

Mario Alberto Ramirez

Classroom Management Plan / Classroom Wellness Culture

CLASSROOM AGREEMENTS

How are we building our Classroom Wellness Culture?

Values & Expectations

Our classroom and time together is the soil and our expectations and values are the seeds. Are we watering our seeds?

As a facilitator / adult / teacher in the space I establish these expectations for the students and myself. These are the values that I carry and bring in the room.

The Four Agreements by Don Miguel

- Be Impeccable with your word
- Don't make assumptions
- Don't take anything personally
- Always do your best

As a class in the beginning we will create expectations as a community and what we all collectively build our values/expectations for our time together.

- What does full participation look like for us in the room?
 - Dress code?
- What does respect look like for us?
- What does honesty look like for us?
- What does transparency/vulnerability look like for us?

If there are other matters that a student must prioritize such as emergencies, previous commitments, or other priorities, they must check in with me prior as best as soon as they can to bring to my awareness.

Accountability

You are a free Autonomous being. And you must be aware of your environment and what the consequences are in the home that you are in.

I do not believe in the pattern of policing our students. We as a community must keep each other accountable for restorative practices to be in place for us.

- Where are our meeting grounds?
- What does that look like for both of us?

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- What does accountability look like for us?
- How can my students keep me accountable as well?
- How are we checking in with each other?
- Mental, physical, emotional, and energetically?
- How do we incorporate this into our deadlines and grades?

When a student chooses to disengage from the lesson and the rest of the room without prior communication or my lack of awareness of what is preoccupying the student, I will want to communicate my concern as to why we are not able to meet our expectations. It is my job as a facilitator to meet them where students are at and express why it is relevant for us to create a plan moving forward. This would involve my school team and I.

Restorative Justice - Indigenous ways of community facilitation

We are all mirrors of each other. What we express to each other we express to ourselves, when we harm others we harm ourselves. When we are kind to others, we are kind to ourselves.

If and when there is harm expressed, a restorative conversation is held in circle between the relations. Lack of compliance leads me to respect the decision that it is not my place to communicate and transport the situation to my respective team within the school.

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Eight Alternatives to Classroom Removal

1. Schedule a one-on-one conversation. By having a quiet, uninterrupted time for discussion you can not only address the behavior with the student, but also give them the opportunity to talk about their frustrations or other issues that may be affecting their behavior.
2. Call home. Pull the student to the side or meet with them individually. Make time to call the family together and explain the behavior as well as the consequence. Make sure you have a previous relationship with parents and are sensitive to their work schedules when calling.

3. Send a “next-time” message. Frame your response in a manner that corrects student behavior without shame or discouragement. Remind students what to do next time instead of focusing on what they just did. “Next time, come talk to me about the problem you are having with a classmate.”
4. Offer time for mindfulness. Teach students how to calm down, breathe and focus their energy. Learning these skills will help students reflect on their behavior and be prepared to re-engage with the classroom and the content. Mindfulness can be done in a safe space like a classroom peace table or as part of a daily routine. Some schools have a special room devoted to mindfulness and use it as an alternative to detention.
5. Offer in-school or community service. Involve the student in making their school a better place. Draw the connection between themselves and the larger school community by having them participate in school improvement, helping the janitorial crew or mentoring a younger student.
6. Remove privileges. Instead of taking away recess, try removing a privilege such as school social time or participation in a class party. Work with parents to create a home-school connection so that the student sees their teacher and their family as a united front when it comes to losing privileges and earning them back.
7. Restorative justice. If a student’s misbehavior targets another student or harms the larger class, create the opportunity for the targeted student(s) to vocalize how the behavior affected them and for the offending student to make amends. (Note: Be sure to get support or training or thoroughly research the best practices for executing restorative justice before implementing it for the first time.)
8. Refer to mental health or support services. Find out who provides mental health services at your school. If these services aren’t available, find out what resources the district or the community has to offer. Let families know you are available to help formulate treatment goals related to behaviors you’ve witnessed at school.

http://www.tolerance.org/sites/default/files/general/TT_Reframing_Classroom_Managment_Handouts.pdf