My classroom management plan is based on respect and student responsibility. I expect everyone in the classroom—including myself—to treat everyone else in the classroom with ultimate respect at all times. I will not tolerate bullying, hate speech, or abuse of any kind. The classroom must be a safe place for all individuals, regardless of background, disciplinary history, or opinion.

I also expect students to take responsibility for their own learning and behavior. Every day I will strive to model respect and responsibility for my class by being prepared for each lesson and never denigrating them, even and especially if they make mistakes. Because of this, some of my policies give students a good deal of latitude, and I am aware some students may abuse these policies. When that is the case, I will have appropriate discussions with that student. Ultimately, however, I believe high school students need a broad sense of independence and responsibility both to further their learning and to prepare them for their future.

The following policies are addressed in this document:

* Classroom Disruptions/Discipline
* Electronic Devices
* Seating
* Bell Work
* Bathroom
* Late Work
* Revision
* Plagiarism
* **Classroom Disruptions/Discipline**

I believe firmly the teacher should handle the majority of disciplinary issues that arise within the classroom. Every time a teacher writes a referral they are, in some sense, surrendering control of the situation. There are times this is completely appropriate, such as physical abuse or abusive language, hostility or threats toward other students or staff, or repeated defiance of a teacher. However, I view the classroom as a community, and hold that the majority of discipline should occur within that community. This might include placing the student temporarily in the hallway and speaking with them, or forcing an unruly student to change seats mid-class. An important part of being a teacher is discerning what disruptions merit the potentially severe consequences of an office referral, and what needs to be handled by the teacher in-moment. Except for egregious cases, I believe the teacher should try their best to manage the situation themselves rather than invoke outside authority.

* **Phones/Earpods/Headphones/Electronic Devices Policy**

Ah, the fun one. I expect students to put away their electronic devices, including headphones and Earpods, as soon as they enter the classroom so that the learning can begin with their utmost focus. I further expect that devices should stay there unless students are given explicit permission to have them out to look up something on their phone, or to listen to music during a writing day for instance. Now, I will be honest: I expect this rule to be flouted daily, if not hourly, and I expect enforcing it to require constant vigilance. But unless a student is pulling their phone out every two minutes and it is proving a major distraction, I primarily plan to use mainly verbal redirects and after-class discussion with individual students for enforcement rather than office referrals. The most important part of this policy is that it is enforced constantly and consistently from the start of school so that students come to expect it as a matter of course.

* **Desk Grouping/Seating Assignments**

My classroom functions with a high degree of group work and discussion, as well as kinesthetic activities requiring moving around the room; additionally, I like having access to the majority of students with an easy walk. Due to both these factors, I prefer “grouping” or “pod” seating, with three or four desks grouped together throughout the room. If this is not available, I prefer a similar setup where students are grouped into many rows of 1-3 desks with the center and front of the classroom left empty. The empty space gives a more relaxed classroom feel, facilitates group work and movement well, and allows me ready access to every part of the room. If there is a “back of the room” in this setup, it is at most a three-second walk away, and no part of the classroom feels as removed as the back of a traditional classroom can. I also use assigned seating. Firstly, it greatly helps in name memorization, which I feel strongly a teacher should complete by at least the second day of school, as this shows respect and dedication to the students. Secondly, when the teacher assigns seats from the class’s beginning, students are willing to accept it when a new seating chart is inevitably needed to break up trouble spots.

* **Bell Work Policy**

I start every class with some sort of bell activity that either previews the learning task to come that day, and/or builds off previous learning. As soon as students enter my classroom I want them engaged in learning; furthermore, I believe it essential that students should write something the majority of their days in an English Language Arts class. Bell work helps me meet both of those goals. It also serves as incentive for students to put their phones away as soon as they enter the classroom.

* **Bathroom Procedures**

This policy is firmly tied to student responsibility. I think high school students should be trusted with knowing whether or not they need to go to the bathroom versus whether what is being discussed in class is supremely important. Therefore I will have two bathroom passes within the room. Students needing to use the restroom or get a drink of water can take that pass at their leisure and leave the room (tests excluded). It is possible students will abuse this policy, and if that is the case I am willing to have a conversation with those students individually. Overall though, I want the students to have this independence and responsibility, and so here I am providing it.

* **Late Work Policy**

All late assignments are deducted 10 percent for each school day they are late (an assignment that would have earned a 100 is a 90 the next day, an 80 the day after that, etc.). This serves an incentive for students to turn work in on time, but doesn’t vaporize their grade if they make a mistake and forget to do something. Similarly, I don’t believe it is fair to include non-school days in this deduction policy, as the student could potentially lose up to 30 percent just for forgetting one day.

* **Revision Policy**

Students will be able to revise major projects at any time throughout the semester for full credit (i.e., the revised paper’s grade will replace the previous grade). I believe that revision is an incredibly important part of the writing process—every skilled writer in the world is constantly revising their work, and the act of reflection and revision automatically improves one’s writing. Students should be rewarded for putting in the work if they revise a paper, and this is especially true since I plan to emphasize revision in my classroom. I need to give the students an opportunity to practice what I’m preaching, and be rewarded for it. Additionally, if a student enters the class as a sub-par or unmotivated writer and becomes more skilled or engaged throughout the semester, their failures at the beginning of the semester should not drag them down. This is unrewarding and leads to students checking out. I want students fully engaged in their reading and writing, and believe this is the best strategy to do so.

* **Plagiarism Policy**

Because of the above revision policy, I am very harsh on plagiarism. If a student is overwhelmed or even just lazy on an assignment, they can turn in an inferior product and put in a lot of time on revision. There is literally no need to plagiarize. If a student plagiarizes a substantial portion of a paper, they will be forced to rewrite or re-complete the entire project, and their final grade is half what it would have been. No revisions are allowed of plagiarized projects or papers.