get picked up?
- Do they do with any items or do they bring back?
- Do they do when they get back into room?
- What happens if students don't follow procedure?

QUESTIONS

about SCHOOL POLICIES



Purpose of procedure(s) related to school expectations:

- | | |
|---|--|
| ● How are attendance and lunch count tracked and submitted? | ● What if a child needs medication during the school day? |
| ● What are the school's grading policies? | ● What support do you have for discipline issues? |
| ● When are announcements made?
What information is included in the announcements? | ● How do you contact the office in an emergency? |
| ● What supervision duties are teachers responsible for? | ● What are the policies for locked doors? |
| ● What are the assembly procedures? How are classes called to and dismissed from assemblies? | ● What are the procedures for a fire drill? |
| ● Do students need chairs at assemblies? If so, how should they be carried? | ● What are the procedures for a lock down drill? |
| ● How do students know where to sit at assemblies? | ● What are the procedures for a weather, earthquake, or other emergency drill? |
| ● What school-wide events happen during the year? Which events happen in the evening? Are you expected to attend? | ● What are the procedures for an evacuation? How should students leave the building? Where should they go? |
| ● What are the expectations for field trips? How are they scheduled? What forms are needed? | ● Who will help a sub in an emergency? |
| ● What happens if a child gets sick or injured at school? | ● What other school/district policies are important to know? |

QUESTIONS

about SCHOOL POLICIES



My Plan for Procedure

SUCCESS



● STEPS FOR STUDENTS TO FOLLOW:

● CLASSROOM SPACES OR MATERIALS STUDENTS NEED TO BE SUCCESSFUL:

● WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:

● HOW I'LL TEACH THIS PROCEDURE:

QUESTIONS

about MANAGEMENT



Purpose of classroom management:

- | | |
|--|---|
| ● What are the school/district policies about management? | ● How will you hold individuals accountable for their choices? |
| ● What type of classroom environment do you want to cultivate? | ● How will you hold the group accountable for their behaviors? |
| ● How will you invite students to contribute to that environment? | ● Do you need different signals for different times (prepare for a transition, reminder to quiet down, etc.)? |
| ● How will you build a cooperative, caring community? | ● What is your management system? |
| ● How will you establish high expectations for behavior? | ● What rules do you need in place to create your vision for your classroom? |
| ● How will you hold students to your high expectations? | ● How will you teach students about the rules? Will you post the rules? Where? |
| ● How will you teach your procedures and expectations? | ● What are the consequences for breaking the rules? |
| ● How will you make each child feel like a valued member of the class? | ● How will you address the discipline problems that arise? |
| ● Where can intentional planning prevent discipline problems from happening? | ● How will you deal with a discipline problem that escalates? When does the administration involved? |
| ● How will you keep students on-task and engaged in learning? | ● How will you inform parents of any behavior issues? |

QUESTIONS

about MANAGEMENT



My Plan for Procedure

SUCCESS



● BEHAVIOR EXPECTATIONS FOR STUDENTS:

● CLASSROOM SPACES OR MATERIALS STUDENTS NEED TO BE SUCCESSFUL:

● WHAT I NEED TO DO TO MAKE CLASSROOM MANAGEMENT SUCCESSFUL:

● HOW I'LL TEACH THE STUDENTS ABOUT MY MANAGEMENT SYSTEM:

QUESTIONS

about ROUTINES



Purpose of class routines:

What is your daily schedule?

Does every day follow the same schedule or do some days have their own schedule?

Where will you post the daily schedule?
Who is responsible for updating it each day?

Will you post the day's date? Who is responsible for updating it each day?

Will you have a classroom calendar? If so, where? What kind?

How will the calendar be updated each month?

Will your students do daily calendar activities?

What routine learning activities happen most days (number of the day, daily journal, morning meeting, etc.)?

How will you introduce those routines to your students?

What materials are needed to make those routines successful?

How will you inform students about what's happening that day at school?

What will you do for student birthdays?

Are parents invited to bring treats/balloons?

If parents bringing treats isn't the policy, what happens if a parent shows up with cupcakes?

What happens if a student forgets something at home?

If a student is absent, how will they get the work they missed?

What is your plan for preparing for and welcoming new students?

What should happen if the teacher has to step out of the room?

What is the school policy about holidays and class parties?

What is your plan for holidays and class parties?

QUESTIONS

about ROUTINES



My Plan for Procedure

SUCCESS



● STEPS FOR STUDENTS TO FOLLOW:

● CLASSROOM SPACES OR MATERIALS STUDENTS NEED TO BE SUCCESSFUL:

● WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:

● HOW I'LL TEACH THIS PROCEDURE:

QUESTIONS

about COMMUNICATION



The goal of teacher communication:

What quiet signals or attention signals will you use?

What are your noise level expectations?

How will you explain the noise level expectations to the students?

What is the consequence for being too noisy?

How should students get your attention?

How should students get your attention when you're working with other students?

As part of a lesson, will you have students discuss as partners or in small groups?

What are the expectations during discussion times?

