

2nd Grade Classroom Engagement Plan

| Component | What | How | When |
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| <p>Rules/Expectations</p> <ol style="list-style-type: none"> 1. Be Respectful 2. Be Responsible 3. Be Safe | <p>Students treating each other with respect, doing their work to learn, walking safely wherever they go, keeping the classroom and school clean. Students are self-assessing their behavior and helping their classmates stay on task.</p> | <p>Rules will be discussed as a whole class. We will state clear expectations and the reasons why we have rules. We will use Responsive Classroom.</p> <p>Responsive Classroom Routines: teach, re-teach, interactive modeling, classroom discussion/reflection</p> <p>Non-Verbals - ENVoY</p> | <p>Teachers will use guided discoveries and modeling to introduce and practice rules and expectations within the first six weeks. Rules and expectations will be revisited and retaught as needed throughout the year.</p> |
| <p>Routines</p> | <p>Morning Meeting Bathroom Expectations Hallway expectations Partner Work Transitions Guided Group Work Using Tech Dismissal</p> | <p>Teachers will model each routine. Students will be given an opportunity to practice each routine through guided discovery. Teachers will use Y Charts to help students</p> | <p>Routines will be discussed within the first 6 weeks. Many will be discussed within the first week but continued throughout the first 6.</p> |

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| | <p>Playground Lining Up Take a Break Snack Routine Offering and requesting help Classroom Library Transitioning/moving around the classroom</p> <p>And many more!</p> | remember expectations. | |
| Relationship Development Community Building | Students treating each other as a community, using their names, asking if they are alright, playing with each other on the playground, sticking up for one another, showing empathy and compassion towards one another. | Morning Meetings, collaborative problem solving, classroom meetings, activities during extra recess, brain breaks, closing circle, partner and group work, etc. Responsive Classroom | Community building will be present throughout the entire school year. The beginning of the year will be used to establish relationships. |
| Social Emotional Learning | Using their “I – messages” when they are being bothered, asking each other questions, helping each other out, being able to take a break and calm themselves down. Showing tolerance and empathy. | Being assertive on one's feelings, cooperation, respect, integrity, empathy, compassion, understanding, forgiveness, perseverance, trust, taking responsibility for | Throughout the year |

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| | | actions, tolerance, caring. We will use Responsive Classroom, Second Step Curriculum and Zones of Regulation. | |
| Acknowledge/Reinforce Positive Engagement | <p>Using “I notice” reinforcements, checking in with every student in the morning and at the end of the day.</p> <p>Say 4 positives to every negative.</p> <p>Compliments/Bucket Fillers from outside the classroom rewards.</p> | <p>Group reflection on what went well, acknowledge compliments from adults, practice giving and receiving compliments from peers.</p> | Throughout the year |
| Respond/Redirect to Student Misbehavior | <p>Students taking a break on their own and/or with teacher redirection realizing when their bodies are calm, students listening and understanding when a consequence is given.</p> | <p>Take a Break Buddy Room Logical Consequences you break it, you fix it, loss of privilege, positive time out, non-verbals (envoy), use Take a Break and Buddy Room</p> | Throughout the year |

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| | | Teaching calming strategies Self-reflection | |
| Responding to Extreme Student Misbehavior | Teacher stays calm and students will be able to join the classroom in a reasonable amount of time after they have calmed down. | Calm Voice, individual social conference, call home, buddy room, call the office for level 3 behaviors | Work with school psychologist, social worker, and behavior dean's, be proactive with social skills groups and check in with those students every morning throughout the year. |
| Restorative Practices | Students are able to fix it, without meeting with a teacher and are using the language on their own or with one reminder from teacher. | Collaborative problem solving, social conference, and/or classroom meeting | Throughout the year |
| Communicating Plan | Engagement Plan posted on the 2nd grade home page and linked to from each teacher's webpage, phone calls are being made to keep parents/teachers informed, parents are welcome to call/send in notes, parents will send regular updates from their teachers | Webpage, conferences, newsletters, phone calls, notes home, communication in positive manner, open communication. | Newsletter, notes home, webpage, and phone calls throughout the year. |

Resources Needed

Responsive Classroom (in use), Second Step (already available), ENVoY training, etc.

Persons Responsible

classroom teachers, associate educators, collaborating teachers, classroom volunteers, administration, behavior deans, reading/math specialists