**HLP # 7:  Establish a Consistent, Organized, and Respectful Learning Environment Checklist**

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| **Yes *or***  **not yet** | **Class Organization Systems** |
|  | Student workflow, procedures and systems established (absent student, turn in procedures, return procedures) |
|  | Explicitly teach students how to use class procedures and systems. |
|  | Positively reinforce students’ proper use of class procedures and systems. |
|  | Arrange the classroom to maximize space, workflow, and system efficiency. |
|  | Classroom organization meets the needs of all students and instructional goals. |
|  | Student information is organized and systems in place ( [accommodations tracking](https://docs.google.com/spreadsheets/d/1Td71niPq44USwh4ehGMNPCGaTAKVlZoXzHEYZlQCAeg/copy), attendance, etc.) |
|  | Establish systems to collect data (academic and/or behavior) |
|  | [Specifically designed instruction](https://docs.google.com/spreadsheets/d/1Td71niPq44USwh4ehGMNPCGaTAKVlZoXzHEYZlQCAeg/copy) and progress monitoring tracking system established |
|  | School contacts’ numbers (counselors, administrators, related services, etc.), school map, procedures (fire drill, etc.) are organized and/or clearly posted. |
|  | School calendar is established and organized (Collaborative learning team (CLT)/grade level team meetings, faculty meetings, important dates) |
|  | Filing system is organized digitally and/or physically |
|  | Accommodations communicated with co-teachers and/or paraprofessionals and regularly reviewed. |
| **Yes *or***  **not yet** | **Learning Management System (LMS)** |
|  | LMS is organized with contact information, materials, assignments, grading (or other grading system), back to school night presentation, introductory video, etc.) |
|  | Co-teacher LMS responsibilities agreed upon. |
|  | Explicitly teach students how to use LMS and identify students’ expectations for LMS if appropriate. |
|  | Explicitly teach parents how to use LMS and ways to best communicate with teachers |
| **Yes *or***  **not yet** | **Expectations/Rules** |
|  | Establish culturally relevant expectations and rules that are stated positively and posted in the classroom. |
|  | Discuss the importance of expectations, rules, and procedures, including students’ suggestions if appropriate. |
|  | Explicitly teach three to five positively stated expectations/rules. |
|  | Consistently re-teach expectations, rules, procedures, and systems with a positive tone. |
| . | Create systems that encourage positive student behaviors aligned with class expectations, rules, and other goals. (PBIS, token economy, Class Dojo) |
|  | Explicitly communicate PBIS/or token economy/Class Dojo to students and parents. |
|  | Consistently implement PBIS/token economy and reinforce positive student behaviors |
| **Yes *or***  **not yet** | **Respectful Learning Environment** |
|  | Structure class lessons and activities with an agenda. |
|  | Explicitly teach the agenda and behavior expectations for the day’s lesson and class activities. |
|  | Consider the needs of all students when creating class activities and limit unstructured time. |
|  | Manage antecedents and unexpected surprises. (Communicate with sensitive students and/or their parents beforehand, prepare for fire drills, assemblies, etc.) |
|  | Accept that behavior is a form of communication. a |
|  | Appreciate cultural and linguistic diversity and learning differences in the classroom. |
|  | Encourage students’ positive verbal and non-verbal communication. |
|  | Consistently give specific and positive feedback to students on their behaviors. |
|  | Communicate academic and behavior data with parents and students (if appropriate). |
|  | Collaborate with other professionals and/or parents about students’ academics and behaviors, if necessary. |

References

Council for Exceptional Children. (2021). High leverage practices for students with disabilities leadership guide for HLP #7. Retrieved from:  <https://highleveragepractices.org/hlp-leadership-guides>

McLeskey, J. (Ed.). (2019)*. High leverage practices for inclusive classrooms.* New York: Routledge.

For additional HLP resources, go to <https://ttaconline.org/>

For additional information about TTAC Region 4 at GMU, go to <https://ttac.gmu.edu/>