How will you teach students to disagree respectfully?

How will you teach students to be active listeners?

How will you maintain regular communication with parents?

Are parents able to email you? Text you? Call you?

How will you make parents aware of your policies and expectations?

How will you make parents aware of upcoming events?

How will you use classroom volunteers?

How will volunteers sign up?

Do you have a room parent? What are their responsibilities?

How will you use parents for class parties?

How will you use parents for field trips?

How will you inform parents of any behavior or learning concerns?

QUESTIONS

about COMMUNICATION



My Plan for Procedure

SUCCESS



● STEPS FOR STUDENTS TO FOLLOW:

● CLASSROOM SPACES OR MATERIALS STUDENTS NEED TO BE SUCCESSFUL:

● WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:

● HOW I'LL TEACH THIS PROCEDURE:

QUESTIONS

about SUBSTITUTES

Expectations of what will happen in your classroom with a substitute teacher:

What are the school policies about substitutes?

How do you schedule a substitute teacher?

How far in advance do you need to schedule a sub?

What if no substitutes are available?

How many days off are you allowed to take?

Do you have to cover other classes if they don't have a sub?

What happens if the teacher of a specialty class needs a sub?

How will you prepare your sub plans?

How will you get plans and materials to the sub if you're home sick?

What will you do if you have to unexpectedly cover a coworker's class?

What can you prepare in advance for any emergency sub plans?

Do you expect a sub to teach new content or will you leave review material for them to do?

Which coworkers can be relied on to get out your materials for your sub if you're not able to be there?

Is a sub expected to follow your same management system?

Will you leave something special for the sub to do with your class (rewards, prizes, extra recess, a game to play, etc.)?

What are your expectations for your students' behavior with a sub?

How will a sub inform you of how the day went?

Is there a reward if the sub report is good? Are there consequences if the sub report is bad?

How will you teach your students about your expectations for substitutes?

Who will help the sub in the event of a drill or real emergency?

QUESTIONS

about SUBSTITUTES



My Plan for Procedure

SUCCESS



● **STEPS FOR STUDENTS TO FOLLOW:**

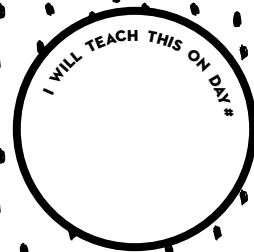
● **CLASSROOM SPACES OR MATERIALS STUDENTS NEED TO BE SUCCESSFUL:**

● **WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:**

● **HOW I'LL TEACH THIS PROCEDURE:**

PROCEDURES

for PENCILS

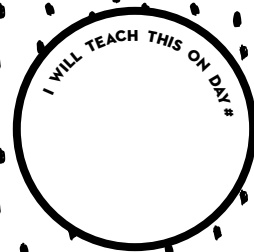


Purpose of the procedure(s):

- | | |
|---|--|
| ● Does the school supply pencils? Do parents donate them? Are you responsible for providing them? | ● What if students are damaging the sharpener by trying to sharpen crayons, sharpening tiny pencils, etc.? |
| ● Where will you store your stock of pencils? What if you run out of pencils? | ● Will you give a certain number of sharpened pencils to students each week? |
| ● Will you label each students' pencil with their number or name? | ● Where are sharpened pencils kept? Where do dull pencils go? |
| ● Where do students get sharpened pencils? | ● What should be done if someone finds a stray pencil lying around? |
| ● What should students do with dull or broken pencils? | ● What if a student's pencil breaks during work time? |
| ● What kind of sharpener(s) do you have? Do different sharpeners require different rules? | ● What if there are no sharpened pencils left? |
| ● Who is responsible for sharpening pencils? When will pencils be sharpened? | ● What happens to pencils with no erasers or chewed tops? |
| ● If students will be using the sharpener, is it in a place they can access? | ● Will students have pencil top erasers or other extra erasers? |
| ● Is there a garbage can near the sharpener for shavings? | ● Will students have their own handheld sharpeners? |
| ● How will you train students to use the sharpener? | ● Where will students keep their sharpeners? How will you make sure shavings end up in the trash? |

PROCEDURES

for PENCILS



My Plan for Procedure

SUCCESS



● STEPS FOR STUDENTS TO FOLLOW:

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● WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:

● HOW I'LL TEACH THIS PROCEDURE:

PROCEDURES

for MATERIALS



Purpose of the procedure(s):

- | | |
|--|--|
| ● What materials/supplies does the school supply? | ● Do you have shared supplies at each table or does each child have their own? |
| ● What types of materials are not allowed (permanent markers, mechanical pencils, spray glue, etc.)? | ● Where will you store the supplies not kept with the students? |
| ● What materials do you need to supply? | ● Which supplies can be used any time? Which supplies first need teacher approval? |
| ● What supplies do you ask parents to donate? How do you get your supply list to parents? | ● How will students access the supplies they need often? Are any students assigned to hand them out? |
| ● What happens if students arrive without the materials you requested? | ● How will students access the supplies they only need occasionally? |
| ● When are supplies brought to school? | ● How will you let students know when they can use which supply? |
| ● How will you organize supplies? | ● Will you restock supplies at set times? |
| ● Do students keep the supplies they bring or do donated supplies become part of the communal stash? | ● What should students do when they run out of a supply? |
| ● How will you teach students your expectations for being responsible with school supplies? | ● What is the consequence for students misusing a school supply? |
| ● What supplies will be kept at student desks? | ● How will you make sure new students have all the supplies the other students have? |

