

Collaborative Management Plan – Grades 6-12

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As a collaborative, please complete this Management Plan with specific, concrete details and submit to your CMA by the deadline indicated in the “What is Due When and to Whom” document. Your CMA will return it to you with feedback and changes needed before school starts. Please see page 12 for Policy Guidance.

- POLICIES → pages 1-4
- RESPONSIBLE BEHAVIOR during INSTRUCTIONAL ACTIVITIES → page 5
- PROCEDURES → pages 6-10
- Tracking Sheet → page 11
- General Guidance for POLICIES → page 12
- Appendices begin on page 13

• POLICIES •		
Management Plan Component	Details of each Component	Questions & Decisions for your Collaborative PLEASE COMPLETE EVERYTHING IN THIS COLUMN
<p>A. Rules for your classroom</p> <p>These are standard across grade-level bands within the school; you will <i>not</i> customize these rules.</p>	<p><u>Your classroom rules are:</u></p> <ul style="list-style-type: none"> ▪ Follow directions the first time they are given. ▪ Be in classroom & seated when the bell rings. ▪ Keep hands, feet, and objects to yourself. ▪ Use appropriate language; no put-downs, teasing, or other inappropriate words. 	<p><u>How and where will you display these rules in your classroom so that you and all of your students can easily see and read them?</u></p> <p>We'll create one large poster with these rules that we'll display at the front of the room above the chalkboard. We'll make sure that the poster is big and clear enough that all students can see it. We'll also give students a copy of each of these rules on a sheet of paper, so they can keep them in their binders or folders for the summer</p> <p><u>How will you frame these rules within the 'theme' your collaborative chooses as part of your Investment Plan?</u> <i>(complete this question after the upcoming INV 1 session)</i></p> <p>In our theme of “We’re HOT this summer,” the more we follow these rules, the less distractions that take away from time we have to learn we’ll have. And the less distractions we have, the better we’ll be able to master every objective and get more “smoking hot” objectives - which sets us up to get to our big goal of the summer and all be “hot hot hot!”</p>
<p>B. Positive Recognition</p>	<p><u>Positive Recognition (individual) as part of Class-Wide System</u> (awarded at <i>end</i> of each class)</p> <ul style="list-style-type: none"> ▪ A+ = 3 entries in class-wide Behavior Rewards system 	<p><u>What individual rewards system (customized from suggestions listed at left) will you implement?</u> (please explain) <i>[see guidance on p.11 about using this for Investment, too]</i></p> <ul style="list-style-type: none"> ○ Students can earn stickers at the end of each day for A or A+ behavior ○ Students can earn school supplies (pen, pencil, paper) weekly

(Rewards)

These are standard across grade-level bands within the school; however, you may customize these within the given parameters.

- A = 2 entries in class-wide Behavior Rewards system
- B = 1 entry in class-wide Behavior Rewards System
- C – no entry in class-wide Behavior Rewards system
- D through F = no entries in class-wide Behavior Rewards system

Individual Rewards (earned throughout class)

- A ticket (or ‘Scholar Dollar’, ‘College Bound Buck’, ‘Scientist Stars’ etc.) system in which students can periodically purchase the following types of prizes & privileges:
 - Name & photo featured in special spot
 - Appointment to extra-special Class Job
 - Stickers, pencils, other school supplies
 - Certificates declaring they are great
 - Special privilege for a day (e.g. special seat, wear class crown, fun job for a day, listen to music on headphones during IP, get to do everything first for a day, etc)
 - Bathroom or Homework pass
 - Small candy or special snack (if permitted)

Note: The reward tokens students can earn at the end of each class (for their behavior grade) and the reward tokens students can earn throughout class can be all part of the same system. For example, Mark has the opportunity to earn 2 bonus Scholar Dollars at the end of the class period for his behavior grade AND an opportunity to earn Scholar Dollars throughout the class period for effort, kindness to classmates, being the first to follow directions, etc. All of these tickets can then be used to ‘purchase’ prizes and privileges.

Individual Rewards (use frequently ‘just because’)

- Positive call home
- Positive note home

- Students can earn extra bathroom passes bi-weekly
- Students can earn spots on the “HOT Behavior” wall weekly
- Students can earn the right to quietly listen to music during independent practice weekly
- We’ll also use just because rewards – calls home, notes home, or special notes to students – as needed

How and when will students earn these individual rewards?

- At the end of each class period, we’ll walk around as students are finishing the closing of the lesson, and give stickers to each student who earned an A or A+ behavior grade
- We will track their behavior grades during the week, in each class period. On Thursday night we’ll each make a list of which students are candidates for any of the awards above for the block we taught that week. Then, on Friday we’ll each take 4 minutes at the end of class to announce who has earned which awards for our class block
- Every Monday morning we’ll be sure to update the HOT behavior wall for each block

Which specific individual rewards will students be able to earn? (please explain)

- In our classroom, we’ll allow students to earn school supplies (one pencil, one pen, 5 sheets of paper) with their points if they have an A+, A, or B behavior grades all week .
- They can also earn an extra bathroom pass (since they only have 1 for the summer) if they have A or A+ behavior for 8 consecutive days during the summer.
- Any student has A or A+ behavior for the week OR shows an improvement in behavior from the week before their name and picture on a “HOT behavior” wall in the class.
- Finally, any student with A+ behavior grade every day of the week will also earn the right to listen to music quietly during independent practice or independent work time.

