

Table of Contents

Lead: Sarah Hamilton—Assistants: [REDACTED]	0
Prepared Adult	3
Team Agreements	3
<i>As guides in this classroom we share a commitment to—</i>	3
Bluebonnet Routines and Transitions	4
Orientation Schedule (Collective Stage)	9
Prepared Environment for First Weeks	9
Shelf Transitions	9
Initial Care of Community Lessons	9
Staggered Start Schedule	10
Duties and Responsibilities	12
Morning Duties	12
Mid-day Duties	12
Playground Supervision	13
Guide Communication	15
Teams	15
Dry Erase Board	15
Classroom Postings/Clipboards	15
Sharepoint	15
Verbal/Non Verbal Communication	15
Observations	15
Guidelines for Observing	15
Roles	15
Tone Keeper	15
Presenter	15
Anchor/Observer	15
Lesson Plans	16
Individual	16
Monthly Lesson Rotations	16
Annual Plan	16
Prepared Environment	17
Daily Shelf Walk	18
PRELIMINARY EXERCISES	18
PRACTICAL LIFE	18
SENSORIAL	18

LANGUAGE	18
SCIENCE / GEOGRAPHY	18
MATH	18
ART	18
Prepared Environment Maintenance Checklist	19
Bluebonnets Materials List	21
Maps.....	21
Classroom Map	21
Emergency Map (Building Map) and Evacuation Plan	21
Playground Map.....	21
Nap Map.....	21
Classroom Community Customs and Practices.....	22
Birthdays	22
Welcoming a New Child	23
Welcoming a New Assistant Teacher	23
Supporting Positive Behavior	24
Work Plans	24
Calm Corners.....	24
Movement Breaks	24
Classroom Jobs.....	24
Responses to Common Behaviors.....	25
Social Stories	25
Supporting Bilingual Education	25
Bluebonnet Individual Student Files	26
Allergy List.....	26
No media List	26
Authorization Forms	26
Independent Education Plans	26
Home-School Connection	27
School Calendar	27
██████████ 25-26 Calendar	27
Classroom Schedules	27
Schedule.....	27
Campus Menus	27
Lunch and Snack Menu from Children’s Menu.....	27
Family Engagement.....	27

Family Handbook 27

Family Survey 27

Family Communication 27

Family Conferences..... 27

Family Education and Support 27

Bluebonnet Class List (Name to Face)..... 28

Prepared Adult

Team Agreements

As guides in this classroom we share a commitment to—

- 1. Communicate professionally and transparently
- 2. Share responsibility and accountability
- 3. Collaborate supportively
- 4. Respect boundaries

7:30	Sarah	Room preparation (see Duties and Responsibilities)
8:00	Sarah	Complete room preparation, Welcome ELO children
8:00		Fill water bottles, set up food prep (cold items in fridge)
8:30-8:45		Greet incoming students. Child is greeted at the door and offered a handshake/hug/high five.
8:30-8:45		Campus Arrival Procedures. One AT will assist in carpool line.
8:30-8:50 Arrival	Sarah	Changing Shoes Students enter classroom and proceed to cubby to sit on floor facing the cubby. Indoor shoes are removed and placed beside the child on the floor. The child removes their outdoor shoes and places them in the cubby, then puts on indoor shoes. Child proceeds to the sink. Handwashing at the Sink Child steps up on the stool at the children's sink. Child turns on the water and wets both hands. Child places hand under automatic dispenser for one second, then covers the back of hands and between fingers with bubbles. Child then rinses both hands, allows them to drip, turns off water, and pulls paper towel with two hands. Child steps down to dry hands near the trash can, tosses paper towel. Check in at Snack Buffet The child will select their tag from the table and place it in the display to mark their attendance at school. <i>Young children and new children will participate in guided gatherings, small group lessons and practice with transitional materials with an assistant guide until they have enough concentration to work independently.</i>
8:45		Mark absent children in Brightwheel
9:00		Make snack available. Remove covers from serving bowls, bring warm items.
8:30-11:30		Work Cycle Children often choose to help with preparing the classroom. Tasks such as folding laundry, dusting, nap mats, and replenishing materials are prepared as a lesson for the children to choose to practice. Laundry: two rugs are rolled out long edges aside. Clean laundry is placed on one rug, as linen is folded, it is moved to the second rug. Children may put away one item or all of the laundry. If a child needs assistance finding work, previous lessons can be found in the Bezos MRT. Avoid giving lessons until 8:45 when most children have arrived. Lesson Plan print out can be found on clipboards hanging below the cabinets. There are two copies, the guides presenting lessons should keep them nearby. When there are three adults in the room, 1-2 guides may give lessons (Presenter) while the other hovers and assists children <i>as necessary</i> (Tone Keeper). Try not to stay with any one child too long. If only 1 guide is presenting, the other may hover, while the 3rd observes (Anchor). <i>Guides may present lessons, sing and read books in small groups. The library, the rug, the line, and rectangle tables are good locations for these lessons.</i>