PROCEDURES

for MATERIALS



My Plan for Procedure

SUCCESS



● STEPS FOR STUDENTS TO FOLLOW:

● CLASSROOM SPACES OR MATERIALS STUDENTS NEED TO BE SUCCESSFUL:

● WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:

● HOW I'LL TEACH THIS PROCEDURE:

QUESTIONS

about CLASS SET UP



Goal of your classroom set up:

- | | |
|---|---|
| <ul style="list-style-type: none">● How do you want your classroom to feel? | <ul style="list-style-type: none">● What should students keep in their desks? |
| <ul style="list-style-type: none">● What kinds of teaching styles do you use? | <ul style="list-style-type: none">● What should students keep on top of their desks/tables? |
| <ul style="list-style-type: none">● What physical spaces do you need in your classroom (carpet, reading nook, small group table, etc.)? | <ul style="list-style-type: none">● How often will you clean out desks? Does everyone clean their desk at the same time? |
| <ul style="list-style-type: none">● Where will your students sit? Do you have desks or tables? Can you choose? | <ul style="list-style-type: none">● Will you give each table a name? |
| <ul style="list-style-type: none">● How can you make sure your seating arrangement accomodates any students' with special needs? | <ul style="list-style-type: none">● Do tables earn rewards for good behavior? What's the reward? |
| <ul style="list-style-type: none">● Will you assign seats or let students choose their own seats? | <ul style="list-style-type: none">● Where do students get chairs each morning? Where do chairs go at the end of the day? |
| <ul style="list-style-type: none">● What desk/table arrangement will you use? Will you ever use different arrangements? | <ul style="list-style-type: none">● Will you use flexible seating? How will you manage seating choices? |
| <ul style="list-style-type: none">● How often will you change your seating arrangement? | <ul style="list-style-type: none">● How do you manage students playing around in their desks or playing with the seating? |
| <ul style="list-style-type: none">● How will students know which desk or seat is theirs? | <ul style="list-style-type: none">● How can you make use of the walls and vertical spaces in your classroom? |
| <ul style="list-style-type: none">● Will you turn desks backwards so students can't store things inside? | <ul style="list-style-type: none">● How can you use your classroom spaces to build community? |

QUESTIONS

about **CLASS SET UP**



My Plan for Procedure

SUCCESS



● **STEPS FOR STUDENTS TO FOLLOW:**

● **CLASSROOM SPACES OR MATERIALS STUDENTS NEED TO BE SUCCESSFUL:**

● **WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:**

● **HOW I'LL TEACH THIS PROCEDURE:**

QUESTIONS

about CLASS JOBS



Purpose of class jobs:

Will you assign class jobs?

What classroom duties will you assign to students?

Do students have the same job all year?

Does every student have a job every day?

Do students apply for the job they want?

Do you assign jobs to students? If so, how will you assign the jobs?

Do students rotate through every job?

What are the expectations of each job?

What will you call each job?

How do students know which job they have?

Will you use a job chart? Where will you display it?

How often are job assignments changed?

When do jobs get completed?

Who reminds students to do their jobs?

How many students are assigned to each job?

Does each job have the same number of students or does it vary depending on the job?

How do students learn how to do their jobs?

How does a job get done if a student is absent?

What if a student doesn't complete their job well?

Can students lose their job responsibilities as a consequence of poor choices?

QUESTIONS

about **CLASS JOBS**



My Plan for Procedure

SUCCESS



● **STEPS FOR STUDENTS TO FOLLOW:**

● **CLASSROOM SPACES OR MATERIALS STUDENTS NEED TO BE SUCCESSFUL:**

● **WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:**

● **HOW I'LL TEACH THIS PROCEDURE:**

PROCEDURES

for ARRIVAL TIME



Purpose of the procedure(s):

- | | |
|--|---|
| ● When do students arrive? Is there a specific door they should use to enter the school? | ● What should students bring from home? What if they bring other things (toys) to school? |
| ● Where do students go when they first arrive? | ● How do students mark their lunch choice? |
| ● Do students need breakfast? When and how do they get breakfast? | ● How should students unpack their backpacks? |
| ● When can students enter the classroom? | ● Where do students turn in homework, take-home books, or other materials? |
| ● What should students do if they arrive at school early? | ● What should be done with lunch money? What should be done with notes from parents? |
| ● What should students do before entering the classroom? | ● Where do students put their backpacks? Where do students put their lunchboxes? |
| ● Is there a specific door they should use to enter the classroom? | ● Where do students put their coats/jackets? |
| ● Where are bikes and/or scooters allowed? | ● What should students do with water bottles? |
| ● What's the first thing students should do when they enter the room? | ● What should students do after they're unpacked? Is there an assignment or activity they should start doing? |
| ● What is the school's tardy policy? Do students need to check in at the office? | ● Do the arrival procedures change if there's rain or snow? |

PROCEDURES

for ARRIVAL TIME



My Plan for Procedure

SUCCESS



● STEPS FOR STUDENTS TO FOLLOW:

● CLASSROOM SPACES OR MATERIALS STUDENTS NEED TO BE SUCCESSFUL:

● WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:

● HOW I'LL TEACH THIS PROCEDURE:

PROCEDURES

for STARTING THE DAY



Purpose of the procedure(s):



How will you greet students?