How will you frame these individual rewards within the ‘theme’ your collaborative chooses as part of your Investment Plan? (complete this question after the upcoming INV 1 session)

Each time we give an award we’ll note that this student is exhibiting HOT

- o Special letter from you to student

Class-wide Rewards

- Awarded when class earns 75 points
- Aim to award 15-25 Class Points a day

(NOTE: Class Points accompany Behavioral Narration, which you will learn more about on Friday of Week 1. After the MGMT3 CS session please complete your customization of this section of your Management Plan.)

Possible Class-wide Rewards

- Game at end of week (academic, but fun!)
- Popcorn party at end of week
- Music during Do-Now
- Teacher will perform (learn a dance move from a student, sing a song, do magic, etc)
- 10-minute Dance Party at end of the week
- Cookies/Cake for the class (if permitted)

behavior which is helping us achieve our big goal and that they are receiving these awards because they were on task and focused on learning as much as possible each day.

Which three or four specific class-wide reward possibilities from those listed at left will students be able to earn? (please explain)

- o We'll do academic games during AIH at the end of the week
- o We'll play music quietly during breaks between periods and before class beings (through the Do Now)
- o We'll take the last 2 – 3 minutes of class for a quick dance party

(Optional) How will you frame this pursuit of a class-wide reward within the 'theme' your collaborative chooses as part of your Investment Plan? (complete this question after the upcoming INV 1 session)

- o Each time we give our class rewards we'll remind students that they are showing us HOT behavior which we know will allow us to get more done faster and master each objective so it makes it onto the Too Hot to Handle board which will lead us to our big goal

Where and how will you keep track of Class Points?

We'll have a corner of the board, on the right side, for class points. Each time the entire class complies with rules or directions they will earn a class point

How will you ensure that students earn enough class points each day to stay motivated?

- o We will all add in a note in our lesson plans after instructions are given (we'll write out the instructions) and once during each part of our lesson

How and where will you display reward possibilities (individual and class-wide) in your classroom?

We'll create two posters that will next to the rules. One poster will say HOT Whole Class Behavior Earns ...and the other says HOT individual behavior earns ...

<p>C. Corrective Action (consequences)</p> <p>These are standard across grade-level bands within the school; you will <i>not</i> customize these consequences.</p> <p>NOTE: in case of more serious misbehavior, it may be necessary to bypass Consequences 1-4 and skip ahead to Consequences 5, 6, or 7. You will need to explain this 'severe clause' to your students.</p>	Offense	Action	grade*	Consequence	<p><i>*please see note about these 'Behavior Grades' on page 11!</i></p> <p><u>How and where will you display these consequences (including the 'severe clause') in your classroom?</u> We will have a Consequences poster at the front of the room next to the rules and rewards posters that says If you choose not to operate like a HOT student ... and lists the consequences. Students will also receive these consequences on the sheet they can keep in their notebook</p> <p><u>You will use your Classroom Management Tracking Sheet (located at end of this Plan) to record consequences for each student...where will you keep it? How will you ensure that you can and will keep it updated up-to-the-second?</u> We each will be carrying a clipboard to hold our lesson plans so we will keep the behavior tracking sheet there and give we will always be holding it, we will be able to update it in the moment.</p> <p><u>How will you frame your consequences within the 'theme' your collaborative chooses as part of your Investment Plan? (complete this question after the upcoming INV 1 session)</u> We will tell students that exhibiting HOT behavior is a choice they can make, and if they choose to not act in an appropriate way, there are consequences for their actions</p> <p><u>Please list 10-15 things students will likely do that will be in violation of your rules to which you will respond consistently with the consequence hierarchy at left. (Include very minor things! Responding consistently to these will prevent bigger disruptions.)</u></p> <ul style="list-style-type: none"> ▪ Saying something quiet to a neighbor during silent independent work ▪ Putting their head on their desk ▪ Getting out of their seat without permission ▪ Talking without raising their hand ▪ Grabbing something from another student without asking ▪ Coming in late to class without a late slip ▪ Not entering the classroom quietly ▪ Getting up without permission ▪ Taking something off of the teacher's desk ▪ Not bringing materials to class
	1	√ on tracking sheet; verbal notification of the √ & reminder of correct behavior	A+	Nothing bad! Receive full individual rewards! (2 entries in School-Wide Reward System)	
	2	√ & verbal reminder; warning that next infraction means drop from A to B	A	Nothing bad! Receive fraction of individual reward. (1 entry in School-Wide Reward System)	
	3	√ & verbal reminder; warning that next infraction means drop from B to C & more significant consequence	B	Loss of all entries in School-wide Reward System for the day.	
	4	√ & verbal reminder; warning that next infraction means drop from C to D, and a more serious consequence	C	Student moved to more isolated place in classroom & required to complete 'think sheet' / apology letter / 'lines' *see Appendix	
	5 (& severe clause)	√ & explanation of consequence student has chosen to receive; warning that next infraction means drop from D to F, where additional consequences await	D	Lunch Detention / Loss of other 'free time' / Behavior Essay	
	6 (&	√ & explanation of additional consequence	F	Call home to parents /	

	severe clause)	student has chosen to receive; warning that next infraction means removal from the class		guardians	
	7 (& severe clause)	√ & removal of student to office (or another room)	--	Referral and removal from classroom.	

