**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/>