Will you have a morning slide or message to tell students what to get started on in the morning?



Where do students get pencils?



What morning jobs are assigned to students?



When can students get a drink or bathroom break during the start of the day?



What should students do when the bell rings?



What are your expectations for the students during morning announcements?



How do you do the Pledge of Allegiance?



How do you submit attendance? How do you submit your lunch count?



How will you update the daily schedule?



Where can students find the day's schedule?



Will you post the day's/week's learning goals? How will you keep them updated?



What should students start working on when the day starts? Will you use morning work?



What should students do if they have questions about the morning work?



Is there a consequence for not getting started on the morning work right away?



How do you hold students accountable for doing a good job on their morning work?



Will you correct the morning work as a class or grade each page?



Will you collect the morning work page?



What should students do when they finish their morning work?



Will you have a morning meeting? What activities will you include in your meeting?

PROCEDURES

for STARTING THE DAY



My Plan for Procedure

SUCCESS



● STEPS FOR STUDENTS TO FOLLOW:

● CLASSROOM SPACES OR MATERIALS STUDENTS NEED TO BE SUCCESSFUL:

● WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:

● HOW I'LL TEACH THIS PROCEDURE:

PROCEDURES

for BATHROOM & DRINKS



Purpose of the procedure(s):

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|--|--|
| ● How should students ask to use the bathroom? | ● What should students do if there's an emergency drill while they're in the bathroom? |
| ● What should students do if they have an emergency or are going to be sick? | ● Are students allowed to use the bathroom while you're teaching? During centers? |
| ● What should students do if they have an accident? | ● When and how should students ask to get a drink? |
| ● Will you have a bathroom pass? Where will you keep it? How will students use it? | ● Which drinking fountain should they use? |
| ● How many students can leave for the bathroom at one time? | ● How many students can be at the drinking fountain at once? |
| ● Which bathroom should students use? | ● How should students wait in line at the drinking fountain so they're not causing problems? |
| ● How will you teach your expectations for appropriate bathroom behavior? | ● Will students have their own water bottles? When should they fill their bottles? |
| ● How will you teach students your expectations for washing their hands? | ● How will bottles be labeled? Where will they be stored? |
| ● What should students do if the paper towel dispenser is jammed? | ● When can students drink from their bottle? What if it leaks or spills? |
| ● What should students do if they find a mess in the bathroom? | ● When and how will water bottles be washed? What if a bottle is forgotten at home? |

PROCEDURES

for BATHROOM & DRINKS



My Plan for Procedure

SUCCESS



● STEPS FOR STUDENTS TO FOLLOW:

● CLASSROOM SPACES OR MATERIALS STUDENTS NEED TO BE SUCCESSFUL:

● WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:

● HOW I'LL TEACH THIS PROCEDURE:

PROCEDURES

for LESSON TIME



Purpose of the procedure(s):

Where will students sit for lessons?

Do different types of lessons or different subjects require different seating arrangements?

How will you get students' attention before starting a lesson?

What behaviors do you expect before beginning to teach (facing front, hands still, eyes up front, etc.)?

How will you remind students of the behaviors you expect (for example: "Please get in learning position.")

What are your expectations for students if you're teaching with a Smartboard or other technology?

How should students get your attention while you're teaching?

What noise level is acceptable while you're teaching? How will you make students aware of that?

How will you handle call outs?

How should students respond to your questions during a lesson?

Will you use a cue word to signal that you want the students to respond aloud without needing to raise their hands?

Are students allowed to get drink and bathroom breaks during lessons?

How will you handle students not paying attention during lessons?

How will you minimize distractions (kids playing in desks, kids talking, etc.) during lessons?

If students miss a lesson due to a pull-out class or absence, how will you catch them up?

Do you include group work as part of your lessons?

What system will you use to organize students into partnerships or groups?

What are the expectations for group work? What noise level is acceptable?

How should partners or groups handle disagreements?

What kinds of activities will you assign to partners or groups?