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D. Behavior Expectations for Instructional Activities	Criteria your expectations must meet	<ul style="list-style-type: none"> ➤ List 3 or 4 behaviors that your students must do during each Instructional Activity. Be sure to address <u>verbal behavior</u>, <u>movement</u>, and <u>participation</u>, and remember that all behavior expectations that you communicate to your students must be <u>specific</u> and <u>observable</u> ('keep you hands to yourself'; 'no talking'), not vague ('act appropriately'). ➤ Add details as needed to clarify for yourself (and your CMA) what you want students to do and how you want them to do it.
Teacher-led whole-class Instruction	<ul style="list-style-type: none"> ▪ Students must be in their seats, sitting up, except when responding to a request from you for movement. ▪ Students must only have out materials that will be used in your class. ▪ Students must have their eyes on you, wherever you move in room (e.g. students must 'track' you at all times). ▪ Students must be silent during instruction, except in response to questions from you. 	<p><u>3 or 4 specific, observable behaviors that your students must do, written in the way you will communicate them to students (address verbal behavior, movement, and participation)</u></p> <ul style="list-style-type: none"> ▪ You will be sitting up straight in your seat ▪ The only thing that should be on your desk are the things that you will need for class – nothing from other classes, no extra materials ▪ Whenever I look at your, your eyes should be on me and follow me as I move around the room ▪ Your mouth should be closed during this time – there should be no talking unless you have been called on to answer a question <p><u>Clarifying details:</u></p>
Independent Practice	<ul style="list-style-type: none"> ▪ Students must not have out anything extraneous to the task at hand. ▪ Students must be silent. ▪ Students must be on-task on the assigned work. 	<p><u>3 or 4 specific, observable behaviors that your students must do, written in the way you will communicate them to students (address verbal behavior, movement, and participation)</u></p> <ul style="list-style-type: none"> ▪ There should be no talking during independent practice unless you are asking me a question quietly when I come to your desk after you've raised your hand ▪ You should be doing the assigned work. you should not be just sitting at your desk or working on anything else ▪ You should not have anything out but what you need to do your work – no phones, no extra work, nothing. <p><u>Clarifying details:</u></p>
Working in Pairs	<ul style="list-style-type: none"> ▪ Students must not have out anything extraneous to the task at hand. ▪ Students must use low voices (and you must define 'low' explicitly for them). ▪ Students must be on-task on the assigned work. 	<p><u>3 or 4 specific, observable behaviors that your students must do, written in the way you will communicate them to students (address verbal behavior, movement, and participation)</u></p> <ul style="list-style-type: none"> ▪ The only things that should be on your desk are the things you need to complete your partner work ▪ You should be talking in a low voice which means that only your partner should be able to hear you. The partners sitting next to you should not be

		<p>able to hear everything you say</p> <ul style="list-style-type: none"> You should only be working on and talking about your assignment. You should not be talking about any other topic with your partner <p><u>Clarifying details:</u></p>
Small Group Work	<ul style="list-style-type: none"> Students must not have out anything extraneous to the task at hand. Students must use low voices (and you must define 'low' explicitly for them). Students must be on-task on the assigned work. 	<p><u>3 or 4 specific, observable behaviors that your students must do, written in the way you will communicate them to students (address verbal behavior, movement, and participation)</u></p> <ul style="list-style-type: none"> The only things that should be on your desk are the things you need to complete your small group work You should be talking in a low voice which means that only your small should be able to hear you and the group next to you should not hear you You should only be working on and talking about your assignment. You should not be talking about any other topic with your group <p><u>Clarifying details:</u></p>

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E. Required Procedures	Criteria your procedure must meet	
Entering the Classroom Students need to know their responsibilities & behavior expectations for coming into & being in your class for the first 3 minutes.	<ul style="list-style-type: none"> Students must enter safely, with their hands to themselves. Students must enter with very little noise. Students must be silent at or before the start-time of class. Students must all be on task within 2 minutes of the start-time of class. You must be able to monitor student behavior in the hall and in the classroom. 	<ul style="list-style-type: none"> List 3 or 4 behaviors that your students must do during each Procedure. Be sure to address <u>verbal behavior</u>, <u>movement</u>, and <u>participation</u>, and remember that all behavior expectations that you communicate to your students must be <u>specific and observable</u> ('keep you hands to yourself'; 'no talking'), not vague ('act appropriately'). Add details as needed to clarify for yourself (and your CMA) what you want students to do and how you want them to do it. <p><u>3 or 4 specific, observable behaviors that your students must do, written in the way you will communicate them to students (address verbal behavior, movement, and participation)</u></p> <ul style="list-style-type: none"> You should come into the room quietly (no yelling) and walk directly to your seat When you get to your seat, you should take out your homework, put it on the top right corner of your desk. And also take out the materials you'll need for class You should then take out a blank sheet of paper, write the header on the top right corner of the page and start the Do Now All of these actions should be done silently and you should be working within 2 minutes of the bell ringing <p><u>Detailed description:</u> Students will come into the room quietly and go directly to their seats. When they sit down, they should take out their homework and put it on the top right corner of their desk. They should also take out any materials they will need</p>

