**Tool: Planning Procedures for Supportive Classroom Environments**

Clear and consistent procedures set up routines that help all students feel safe to interact and engage in learning. Use this tool to plan procedures for classroom routines.

1. **IDENTIFY ROUTINES** that occur frequently in the classroom and may require clear procedures. You may choose to use the examples below as a starting point.

**Examples of Classroom Routines**

Elementary

* Lining up
* Attention signal
* Partner discussion
* Moving chairs into a circle for a Class Circle meeting (and moving them back afterward)
* Sharing at recess
* Walking in the halls
* Think, pair, share
* Mindful breathing
* Clean-up at end of class
* Doing weekly class jobs

Middle School

* Attention signal
* Think, pair, share
* Partner discussion
* Moving chairs into a circle for a Class Circle meeting (and moving them back afterwards)
* Fulfilling a responsibility during small group work
* Mindful breathing
* Clean-up at end of class
* Doing weekly class jobs

High School

* “Do Now” activity upon entering the classroom
* Attention signal
* Group brainstorming and problem-solving
* Moving chairs into a circle for a Class Circle meeting (and moving them back afterwards)
* Handling lab equipment
* Homework procedures

**2.** **PLAN THE PROCEDURE.** For each routine consider the procedures that are needed to ensure an inclusive and safe classroom. Remember, the goal of procedures is not to overly control students’ choice and voice, but to create a safe, predictable, and inclusive learning environment.

Use the spaces below to take notes or script how you will teach your procedure.

**Explain the purpose of the procedure.** *Discuss with students the need for a procedure and how it will benefit the class community (e.g., protect learning time, make sure materials are in good condition for next year’s students, ensure all voices are heard, or keep everyone safe). Plan some open-ended questions to engage students in the discussion and hear their ideas about how to shape the procedure.*

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**Describe the procedure.** *Based on your discussion with students, define together exactly how the procedure will look, sound, and feel. Given the purpose of the procedure and students’ developmental levels, what are the steps students will take to engage in the routine?*

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**3. TEACH AND PRACTICE THE PROCEDURE.** Regularly review the procedure and practice. Remember to make the rationale for the procedure explicit. Break the procedure down into steps, if necessary, depending on the grade and complexity.

**4. REFLECT ON HOW IT WENT.** Bring students back together as a group or ask students to individually reflect in writing. *What went well? What could be better?*

Also, reflect on your own role and perspective on the procedure. *Is this procedure accomplishing its purpose? What may need to be adjusted? What is going well?*

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