PROCEDURES

for LESSON TIME



My Plan for Procedure

SUCCESS



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● WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:

● HOW I'LL TEACH THIS PROCEDURE:

PROCEDURES

for WORK TIME



Purpose of the procedure(s):

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|---|---|
| ● Where are students allowed to work? | ● May students work together or are they expected to work alone? |
| ● Do different types of lessons or different subjects require different types of assignments? | ● What are the expectations when students work together? |
| ● Will students work by themselves or in partnerships/groups? | ● How are papers handed out? |
| ● What noise level is acceptable during work time? What happens if students are too loud? | ● How are papers turned in? |
| ● Are students allowed to get drink and bathroom breaks during work time? | ● How should students label their papers (name, number, date, etc.)? What happens to papers turned in with no name? |
| ● How do students know which materials they need for the assignment? | ● How are digital assignments completed? |
| ● How do they access the necessary materials? Is someone assigned to distribute materials? | ● How are digital assignments turned in? |
| ● What should a student do if they need a pencil during work time? | ● Do students have to redo sloppy or incorrect work? |
| ● Which supplies can be used during work time? | ● What should students do with unfinished work? When will they have a chance to complete it? |
| ● What should students do if they have a question during work time? | ● How will absent students get the work they miss? |

PROCEDURES

for WORK TIME



My Plan for Procedure

SUCCESS



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● HOW I'LL TEACH THIS PROCEDURE:

PROCEDURES

for CENTER TIME



Purpose of the procedure(s):

Will you use learning centers or stations?
For which subjects?

Where will your centers be located?

How will you store and organize center materials?

How will students move through the centers (rotations, free choice, checklist, etc.)?

How will students know which centers to visit?

How will students know when to switch centers?

Will students work at the center, take the work to their seats, or work elsewhere in the room?

Can students work in groups or partnerships?

How will students know what to do at each center?

How will students access the materials they need for each center?

What is the consequence for students who don't meet your expectations?

What should students do if they have questions during center time?

What should students do if they finish their center before it's time to move on?

How are students held accountable for their learning?

How are students held accountable for their behavior?

How do students transition to the next center?

How will you make sure the center is tidied and organized before the students leave that center?

Where do students turn in the work they complete during centers?

What do students do if they don't complete their assignment during center time?

What should students do if something is lost or broken at a center?

PROCEDURES

for CENTER TIME



My Plan for Procedure

SUCCESS



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● WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:

● HOW I'LL TEACH THIS PROCEDURE:

PROCEDURES

for TRANSITIONS



Purpose of the procedure(s):

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|---|---|
| ● How do you give students a heads up that it's almost time for a transition? | ● Will you time how quickly students complete the transition? |
| ● How much advanced warning will you give them? | ● Will you use a visual timer to help students manage the time the transition takes? |
| ● How will you get the students' attention to give your transition instructions? | ● Is there a reward when the class meets your expectations or finishes the transition before the timer beeps? |
| ● What action cue can you use to preface your transition directions ? (Example: "When I say go...") | ● Is it effective to add a song or chant to transition time? |
| ● What should students do if it's time to transition, but they aren't finished with their assignment/task? | ● How will you dismiss students to start the transition (everyone at once, a table at a time, dismiss individual students, etc.)? |
| ● What is the expectation for noise level during a transition? | ● How will you engage the students who complete the transition quickly and are waiting for the rest of the class? |
| ● What are the expectations for students moving around the room quickly, calmly, and efficiently? | ● What will you do to motivate students if the transition is taking longer than necessary? |
| ● Will you include a behavior prompt in your transition directions? (Example: "I want you to quickly and quietly...") | ● How can you minimize the number of steps in your transition so students have an easier time remembering what to do? |
| ● What is the consequence for individual students getting off-task during a transition? | ● Will you post/display the steps in the transition so students can reference them? |
| ● What is the consequence for the whole class not meeting your expectations during a transition? | ● How can you prevent traffic jams of all the students trying to do the same tasks at once? |

PROCEDURES

for TRANSITIONS



My Plan for Procedure

SUCCESS



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● WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:

● HOW I'LL TEACH THIS PROCEDURE:

PROCEDURES

for the CARPET



Purpose of the procedure(s):

- | | |
|---|---|
| ● Where will you put your carpet? | ● What behavior expectations do you have for sitting at the carpet (keep your hands to yourself, stay in your spot, etc.)? |
| ● How will you prompt students to come to the carpet? | ● Which direction should students face at the carpet? Will that change depending on the activity? |
| ● Will you assign spots or let students sit where they choose? | ● Do students ever need to bring materials to the carpet? |
| ● If students are choosing, how should they select a spot (take any spot, take the next spot in the row, etc.)? | ● What should they do with the materials they bring (hold them in their laps, set them behind them, etc.)? |
| ● If students are choosing spots, will you allow them to save spots for their friends? | ● How will you engage students who come to the carpet quickly, so they don't get off-task while waiting for the other kids? |
| ● Will students always sit in rows at the rug or are there times you want them in a large circle around the carpet? | ● What expectations need to change if you're gathering in a circle instead of rows? |
| ● What should students do before coming to the carpet (tuck in chairs, put away papers, etc.)? | ● What should students do if they need to use the bathroom while at the carpet? |
| ● Do you want students to sit in a certain position on the carpet? | ● What are the expectations for the different activities you'll do at the carpet (read aloud, doc cam, lessons, etc.)? |
| ● How should students in skirts/dresses sit? | ● Will students work or discuss with partners at the carpet? What are the procedures for talking with a partner? |
| ● What accommodations do you need to make so that students who are unable to sit on the floor are still included? | ● How should students transition from the carpet to another space? Will you dismiss everyone at once or a few at a time? |