		<p>for class. A Do Now will be posted on the board. Once each student has taken out their homework they should begin the Do Now and work silently until we begin class</p>
<p>Attention-getting Signal Students need to know the cue for giving you their full attention, and what ‘full attention’ means.</p>	<ul style="list-style-type: none"> ▪ You must be able to give this signal from anywhere in the room. ▪ Students must be silent and have their eyes on you as a result of you giving the signal. ▪ Students must give you their full attention within 5 seconds of the signal. 	<p><u>3 or 4 specific, observable behaviors that your students must do, written in the way you will communicate them to students (address verbal behavior, movement, and participation)</u></p> <ul style="list-style-type: none"> ▪ When you see the attention signal from me, you should immediately stop whatever you are doing, stop talking, and raise your hand in the air ▪ Your hand should stay in the air, your eyes should stay on me, and there should be absolutely no talking until I have given you explicit instructions on what to do next ▪ Once I speak after giving the attention signal, you may put your hands down but there should be absolutely no talking while I am talking and your eyes should stay on me <p><u>Detailed description:</u> When I want the students to give me their attention, I will put my finger over my lips with one hand and raise the other hand in the air. I will count down from 5 with my fingers. Anytime a student sees me do this, they should immediately stop talking and raise their hand so I know they are ready to move on. They should keep their hands in the air, their eyes on me, and their mouths closed until I have given explicit instructions that she should move on. Once I speak, they may put their hands down, but there should still be no talking and their eyes should stay on me</p>
<p>Homework Students need to know when, how, and where to hand in homework. (Students also need to know your policies & procedures for making up HW when absent, and what happens if HW is not turned in at all or is incomplete.)</p>	<ul style="list-style-type: none"> ▪ You must confirm that homework has been completed (if using HW in class) or HW must be collected within first 2 minutes of class start time. ▪ Next homework assignment and due date must be posted for students to read. ▪ Students must write down next homework assignment before leaving class. 	<p><u>3 or 4 specific, observable behaviors that your students must do, written in the way you will communicate them to students (address verbal behavior, movement, and participation)</u></p> <ul style="list-style-type: none"> ▪ You will place your homework on the top right corner of your desk when you come into the room ▪ When I give the signal, you will silently pick up your homework and pass it to the person in front of you. There should be no talking. ▪ If someone is sitting behind you, you should reach back and take the paper from them with no talking <p><u>Detailed description:</u> There will be a section for homework on the far left side of the board. It will list the date, the homework assignment, and the due date for that assignment. Each day during the closing of the lesson, students will be instructed to write down their homework assignment and/or will be given the necessary materials to complete that assignment.</p>

		<p>Each morning when students come into class, they will put their completed homework on the top right hand corner of their desk. As they are working on their Do Now, I will walk around and check to see who has completed their homework and note it in the grade book. At the start of class, I will ask students to turn in their homework. They will pass their papers forward to the front of their row and then the person in the front row will pass their papers to the left until the person closes to my desk has all of the homework. This person will stand up, take a paperclip next to the homework bin on my desk, paperclip all of the papers together, place them in the bin and sit down. All of this will happen silently and within 1 minute.</p>
<p>Writing Instrument Students need to know when they may use pens or pencils, how & when they may sharpen their pencils, and what happens if they do not have an acceptable writing instrument.</p>	<ul style="list-style-type: none"> ▪ All students must have something with which to write during class (if student did not bring writing instrument, you must have a policy for him/her to get one). ▪ If pencils are permitted in your class, students must be allowed to sharpen them, but may not do so during instruction. 	<p><u>3 or 4 specific, observable behaviors that your students must do, written in the way you will communicate them to students (address verbal behavior, movement, and participation)</u></p> <ul style="list-style-type: none"> ▪ Students will take out a pencil when first arriving at their seats ▪ Students will sharpen their pencils during the time before the Do Now begins or during transitions between teachers ▪ If students do not have a pencil they can trade in item for the day to borrow (item will be returned when pencils is returned at the end of class) <p><u>Detailed description:</u></p>
<p>Heading on Paper Students need to know what information to write where on each paper.</p>	<ul style="list-style-type: none"> ▪ Must include first and last name and date. ▪ An example of your required heading must be posted large enough that all students can read it from their seats. 	<p><u>3 or 4 specific, observable behaviors that your students must do, written in the way you will communicate them to students (address verbal behavior, movement, and participation)</u></p> <ul style="list-style-type: none"> ▪ Students will write first and last name, date, and teacher name in the upper right hand corner of their paper for the day <p><u>Detailed description:</u></p>
<p>Classroom Materials Students need to know which classroom materials they are allowed to use, how they access them, and how they are to be used.</p>	<ul style="list-style-type: none"> ▪ Classroom materials must remain in good condition. ▪ Students must be safe. 	<p><u>3 or 4 specific, observable behaviors that your students must do, written in the way you will communicate them to students (address verbal behavior, movement, and participation)</u></p> <ul style="list-style-type: none"> ▪ Students will not touch any class materials on their desk until the teacher instructs them to do so ▪ Students will check the board to see if any personal items need to be on their desk ▪ Students will take out any other personal items needed for the day when prompted to do so <p><u>Detailed description:</u></p>