9:30-10:45 Snack Service		<i>As they feel hungry children who have practiced with at least two materials may serve themselves snack. New students are invited in small groups to have snack together, a guide will serve them.</i> Individual Snack (see allergy list) A child who has had a lesson on individual snack should be encouraged to complete two works before choosing snack. The child will put away their work if finished, or they may pause a work and leave it neatly, with chair pushed in, to have snack. The child will check to see if there is space available at the snack table. The child will get a dish, napkin, glass and the appropriate utensil one at a time from the service buffet and set them on the table. Finally, the <i>child will serve themselves using the serving cards as a guide for quantity or the guide will serve a plate of snack at the table.</i> If desired, the child may bring their water bottle, or pour themselves a glass of milk. The child sits, knees under, tummy to the table to consume food. The child should stay seated until their mouths (and plate ideally) are empty. Leaving the table The child should say “excuse me,” stand and push in their chair before picking up plate. Cleaning up After Snack When finished, the child stands, pushes in chair and takes their plate to scrape any left-over food into the trash bin and pour liquids into the sink, then wash dishes at the dish washing work. Finally, the child places the linen napkin in the laundry basket. <i>Eventually the children will check below the table for remnants and trash. They will get a broom and dustpan to sweep the floor and toss the trash. Some of the children do this voluntarily on their own.</i> Children should be encouraged to have one serving (two scoops of each item) of snack at a time to allow for others to eat. If it is toward the end of snack, and there are a lot of leftovers, children may return for seconds. If a child is seated alone and no other children are interested, it is appropriate for a guide to join them for snack.
10:00 Gathering	 Rotating ATs	Invitation to Gathering <i>The Guide leading the gathering will remove the bell from the cabinet and ring it once. After giving a moment for the children to listen to the sound dissipate, the guide will say softly “A gathering is available if you would like to ___. You may join us or continue to work.” A guide will then move to the carpet and roll out a rug (or a child will be invited to get a rug) and begin preparing the gathering materials.</i> Joining Gathering <i>(movement) Invite the children to gathering by singing “Hello Friends” followed by “Buenas Dias” to the same tune. Make a circle and model How to Sit on the Carpet by crossing legs and putting hands in the lap. Sing “Days of the Week” to begin the gathering. Gathering is not mandatory. Children may choose to continue working independently at tables that are not needed for lunch. Children cannot be disruptive or talkative, the Tone Keeper will ensure environment is conducive for gathering.</i> • <i>(Song) Invite the children to participate in a song or fingerplay in the lesson plan. Encourage repetition if the children are engaged.</i> • <i>(Book) Read the book in the lesson plan. You may stop on each page to encourage engagement and measure the comprehension of the children.</i> • <i>(Demonstration, Introduction of Material, Group Lesson, Gross Movement) A book may be replaced or supplemented with a group lesson, demonstration, celebration or introduction of a new material.)</i>
9:30-10:30		Movement Break <i>If the external movement breaks are available, a guide will place cards on the Velcro near the door. Children may walk to the door and choose a card if they need a movement break during the work cycle. In the case that the movement breaks are not available, the guide will direct the child to movement in the classroom: walking the line, jumping, yoga.</i>
9:30-10:30		Outdoor Environment <i>If the outdoor environment is available, a guide will place outdoor aprons on the hooks near the external door. Children who have had a lesson will change shoes, place an apron on and notify a guide. The guide will escort them outdoors and stay with them and any children who choose to join (3 maximum) until they complete one work and/or the outdoor environment is closed.</i>

Duties and Responsibilities

Morning Duties

Sarah	Uncover bells and turn on lamps	
	Record room and fridge temperature	
	Set up laundry work	
	Playground Inspection in absence of Coco and Day	
	Check Brightwheel and lesson plans	
	Disinfect all tables and chairs	
[REDACTED]	Refill practical life water, moisten all sponges	
	Prepare dishwashing and sensitization water	
	Stock paper supplies (towels and tissues)	
[REDACTED]	Refill water bottles and pitcher	
	Prepare food prep items and label the time	
[REDACTED]	Walk the shelves: verify material is complete	
	Check plants/refill vases	
	Prepare work in outdoor environment	

Mid-day Duties

[REDACTED]	Lower shades	
	Turn off lamps	
	Put away food prep	
[REDACTED]	Prepare toothbrushes	
[REDACTED]	Remove all dishes from lunch, wipe buffet	
	Remove trash and replace liner	
	Check paper towels	
	Sweep Floors	
	Disinfect all tables and chairs	
	Start Laundry in absence of FSA	
Sarah	Put out cots	
	Bring snack, dishes and laundry in absence of FSA	
	Brightwheel Communication	
	MRT Lesson Plans	
	Weekly 1:1 practice	

Afternoon Duties

Sarah	Shelf Walk	
	Sharpen pencils	
	Put up chairs and disinfect the underside	
[REDACTED]	Shelf Walk	
	Wash snack dishes and water bottles in absence of FSA	
	Straighten shoes and nap mats in cubbies	
[REDACTED]	Shelf Walk	
	Check rugs and nap mats	
	Plug in ipad and speakers	
[REDACTED]	Shelf Walk	
	Check fridge, pour out milk	
[REDACTED]	Sanitize blue cots weekly	

Guide Communication

Teams

Guides will use Teams to share resources, plan lessons and classroom activities. Teams will also be used as a means of communication for exchanging messages and general information.