PROCEDURES

for the CARPET



My Plan for Procedure

SUCCESS



● STEPS FOR STUDENTS TO FOLLOW:

● CLASSROOM SPACES OR MATERIALS STUDENTS NEED TO BE SUCCESSFUL:

● WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:

● HOW I'LL TEACH THIS PROCEDURE:

PROCEDURES

for the CLASS LIBRARY



Purpose of the procedure(s):

- | | |
|--|--|
| ● Will you have a class library? Where will you get the books? | ● Where do students keep their books? Do they have bags, boxes, or cubbies for books? |
| ● How many shelves do you need? Does the school provide the shelves? | ● Can books be stored in desks? |
| ● How will you organize the books? Does each book need a label or barcode? | ● How long can students keep a book? |
| ● What materials do you need to organize the books (bins, bin labels, book labels, barcode reader, boxes, etc.)? | ● Will you conference with students about the books they're reading? How will you keep track of conferences? |
| ● Will you offer digital or audio books in your class library? If so, how will you manage the technology? | ● Are students allowed to take class library books home? |
| ● When can students access the library? | ● Do students need to read AR books? |
| ● Can students choose books from any part of the class library? | ● How are books returned to the library? |
| ● Can students just take a book or do you have a check out process? | ● How will you maintain your library organization? |
| ● Do you have a designated reading area? | ● Can you assign library organization to students as a class job? |
| ● Can students take books away from the reading area? Where will students read their books? | ● What if a book is lost or damaged? |

PROCEDURES

for the CLASS LIBRARY



My Plan for Procedure

SUCCESS



● STEPS FOR STUDENTS TO FOLLOW:

● CLASSROOM SPACES OR MATERIALS STUDENTS NEED TO BE SUCCESSFUL:

● WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:

● HOW I'LL TEACH THIS PROCEDURE:

PROCEDURES

for TECHNOLOGY



Purpose of the procedure(s):

- | | |
|---|---|
| ● What types of technology are in your room? | ● How will you clean devices after student use? |
| ● What technology is for student use and what is for the teacher? | ● What sites/apps are not okay for students to access at school? |
| ● Where will you store the equipment? | ● How do students login? How will you store login information? |
| ● How do students access the equipment? | ● Where can students find their login information if they need it? |
| ● What activities will students use technology for? | ● What technology is available for substitute teachers to use? |
| ● What types of technology will you use in your teaching? | ● What programs and websites will students be using? |
| ● How should students use the technology? Are there different expectations for different devices? | ● What are the consequences for students misusing technology? |
| ● How will you teach students to use the technology? | ● How many students can use the technology at one time? |
| ● What are the school/district policies for technology use? Do students/parents need to sign any forms? | ● How will you store/manage headphones? |
| ● What sites/apps are okay for students to access at school? | ● What should students do if they accidentally come across something inappropriate? |

PROCEDURES

for TECHNOLOGY



My Plan for Procedure

SUCCESS



● STEPS FOR STUDENTS TO FOLLOW:

● CLASSROOM SPACES OR MATERIALS STUDENTS NEED TO BE SUCCESSFUL:

● WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:

● HOW I'LL TEACH THIS PROCEDURE:

PROCEDURES

for SPECIALS CLASSES



Purpose of the procedure(s):

- | | |
|--|---|
| ● What specialty classes do you have? | ● How do should students enter the room?
Can they go in right away or should they wait in the hall for the teacher? |
| ● How often do you have specialty classes?
Are classes always at the same time? | ● Do students need to wear certain clothes/
shoes for PE or art? How will you remind
them? How will you inform parents? |
| ● Do you leave the students in class or are
you expected to stay? | ● How will you make specialty teachers
aware of any needed accomodations or
areas of concern for any students? |
| ● Is there a sub if the specialty teacher is
absent or do you miss specialty time that
day? | ● Do specialty teachers have the same
rules/expectations/behavior plan as the
classroom teacher? |
| ● Do students LEAVE or STAY in the
classroom for specials/enrichment? | ● What is the consequence if a student is
disrespectful to a specialty teacher? |
| ● Are students picked up for class or do you
escort them to their specialty class? | ● What is the consequence if the whole
class misbehaves for a specialty teacher? |
| ● Do the students need to take any
materials with them? | ● How do students get back to your
classroom? Are they dropped off or do
you pick them up? |
| ● What happens if a student forgets their
materials? Are they allowed to come back
for them? | ● Do they enter your classroom right away
or wait in the hallway? |
| ● Will you introduce students to the
specialty teachers before they go to their
first specialty classes? | ● What do students do with any items,
books, or materials they bring back to
class? |
| ● How will you keep the students quiet if
you arrive at a specialty class before the
teacher is ready for students to enter? | ● What should students do when they
return to the classroom? |