<p>Getting Teacher's Attention</p> <p>Students need to know what to do to ask you a question or get your attention.</p>	<ul style="list-style-type: none"> ▪ The students' signal must be silent. 	<p><u>3 or 4 specific, observable behaviors that your students must do, written in the way you will communicate them to students (address verbal behavior, movement, and participation)</u></p> <ul style="list-style-type: none"> ▪ When you need to get my attention, should raise your hand in the air. ▪ You should not get up out of your seat nor should you wave your hand wildly in the air for my attention. ▪ You should raise your hand silently and should not make any noises to get my attention ▪ You should not call out or do any talking and should only raise your hand <p><u>Detailed description:</u> If the student needs my attention, they will raise their hand silently. When I notice their hand in the air, I will nod at them. They can then either ask their question or make their request (to go to the bathroom, etc). They should not wave their hand around wildly or make any sounds to get my attention.</p>
<p>Finishing Work Early</p> <p>Students need to know what to do if they complete independent work early.</p>	<ul style="list-style-type: none"> ▪ Students must be on-task on something academically beneficial from 'bell-to-bell' (i.e. putting head down, personal grooming, etc. is not permissible) ▪ Students may not disrupt others who are still working (unless directed by you to offer academic support to another student). ▪ Options / requirements for what to do if a student finishes early must be posted large enough that all students can read it from their seats. 	<p><u>3 or 4 specific, observable behaviors that your students must do, written in the way you will communicate them to students (address verbal behavior, movement, and participation)</u></p> <ul style="list-style-type: none"> ▪ If you finish your work early, you should turn your work over on your desk. You should not talk. ▪ If you wish to begin on your homework, you may take out the necessary materials and silently begin to work on your homework. You should not talk to me or anyone else. ▪ If you wish to work on extra credit work, you may silently get up and quietly walk to the back of the room without touching or talking to anyone else. You should select one activity and silently, without touching or talking to anyone else, return to your desk and begin working. <p><u>Detailed description:</u> If a student finishes their work early, they should first check back over their work, going back through everything they've just done. Once they have done that, they may turn their work over on their desk. Then they have two options. They can start on their homework early or they can work on extra credit work. Homework will be posted at the start of class, so they can sit quietly in their seats and begin on that. If they wish to do extra credit, they may silently get up and go to the back of the room to the extra credit bin. They should select one activity and return to their seat and work quietly on it.</p>
<p>Personal Needs</p> <p>Students need to know if/when they can use the bathroom, get a drink, access a tissue, go to the trashcan, etc.</p>	<ul style="list-style-type: none"> ▪ Unless it's an emergency, student requests to take care of personal needs may not occur during instruction. ▪ If permitted to take care of a personal need, student may not talk to, touch, distract any other student. 	<p><u>3 or 4 specific, observable behaviors that your students must do, written in the way you will communicate them to students (address verbal behavior, movement, and participation)</u></p> <ul style="list-style-type: none"> ▪ When you need to take care of a personal need, you should raise your hand silently. You should not wave your hand around or make any noise. ▪ If you are given permission to get up, you may walk quietly and quickly, without running, to where you need to go in the room.

		<ul style="list-style-type: none"> ▪ You should not talk to or touch another student or disrupt them in any way when you are out of your seat <p><u>Detailed description:</u> Unless it is an emergency, all requests for personal needs should happen during practice. If a student has a request, they should silently raise their hand. They should wait to be called on to voice their request. I will then give them permission or not. If they have permission, they may quietly get up, without touching or talking to anyone else. If they need to get a tissue or go to the trashcan, they may do so but cannot touch another student, talk to anyone else, or distract any other students. If they need to leave the room, the student will get the hall pass and fill it out (name, reason for hall pass) and silently bring it to me. I will sign it and put a time on it. when they return, they should bring the hall pass to me so I can put a return time on it. the student should then put the hall pass back in it's place and return to their seat, again without talking or disrupting any other students.</p>
<p>Interruptions Students need to know what to do & say in case of an intercom announcement or a classroom visitor comes.</p>	<ul style="list-style-type: none"> ▪ During announcements, students (and teacher) must be silent. 	<p><u>3 or 4 specific, observable behaviors that your students must do, written in the way you will communicate them to students (address verbal behavior, movement, and participation)</u></p> <ul style="list-style-type: none"> ▪ Students will stop moving ▪ Students will turn and look towards the intercom ▪ If students have questions about the announcement they will raise their hands and wait to be called on after the announcement is over <p><u>Detailed description:</u></p>
<p>Dismissal Students need to know their responsibilities & behavior expectations for preparing to leave & exiting your classroom.</p>	<ul style="list-style-type: none"> ▪ Students may not pack up or exit the classroom until you instruct them to do so. ▪ Students must exit safely, with their hands to themselves. ▪ Students must exit with very little noise. ▪ You must be able to monitor student behavior in the hall and in the classroom. 	<p><u>3 or 4 specific, observable behaviors that your students must do, written in the way you will communicate them to students (address verbal behavior, movement, and participation)</u></p> <ul style="list-style-type: none"> ▪ When the bell rings, I will give any final instructions. During this time you should not be moving, your eyes should be on me, and you should not be talking. ▪ When you are dismissed, you should get up out of your desk and walk, not run to the door. You should exit quietly and should not be yelling to students across the room or in the hallway. ▪ You should not touch any other student or their things on your way out of the classroom <p><u>Detailed description:</u> When the bell rings, I will give any final instructions and then tell students to pass any remaining work and write down their HW if they have not done so already. they should pass papers in using our homework passing in procedure (no talking, pass forward, then pass left, no hitting or throwing</p>