Dry Erase Board

The dry erase board is a means for quick, time sensitive communication. Weekly plans, staff absences, classroom needs and daily licensing information can be found here.

Classroom Postings/Clipboards

Lesson plans, schedule, menu and post-its are all posted in the teacher corner near the dry erase board. This is the central information center for all guides in the classroom.

Sharepoint

Our Bluebonnet Sharepoint page houses the shared documents and resources for this classroom. Lesson Plans, conference documents, meeting notes, task lists, materials and professional development resources can be found [here](#).

Verbal/Non Verbal Communication

Guides should avoid personal conversations during the work cycle and focus on maintaining a quiet baseline for the children's work. If messages need to be shared, guides should make eye contact and signal with gestures or come within proximity to one another to deliver the message quietly. Guides should continuously scan the room, even when giving a lesson, to remain aware and available to communicate with other guides.

Observations

Guides will observe at least once a week for 30 minutes in home classroom and 20 minutes once a month in the neighboring classroom. Observations may be paired with MMT. Notes for home classroom observations should be stored in MRT. Guides should also store any observations during lessons and information collected throughout the day in MRT. Observations should be low inference and fact based. Tag child and appropriate lesson for each note.

Guidelines for Observing

- Aim for 30 minutes between 9:00-11:00
- Choose an observation chair and log in to MRT
- Communicate with other guides before beginning observation
- Expect weekly HOS and MMT observations in addition to classroom guides

Roles

Guides rotate through the roles organically by observing one another. Signals may be used to indicate a role switch.

Tone Keeper

The tone keeper manages behavior, guides wandering children to work or engage in bring me games, preemptively scans the environment including checking the shelves for materials that are incomplete or out of place. The tone keeper protects the presenter.

Presenter

The presenter is primarily engaged in presenting lessons to individual children or small groups. The presenter should still be aware of their surroundings but direct most of their attention to the child they are working with. The presenter signals other guides if a situation needs attention nearby. Avoid interrupting the lesson.

Anchor/Observer

The anchor observes the classroom and records lessons and interactions between guides, children, materials, and the environment.

Prepared Environment Maintenance Checklist

DAILY						
Activity	Owner	Mon	Tue	Wed	Thu	Fri
Morning						
Refill water bottles						
Unload dishwasher						
Turn on lamps						
Unload dishwasher / put dishes away						
Set up snack						
Check, refill, and restock						
• Linens/towels						
• Liquids (water, polish, soap, glue)						
• Paper (metal insets, art, cutting, etc.)						
• Food prep materials						
• Art materials						
• Spray bottles						
• Playdoh						
Put laundry out to be folded						
Check that rugs/mats are still rolled						
Sharpen pencils						
Check all shelves						
Mid-day (Lunch/Recess/Nap)		Mon	Tue	Wed	Thu	Fri
Quickly reset shelves						
Sanitize tables for lunch						
Refill water bottles						
Spot check easel						
Set up nap cots						
Begin laundry						
Sweep & spot-mop floor						
After School		Mon	Tue	Wed	Thu	Fri
Reset practical life activities (check aprons are folded, activities are complete)						
Reset other shelves						
Sweep & spot-mop floor						
Load dishwasher / do dishes						
Wash/wipe placemats						
Sanitize tables / chairs						
Clean/refill art shelves						
Clean easel						
Roll rugs/mats neatly						
Charge technology						
Sanitize sponges						
Dust / clean one area of the classroom according to schedule						

WEEKLY			
Day	Activity	Owner	Complete?
Monday	Math shelves		
Tuesday	Practical Life Shelves		
Tuesday	Sanitize art mats		
Tuesday	Nap mats 1-7		
Wednesday	Language shelves		
Wednesday	Nap mats 8-14		
Thursday	Sensorial shelves		
Thursday	Nap mats 15-20		
Friday	Science and Social Studies shelves		
Friday	Sanitize blue cots		
Friday	Wash Practical life dishes		

MONTHLY							
Activity	Owner	Jan	Feb	Mar	Apr	May	Jun
Change 2-3 food prep works							
Change PL transferring material							
Change 1 complex PL (e.g. washing)							
Change 2-3 science experiments							
Change books in library							
Change 2-3 art activities							
Change paint colors							
Wash work rugs							
Replenish store of paper for metal insets, cutting, art, etc.							
Check emergency bag							
EHS Shelf Audit							