PROCEDURES

for SPECIALS CLASSES



My Plan for Procedure

SUCCESS



● STEPS FOR STUDENTS TO FOLLOW:

● CLASSROOM SPACES OR MATERIALS STUDENTS NEED TO BE SUCCESSFUL:

● WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:

● HOW I'LL TEACH THIS PROCEDURE:

PROCEDURES

for the HALLWAY



Purpose of the procedure(s):

- | | |
|--|---|
| ● Where will the students line up in the classroom? | ● Who shuts the door and turns out the lights? |
| ● Will you use ONE line or TWO lines? | ● How do students get your attention if there is an issue while walking? |
| ● Is there an assigned order for students? | ● What do students do with their hands? |
| ● How are students dismissed to line up? | ● Is there a consequence for touching walls or hallway displays? |
| ● Is there a line leader? Do students take turns as line leader(s)? | ● What if the students are talking? |
| ● Is there a consequence for cutting in line? | ● How should students acknowledge friends or teachers they see while walking? |
| ● How will students show you that they are ready to walk in the hallway? | ● Can students stop for drinks? |
| ● How should students carry any supplies/books while they walk? | ● What if a student needs to tie their shoes? |
| ● Do you lead the line or walk at the end? | ● What happens if there is a gap in the line? Will you use stopping points to let students catch up? |
| ● How will you keep the line straight? | ● Is there a reward for walking quickly and quietly or for receiving a compliment from another teacher/adult at the school? |

PROCEDURES

for the HALLWAY



My Plan for Procedure

SUCCESS



● STEPS FOR STUDENTS TO FOLLOW:

● CLASSROOM SPACES OR MATERIALS STUDENTS NEED TO BE SUCCESSFUL:

● WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:

● HOW I'LL TEACH THIS PROCEDURE:

PROCEDURES

for RECESS



Purpose of the procedure(s):

- | | |
|---|---|
| ● How many recesses do you have? What times? | ● How do students get any equipment (jump ropes, basketballs, etc.) they want to use? |
| ● Who is responsible for supervising students? | ● Where is recess equipment kept? Who is responsible for maintaining it? |
| ● What is the teacher expected to do during recess? | ● What happens if equipment is damaged or left outside after recess? |
| ● Are the expectations and procedures the same for each recess? | ● What should students do if there's an injury? Who informs parents of an injury? |
| ● How do students exit the class/building for recess? | ● What are the consequences of not following directions at recess? |
| ● When should students stop for a drink and bathroom break? | ● How are recess fights handled? If you're not outside, what is your responsibility in resolving the issue? |
| ● What activities can the students choose to do at recess? | ● How can you support students developing friendship skills like how to ask someone to play, how to join in, etc.? |
| ● Are any games or activities not allowed? | ● How do students know when recess is over? How do they enter the building after recess? |
| ● Where are students allowed to play? | ● What do students do if they are recovering from illness and unable to go outside? |
| ● What are the expectations for using the playground safely? | ● What is the plan for inside recess or bad weather days? Does the plan change depending on which recess is affected? |

PROCEDURES

for RECESS



My Plan for Procedure

SUCCESS



● STEPS FOR STUDENTS TO FOLLOW:

● CLASSROOM SPACES OR MATERIALS STUDENTS NEED TO BE SUCCESSFUL:

● WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:

● HOW I'LL TEACH THIS PROCEDURE:

PROCEDURES

for the CAFETERIA



Purpose of the procedure(s):

- | | |
|--|---|
| ● Is breakfast offered? Where do students eat breakfast? | ● Are the cafeteria expectations and/or procedures different at breakfast than they are at lunch? |
| ● Who eats breakfast? When should they get breakfast? | ● How are lunches tracked (payment, student number, etc.)? When and where should students pay their lunch money? |
| ● What are the choices for student lunch? How will you inform students of the day's choice(s)? | ● When will students practice their numbers? What if a student forgets their number? |
| ● How do students make their choice for lunch? How do you inform the office of the students' choices? | ● How do students get their food? Can they decline food? What happens if a student can't pay for lunch? |
| ● When is lunch? Is it the time same every day? | ● Where should students sit? Are seats assigned? |
| ● How do students clean their hands before lunch? | ● What are the teachers' responsibilities at lunchtime? Do you have to stay with your students? |
| ● Where are lunchboxes stored in class? How do lunchboxes get to the cafeteria? What if a lunchbox is forgotten at home? | ● What do students do after eating? Where does trash go? What if students leave behind a mess? |
| ● How do students enter the cafeteria? Where do kids buying lunch go? Where do kids with home lunch go? | ● Where do lunchboxes go after lunch? Do students need coats or recess equipment after eating? How do they get them? |
| ● Where do students wait in line? How should they behave in line? What if someone is causing problems in line? | ● What should students do if they have a problem at lunch (need the bathroom, have a spill, can't open their food, etc.)? |
| ● What are the cafeteria expectations? What level of noise is acceptable? | ● Do you have snacks during the day? Who provides the snack? When are they eaten? What if a student doesn't have one? |

PROCEDURES

for the CAFETERIA



My Plan for Procedure

SUCCESS



● STEPS FOR STUDENTS TO FOLLOW:

● CLASSROOM SPACES OR MATERIALS STUDENTS NEED TO BE SUCCESSFUL:

● WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:

● HOW I'LL TEACH THIS PROCEDURE:

PROCEDURES

for OTHER ROOMS



Purpose of the procedure(s):



When will students be in other classrooms?