		<p>paper). Once they have passed in their paper, they may pack up their things and then should sit quietly waiting for me to dismiss them by putting their hands on the top of their desk. I will dismiss them individually, by rows, or by the whole class. Once they have been dismissed, they should stand up quietly and walk, not run, to the door. They should not touch another student or another student's things. They should not yell or shove.</p>
<p>Positive Recognition You need a clear, predictable, and efficient routine for giving students rewards they have earned during that class period.</p>	<ul style="list-style-type: none"> ▪ All students must leave class knowing exactly at what behavior level he/she is at the end of class. ▪ Students who have earned rewards for the day must receive them that day. ▪ This must happen at the <i>very end</i> of class, and may take no longer than 2 minutes. 	<p><u>Detailed description of what TEACHER will do and what STUDENTS will do:</u></p> <ul style="list-style-type: none"> ▪ With 2 minutes left until the bell, I will direct students to pass in their remaining work and record their HW silently. I will also allow them to pack up silently. ▪ I will announce who has earned an B, A, or A+ behavioral grade ▪ I will announce that the B students were close to earning tickets and hand tickets to each of the students who earned an A or A+ and have them write their names on the tickets immediately ▪ I will announce anyone whose name I did not call did not earn an A or B for the day but I know they can do better tomorrow
<p>Emergency Drills Students need to know the behavior expectations for an emergency drill or real emergency.</p>	<ul style="list-style-type: none"> ▪ You and students must follow the procedures outlined by your school. ▪ Students must silently follow your directions. ▪ Students must be back on task within 2 minutes of the emergency drill conclusion. 	<p><u>3 or 4 specific, observable behaviors that your students must do, written in the way you will communicate them to students (address verbal behavior, movement, and participation)</u></p> <ul style="list-style-type: none"> ▪ When the fire alarm goes off students will stop what they are doing and line up in the front of the room ▪ When told to leave the students will file out of the classroom to the left and exit through the side doors ▪ Students will line up in single file on the football field ▪ Students will remain quiet the entire time <p><u>Detailed description:</u></p>
<p>Lunch (if/as needed) Students need to know their responsibilities & behavior expectations for leaving the classroom, moving to cafeteria, lining up & sitting in cafeteria, & returning to the classroom.</p>	<ul style="list-style-type: none"> ▪ Students may not pack up or exit the classroom until you instruct them to do so. ▪ Students must follow school policies and procedures for transitioning to/from lunch, and while in cafeteria. ▪ 	<p><u>3 or 4 specific, observable behaviors that your students must do, written in the way you will communicate them to students (address verbal behavior, movement, and participation)</u></p> <ul style="list-style-type: none"> ▪ Students will leave their items on their desk ▪ Students will line up when their row is dismissed ▪ Students will silently walk to the cafeteria ▪ Upon arrival students will wait in line when told to do so and head immediately to our place ▪ Students will clean up their space when ask to do so and line up on the cafeteria wall until the class leaves ▪ When returning to the classroom students will walk single file and wait outside of the room until the teacher greets them and lets them in

		<u>Detailed description:</u>
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Student Behavior Tracking Sheet → Week _____

Teacher → _____

Student	MONDAY							TUESDAY							WEDNESDAY							THURSDAY							FRIDAY									
	A+	A	B	C	D	F	out	A+	A	B	C	D	F	out	A+	A	B	C	D	F	out	A+	A	B	C	D	F	out	A+	A	B	C	D	F	out			
	Notes							Notes							Notes							Notes																
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General Guidance for customizing and implementing the Policies in your Collaborative Management Plan

Positive Recognition

- Many teachers find it very effective to have on hand a tangible item (e.g. a ticket or a ‘Scholar Dollar’) to walk around and give to students throughout the class in recognition of excellent behavior.
- A system like this has the advantage of you being able to recognize and positively reinforce not only the behavior expectations of your Management Plan, but also the behavior that develops student Investment and a positive Classroom Culture.
 - For example, you can give a student a ticket for following your directions exceptionally quickly, being the first one to be seated before the bell rings, staying on task during IP when you know it is a challenge for her, following a procedure beautifully without being prompted, etc...
 - You can also give a student a ticket for asking an astute question, demonstrating significant effort, taking an academic risk, supporting a classmate with kind words, encouraging others to work hard, connecting the work at hand to students’ futures, being helpful to you or other students, etc...
- This system also gives you & students the benefits of recognizing & reinforcing student behavior ‘in the moment’. (On top of narration & ‘Points on the Board’)
- If your Collaborative chooses to implement a system like this, please consider the following recommendations and issues:
 - Do *not* be ‘stingy’ in giving out tickets, especially at the beginning.
 - When giving a student a ticket, tell him or her exactly what behavior you are recognizing. (At times this will mean proudly proclaiming to the whole class what ___ just did very well, and sometimes it means quietly, to just that student, letting him/her know what s/he has done well).
 - Tell students at the beginning that they are not allowed to ask for / suggest their behavior merits tickets, and remind them of this daily as needed.
 - To prevent forgery, sign or stamp the back of your tickets before giving them out. (this is rarely needed, but will prevent potential big problems)
 - Make sure students know to sign their ticket as soon as they receive it, to ensure proper ownership.
 - Impress on students that they are responsible for keeping track of their own tickets. Consider giving students a ziploc baggie with their name on it in permanent marker for ticket storage. Make it clear to students that there will be *no* replacement of lost tickets.
 - As noted in the Management Plan, you will need to decide what students can ‘purchase’ with tickets and for how much, when they can ‘purchase’ things, and whether the tickets they have earned from their different teachers can be combined or not (this last question depends largely on your Collaborative structure and whether or not you share students within your Collaborative or not.) [Consider a raffle instead of a ‘purchase’ system]
- Tickets should *never* be taken away. Once students have earned them, the tickets are the students’ to keep.
- Remember to implement the non-ticket-related positive recognition strategies of calls and notes home to students’ families! These are so important (& effective!)

Corrective Action

- Students start off with a ‘clean slate’ with each new teacher / each new class (i.e. they are all back on A+ after any teacher/class transition). NOTE: students do *not* ever move back up the scale when their behavior improves within a class period. (e.g. once a student is on C, she cannot move back up to B within that class)
- In some cases, this may lead to a single student having multiple consequences at the same level (e.g. 2 lunch detentions in the same day, or two phone calls home to parents/guardians). This is something your Collaborative will need to work out on a case-by-case basis.
- The behavior ‘grade’ is not an official grade in the traditional sense. You do not need to officially record it anywhere or collect it for official analysis; it is simply an easily comprehensible way for secondary students to understand where they stand. You may, however, choose to keep track of grades to see if there are trends; choose to incorporate this into your citizenship grades (if applicable); and/or choose to communicate these ‘grades’ to students (and/or students’ families) in regular updates. [Also, you have the option to require parent/guardian signatures on behavior reports you send home.]
 - These ‘grades’ do not have to be an A+ to F scale either. You *do* need a scale, but it can be something else that fits your class theme if you choose.

APPENDIX 1: Sample tracking sheet for individual students to self-track their behavior

- Some teachers choose to give all students an individual tracking sheet so that they can record and clearly see their own behavior status.
- Some teachers choose to give certain students an individual tracking sheet as part of an individualized behavior plan meant to better support the student.
- If you choose to implement an individual tracking sheet...
 - ...you can give students a new template each week.(the table below)
 - ...you can put 4 copies of the table below on a sheet and give students a template for tracking their own behavior all summer
 - ...consider copying the individual tracking sheet on colored paper so that you can easily see that students have it out
 - ...you should still keep your own behavior tracking records on your class behavior tracking form.
 - ...you may choose to have students turn in to you their individual behavior tracking sheets at the end of the week, and award bonus points to students whose tracking sheets match yours perfectly. You may choose to write comments to the student on their tracking sheet and give it back to them. You may also choose to write comments on their tracking sheet and require students to take them home for parent signatures.

Student Name:		MONDAY Date:						TUESDAY Date:															
		A+	A	B	C	D	F	out	A+	A	B	C	D	F	out								
		Teacher name:																					
Notes								Notes															
WEDNESDAY Date:							THURSDAY Date:							FRIDAY Date:									
A+	A	B	C	D	F	out	A+	A	B	C	D	F	out	A+	A	B	C	D	F	out			
Notes								Notes								Notes							

APPENDIX 2: Sample Forms for Level 4 (Level C) Consequences [Think Sheet / Apology Letter / Lines]

Sample Think Sheets

- These would be either copied onto whole- or half-sheets of paper and made available for students to complete and submit at a special spot in the room.
- Or a master copy of this would be posted at a special spot in the room and students would be required to copy it themselves before completing it.



Name: _____ Date: _____

Mr. Lohela COLLEGE CLASS of 2020

Stop & take time to Think!
Your choice has created a problem.

How did your choice create a problem today?

How could you make a different choice next time?

How will this new decision help you achieve your goals and graduate college in 2020?

Action Plan: How can you prevent this behavior from happening in the future? What different decisions are you going to make?

Student Signature: x _____

Mr. Lohela's Signature: _____

Parent Signature: x _____

-OR-

BEHAVIOR REFLECTION THINK SHEET

Name _____

Today, I did not follow class rule number __, which says that I should _____

It is important to follow this rule because _____

In the future, a better choice for me to make is _____

Student signature: _____

Date: _____

Sample Apology Letter

- A master copy of this would be posted at a special spot in the room and students would be required to copy it, adding in the specific details.
- Depending on the circumstance and the student, you may choose to have the student read the letter to the whole class or privately to an individual student. (Be careful to not *ever* ask a student to read a letter out loud to ‘punish’ or publicly ‘shame’ him or her. Use your very best judgment.)

Date: _____ Time: _____ Teacher: _____
Dear Class, <i>-or-</i> Dear _____ (another student's name), I sincerely apologize for acting in a way that disrupted the learning and positive culture in our class. Specifically, I am sorry for _____ _____.
I know that my learning time and your learning time is very valuable, and I am sorry for causing us to lose some of that time.
I will work hard to keep from interrupting our education again. One specific thing I am going to work on improving is _____.
I would like to join the class again so that I can continue to work hard, learn, and make a better future for myself. Please forgive me.
Your classmate, _____

Lines

- Some teachers find this a useful consequence, and some find it distasteful. Used in limited, strategic ways, this consequence can be effective. [Some advantages of ‘lines’ are that it is a simple-to-implement system, and some students who may balk at a Think Sheet or Apology letter will accept lines.]
- Most often, students complete these while at a special spot in the room (during class). If this is the case, consider giving students a specific amount of time in which to complete their lines. In some cases, you may choose to make this homework.
- This is essentially what Bart Simpson does at the opening of each show: writing the same sentence over and over again. Instead of writing it on the board, your students will write it on notebook paper.
- You will need to tell your students the sentence they are to write (writing it down for them to copy), and tell them how many times they are to write it. The sentence should directly relate to the behavior which led the student to receive this consequence.
- A fair starting number of lines is 15. Rarely should lines exceed 50. Adjust the number to the length of the sentence. Require students to number each sentence in the left margin.
- Some examples of lines are:
 - *In order for me to learn, I must be quiet when Ms. ___ is teaching me.*
 - *In our class we are kind to each other; I will not use ugly words again.*
 - *From now on, I will keep my hands, feet, and objects to myself.*
 - *I am too smart to get in the way of my own learning, and I care too much about my classmates to get in the way of their learning.*
 - *I will follow directions the first time they are given; otherwise I am wasting precious learning time!*
 - *I have the power to keep a small problem a small problem. I will not talk back.*

APPENDIX 3: Sample Behavior Essay System and Topics for Level 5 (Level D) Consequence

(Guidance and topics adapted from Alan Giuliani, Delta '94 and Rachel Schankula, Delta '98)

- If a student reaches Level 5 (D), assign them an essay by topic number. Try to match the topic to the behavior which led to them getting to this level.
- The student does *not* work on the essay in class. It is a homework assignment.
- Ensure students understand all the requirements (consider having the directions and essay topics printed out and ready to hand to a student.) The essay is due the next day. It must be written on notebook paper and must address the topic. It must be one page long, from the topic line of the notebook paper to the bottom line of the notebook paper. Poor quality essays will not be accepted. If the essay is not turned in the next day, the amount due is doubled. The student owes you 2 pages the next day. If the 2 pages are not turned in the following day, the amount due is doubled. The student owes you a 4 page essay the next day. If the 4 pages are not turned in the following day, the amount due is doubled. The student owes you an 8 page essay the next day. When the amount of pages due grows too huge, notify the parents and schedule the student for detention (if possible) to complete the pages assigned to him/her.

SAMPLE ESSAY TOPICS (customize to your class needs and theme)

- Essay 1: Write 50 reasons why you are bright, talented and the best.
- Essay 2: Explain why you are too bright to waste your time with distracting, unimportant matters. Explain how the education you get in this class will result in your future success.
- Essay 3: Write an essay on how you are college-bound, career-bound and success-bound. Write about how you will never be sidetracked by someone messing with you because you have far too much to accomplish.
- Essay 4: Write 10 nice things you could say to someone instead of “shut-up.” Explain how you disrespect yourself when you tell someone else to “shut-up.”
- Essay 5: Write an essay about the good qualities of the person you put-down today. Explain how you make yourself into a smaller person by trying to make someone else feel small.
- Essay 6: Explain why you are too talented and special to ever let yourself down by not having your supplies. Create a plan for how you will get the supplies you need in the future. If you have difficulty getting the supplies, what should you do?
- Essay 7: Define excellence. Describe someone who you think is excellent at what they do. Explain how hard work and excellence are connected. Create a plan for how you will show more excellence in this class.
- Essay 8: Abraham Lincoln once said, “I do not think much of a man who is not wiser today than he was yesterday.” What did he mean by this? How will you make sure that you get wiser every day?
- Essay 9: Figure out how many minutes every week you spend in this class. Explain why each of those minutes is far too precious to waste. Make a list of at least 15 things you need to learn during next week’s precious minutes.
- Essay 10: Our learner’s creed says, “I am intelligent. I am capable of greatness. I can learn. I will learn. I must learn.” Explain why each of these sentences is true. Explain how you’ll hold yourself to the learner’s creed tomorrow.