Are students assigned to pull-out programs (speech, special ed., occupational therapy, etc.)?



How do students know when it's time for their pull-out program?



How do students get to their programs? Does the teacher pick them up or do they get there on their own?



Do they know how to get to the room? Do they know the most direct route?



Do they need to take materials to their pull-out class (speech folder, math book, etc.)?



Do they need a pass to be in the hall?



Do you do grade-level rotations?



How do students rotate to the other classrooms?



Does the whole class move rooms together or are small groups sent to different classrooms?



How do students know which classroom they should rotate to?



How do they get to and from the other classroom(s)?



Can they come back to the classroom if they forget something?



Where will students from other classes sit in your classroom?



How will you keep visiting students from playing with/damaging/taking items from your students' desks?



What are the behavior expectations for students during rotations?



What is the consequence for poor behavior during class rotations?



When can students visit the computer lab?



What are the expectations of behavior in the computer lab?



What other rooms might students need to visit? When and how do they get to those rooms? How should they behave there?

PROCEDURES

for OTHER ROOMS



My Plan for Procedure

SUCCESS



● STEPS FOR STUDENTS TO FOLLOW:

● CLASSROOM SPACES OR MATERIALS STUDENTS NEED TO BE SUCCESSFUL:

● WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:

● HOW I'LL TEACH THIS PROCEDURE:

PROCEDURES

for HOMEWORK



Purpose of the procedure(s):



Will you assign homework?



What is the school/district homework policy?



What will you assign for homework? Will you assign homework for one subject or multiple subjects?



How much homework will you assign?



How often will you assign homework? When is the homework due? How will you keep track of what you've assigned?



How will you distribute homework? What homework is sent with kids going on vacation?



Will you use a tool like a folder, planner, or agenda to help kids get organized?



What if parents request more or less homework? Can they opt out of homework entirely?



How will parents know what homework has been assigned?



What should STUDENTS do if they don't understand the homework?



What should PARENTS do if they don't understand the homework?



How are students held accountable for completing their homework? Will you accept it late?



Where should homework be turned in?



Will you grade homework? Will you correct it as a class? How will you keep track of scores?



What happens if the homework is incomplete or incorrect?



Is unfinished classwork sent for homework?



Is reading at home considered a homework assignment? Will you send books for home reading?



Should students read a certain amount? How will students track their at-home reading? How do they turn in their totals?



How will you support students who lack parent involvement?



How will you differentiate assignments?

PROCEDURES

for HOMEWORK



My Plan for Procedure

SUCCESS



● STEPS FOR STUDENTS TO FOLLOW:

● CLASSROOM SPACES OR MATERIALS STUDENTS NEED TO BE SUCCESSFUL:

● WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:

● HOW I'LL TEACH THIS PROCEDURE:

PROCEDURES

for DISMISSAL



Purpose of the procedure(s):

- | | |
|---|---|
| ● What time is school out? Is it the same time every day? | ● What needs to happen with chairs at the end of the day? |
| ● What time do students need to begin packing up? | ● How will students show you they are packed and ready to go? |
| ● What papers need to be handed out before kids leave? How will they be handed out? | ● What happens when the bell rings? Do you walk students outside or let them go? |
| ● How will pencils get collected and sharpened at the end of the day? | ● Do you have dismissal responsibilities (supervision, helping with the crosswalk, directing traffic, etc.)? |
| ● How will the attendance system be reset for the next morning? | ● What do bus riders do? What do walkers/ bike riders do? What do car riders do? |
| ● What student jobs need to happen at the end of the day? | ● What if students need to pick up a sibling? What if they need to be picked up by a sibling? |
| ● What needs to be cleaned up in the class before the end of the day? | ● What should students do if they miss their ride? |
| ● Do students need to complete an agenda, planner, or folder before going home? | ● What happens with students staying for afterschool programs? |
| ● What happens with water bottles at the end of the day? How will they be washed? | ● Do dismissal procedures change if it's early out or if it's bad weather? |
| ● How should students get their backpacks? How should they get their lunchboxes? | ● What happens if a parent wants to take their child early? How will they get their books, homework, backpack, etc? |

PROCEDURES

for DISMISSAL



My Plan for Procedure

SUCCESS



● STEPS FOR STUDENTS TO FOLLOW:

● CLASSROOM SPACES OR MATERIALS STUDENTS NEED TO BE SUCCESSFUL:

● WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:

● HOW I'LL TEACH THIS PROCEDURE:
