# Active and Engaged Learning

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# Changing the Odds for Kids

Revised 3/23/2022
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COVID-19
In response to COVID-19, systems and processes have evolved to ensure the health and safety of staff, students, and stakeholders. Please reference all Standard Operating Procedures (SOP’s) and the Think Together Re-Entry Framework to guide expectations and systems during the Pandemic. These resources are located on Think Train under the Think Evolution Tab.

In response to COVID-19 and the need to shift our Program Design the following image clarifies the three-option approach to program structure.

Active and Engaged Learning
Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons.

Introduction to Program Design
It is the intent of Think Together to deliver an active and engaging program with the goal to change the odds for kids and support academic and social milestones from cradle to college. We do this by incorporating social-emotional (and academic) learning (SE(A)L) to the students we serve. As you read through this section, you will learn about our program strategy, our approach and components that we implement to achieve our goal.

Program Strategy
The Think Together Expanded Learning Program actively engages students in meaningful learning opportunities that integrate and reinforce social emotional and academic skills and strategies across multiple content areas.
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Our Mediated Model
We intentionally support student achievement by implementing specific skill-building strategies that have been shown through research to positively impact student learning and development. We focus on reinforcing content areas, aligning with school cultures, and providing opportunities for students to engage in their own learning. Beyond the shorter-term goals of academic achievement, we set out to have a broader impact on our students by allowing them to build social-emotional skills that will prepare them to be college and/or career ready.

These skill-building strategies are implemented consistently across all areas of Think Together programming. We have identified 5 Spotlights of Learning that we believe can most effectively be addressed in the expanded learning space.

What do we actually DO for students?

What is our Think Stamp?

Student Roadmap to College & Career Success
“Children and youth spend only a portion of their day in school. How they spend the remainder of their time has a profound impact on their school and life success. Expanded learning opportunities fill a critical gap during non-school hours. A growing body of research suggests that high-quality expanded learning programs contribute to meaningful youth outcomes, including improved grades and school attendance, and social-emotional health. By design, these programs engage young people in hands-on, culturally relevant, experiential learning activities that build the confidence and capabilities young people need to thrive in and out of school. (The Roadmap Project 2017 Results Report).

Increasing the number of children in California with these opportunities is a priority for Think Together’s future. Preparing children to develop their 21st century skills and be college and career ready is the driving force of Think Together expanded learning programs. We highlight a few areas where Think Together has an impact on a child’s path to college and career readiness.
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Logic Model
The Program Design Logic Model outlines and clarifies the connection of our program design.

Program Design
We believe it is essential for our programs to provide a well-rounded learning experience by providing youth with a wide variety of options and opportunities.

All Program Design Resources are located on Think Train.

3 Spotlights

Agency
Our ultimate commitment is to support our youth participants in developing awareness of their capacity, and their ability to harness & leverage personal agency to show up, engage, navigate & positively impact.

Academic Achievement
Our commitment to support academic achievement involves intentional academic alignments that promote academic persistence through learning reinforcements & guided practice to support mastery of instructional content material, and the development of habits of mind.

Adventure
Through exposure & exploration, our commitment to adventure programming seeks to expand the horizons of young people to uncover & develop youth interests & talents via scaffolded risk-
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taking, meaningful challenge experiences, and exhibitions & demonstrations of learning.

3 Focuses

Promoting awareness & compassion for diversity, inclusion, and cultural empowerment.

Promoting understanding of the greater community and its interdependence.

Promoting the development of Quality minds & bodies, and a positive outlook on life.

Activities

This wheel is comprised of six buckets to support the three spotlights and three focuses. Activities categorize what is being delivered in program; this is HOW we deliver our spotlights and focus areas.

Learning Supports – where students are equipped with the tools to engage in academics rigorously.

Clubs, Camps and Connections – what out of school time programs are famous for. Allows students to try new things and expand their horizons.

Social Awareness & Engagement – being an active member of the community.

Youth Voice and Leadership – telling students that this program is just as much theirs as it is the adults.

Life Skills – preparing for life holistically; college, career and beyond.

Parent/Family Engagement – to engage surrounding support systems that make our students successful. Think provides supports to engage families.
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including wellness checks, resource needs assessments, parent training and workshops.

All Program Design Resources are located on Think Train.

Engagement Cycles

Engagement Cycles support how Program Design is implemented. Each year will see three engagement cycles, where summer is a shortened cycle.

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In our Student Support Services (SSS) programs, the Program Design and spotlights on learning are customized to meet the customer’s needs and will vary at each site.

Program Huddles

Program Huddles are an opportunity for you to evaluate their experience in our programs and exercise agency to inform how program looks at their site. They occur midway through and at the close of every engagement cycle.

Site Leaders will identify what strategies to employ for program huddles and utilize the Program Huddle Template to facilitate huddles on site. Program
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Huddle feedback is reviewed with program staff and students and utilized to plan accordingly to meet student needs within the site’s reality.

Our Program Huddles...
• engage youth in a feedback cycle by encouraging reflection on their experiences within our programs
• promote continuous quality improvement
• encourage equitable and collaborative participation
• promote youth choice, voice, and agency

All Program Design Resources are located on Think Train.

Common Core
The Common Core is a set of high-quality academic standards in Mathematics and English Language Arts/Literacy (ELA). These standards outline what a student should know and be able to do by the end of each grade with the ultimate goal of being college or career ready by the end of high school. ([www.corestandards.org/about-the-standards](http://www.corestandards.org/about-the-standards)). Note: you may need to copy and paste the link into your browser.

Common Core Habits of Mind

**English Language Arts**
- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

**Mathematics**
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reason.
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A Habits of Mind Supporting Document can be found at the end of this section.

21st Century Skills

Social Emotional Learning (SEL)
What is SEL? Social Emotional Learning (SEL) is a process for learning life skills, including how to deal with oneself, others and relationships, and work in an effective manner. Expanded learning programs support SEL by creating safe and supportive environments that nurture and support the developmental, social-emotional and physical needs of all students, which in turn impact academic outcomes. More info: [http://www.casel.org/social-and-emotional-learning/](http://www.casel.org/social-and-emotional-learning/).

At Think Together we strive to promote students and adults alike with the development of healthy minds & bodies, and a positive outlook on life. Our commitment to support well-being includes meaningful Social Emotional Learning skill building and daily practices of mindfulness with a trauma responsive approach. This is implemented through an intentional selection of age-appropriate curriculum/activities and is threaded throughout the programs daily schedule. These intentional practices are also embedded into staff meetings to ensure the emotional safety of our staff. Staff are trained and supported throughout the delivery of these very important practices with an ongoing focus on overall well-being.
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ACEs and A Trauma Informed Approach
ACEs, or Adverse Childhood Experiences, are traumatic experiences that can have a profound effect on a child’s developing brain and body with lasting impacts on a person’s health throughout their lifespan. There are 10 recognized ACEs which fall into three types – abuse, neglect, and household dysfunction.

Components of a Trauma-Informed Care approach are creating a safe environment, supporting and teaching emotional regulation, building relationships and connectedness.

Introduction to SEL courses can be found in the learning management system. Please request to have your supervisor assign these courses to you.

Learning in Afterschool and Summer (LIAS)
The Learning in afterschool and Summer Project (LIAS) is an effort by after-school advocates and leaders to unify the field of after-school and focus the movement on promoting young people’s learning. This means offering opportunities not found at home or in school and applying current educational initiatives to our after-school practices.

You can find more information on the LIAS Project via the link (https://www.afterschoolnetwork.org/post/learning-afterschool-and-summer-lias) below and in the documents attached at the end of this section.

As an Expanded Learning Program Think Together implements the LIAS principles throughout our 3 Spotlights on Learning.

LIAS Principles:
- Learning that is ACTIVE
- Learning that is COLLABORATIVE
- Learning that is MEANINGFUL
- Learning that SUPPORTS MASTERY
- Learning that EXPANDS HORIZONS

The full Learning in afterschool and Summer Principles document is located at the end of this section. Additional information and description of the practices mentioned above are located at the end of this section.

It is through our strategies, practices, philosophies and the Mediated Approach mentioned above that Think Together believes we will have a CHANGING THE ODDS FOR KIDS
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positive impact on student academic achievement and their social emotional learning.

Alignment with the School Day
Alignment with the school day is one of the most important and most effective best practices that all Site Leaders must implement. The alignment with the regular school day ensures that the expanded learning program is integrating and reinforcing the academic skills and strategies to support student achievement.

Alignment of the expanded learning program includes but is not limited to:
- State and National Standards
- Instructional techniques and/or strategies
- Assessments
- Behavior Support system or approach: focus on building character, conflict resolution, how behavioral decisions impact future and making positive behavior choices
- School culture
- Program Design
- Professional development

The stronger the alignment is, the more effective the expanded learning program is in supporting impact on student achievement which ultimately leads to college and career readiness.

For further information on the impact of student achievement via alignment with the school day you can review an independent study conducted by UC Irvine on Think Together expanded learning programs located at the end of this section.
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**Program Components**
Think Together has structured the program with the intention to meet compliance of legislative requirements as well as Think Together staple program components. Below you will find our program components.

**Think Together Non-Negotiable Requirements**
At Think Together, we have what we call our non-negotiable requirements. These items serve as foundational pieces that must be actively present and implemented in order to sustain program quality of our Expanded Learning Programs. The non-negotiable requirements are:

- Door signs visible and filled in if not in the classroom. Program Health & Safety Signage.
- All youth have name tags for the duration of program (except during physical activity).
- Youth are in line of sight of Program Staff at all times within close proximity (maximum distance of 10 feet).
- All staff wearing proper attire (Think name badge & lanyard, proper footwear, Think or school shirt) including PPE.
- Debrief occurs after every component of the day.
- Transitions between activities are efficient and orderly while implementing learning strategies.
- All staff have knowledge of and access to the Employee Work Related Injury Packet, Site Emergency Plans, and Safety Binder.
- All staff have knowledge of an access to the accident/injury parent notification report and the electronic full accident/unusual incident reports via Think Train.
- All staff have knowledge and access to Emergency back-up supplies.
- Evidence of Parent Contact Communication Logs.
- Site Leader aware of school day absences and communicates with parents within 30 minutes of program start time any students present during the school day but absent from program for the purpose of student safety.
- All youth have on-site/off-site release forms, late arrival forms, and/or early release forms completed and indicated in the notes section of the attendance sheet when applicable.
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- All staff compliant with Compliance Courses (as applicable). (i.e. Harassment, Adult/Child CPR, Basic First Aid, Mandated Reporter, Think Together Abuse Awareness).
- All program staff have completed assigned LMS courses within the communicated timeline.
- Learning environment supporting physical and social-emotional well-being of ALL youth.
- Students must be social distancing and wearing masks at all times in accordance with regional/county guidelines.
- PDEA--Participant Data Entry percentage completion meets a minimum of 100%
- DQD--Data Quality Dashboard Grade meets a minimum score of B

Many of the above items can be ordered on Think Mart. Reach out to your Supervisor for more details.

Homework

Homework support is a component that is a legislative requirement for our core programs. Successful homework support requires staff to utilize strategies and tools to ensure children and youth are being successful.

Strategies for implementing an effective homework routine recommended by Orenda can be found on Think Train.

Although Think Together is not a homework completion program, the goal of homework is to provide supportive, collaborative structure to daily homework time, so that students are able to work toward completing their homework correctly.

Recommended time for homework should be administered appropriate to grade level. A 60-minute time period for K-6 grade is recommended and 90-minute time period for 6-8 grade. Please see your QAC for more information on region-specific expectations for homework implementation. Please reference the Homework Routines (attached) and the Homework Rubric (attached) to coach staff to success in homework routines.
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Expectations for Elementary

° System for making supplies to support youth work available:
There is a system for providing supplies to support student work (textbook, rulers, etc.): Program Staff has brought necessary materials to the homework room, including but not limited to: dictionaries, rulers, number lines, and tracker, calculators, pencils, erasers, glue sticks and scissors.

° 15 Minutes to Success: The first 5 minutes will support in setting up the student by setting agreements and expectations, students reviewing homework logs/planners and prioritizing their work. Students are responsible to have materials, cleanup/organize binders. Program staff support by completing binder checks a minimum of once a week. The last 10 minutes program staff will support by:

  ▪ Opening Survey—Take a poll of student homework.
  ▪ Strategic Grouping—We recommend grouping by teacher. Assign a consistent student leader to be the homework captain per group.
  ▪ Assignment Clarification—Use sentence frames to clarify understanding of assignment and rate confidence level of completing assignment
    ▪ Sentence frames include but are not limited to:
      ▪ “I am confused about…”
      ▪ “I know I need to…”
      ▪ “My most difficult assignment is…”
  ▪ Devise a Plan—decide what to work on first and how (i.e. homework that cannot easily be completed at home with parent support, work on the first problem as a group and then independently)

40 Minute (minimum) Collaborative Study Session: Students are provided a daily 40-minute (minimum) period to work on homework assignments after 15 minutes to Success. PL rotates from group to group to provide support and/or feedback based on need and assesses students who have indicated they have moved levels in. During this time the PL should support students by doing the following:

  • Check In—periodically, captains check if groups are on task and if anyone needs support. As the year progresses, coach homework captains to do the following: They should check to see if the group has the same responses to the assignment. If they don’t,
the homework captain will ask a representative with a differing answer to talk through how they arrived at their answer. If the group does not come to agreement, the homework captain alerts the PL via homework signal and the PL supports the group or student to come to the correct answer. In this way, we are ensuring correct completion of homework.

• Completion—captain visually checks off when HW is complete, so the PL can log this information and groups move on to collaborative after homework activities which include but are not limited to:
  ▪ ELA Learning Games
  ▪ Math Learning Games
  ▪ Use Connection Step 7 from Spotlight Lesson Plans
  ▪ Avoid silent, independent work (i.e.: journaling, silent reading)

➢ Homework Captains and Homework Help Signals: Homework Captains should be assigned one per group of students and utilize a strategy for asking for help without raising hands. Each student in the group may also have their own homework signal for asking for help as well (especially K-2 grade). The mindset for homework signals is when students have their hands up, their minds are not concentrating on continuing to complete homework. Program Staff has strategy in place, so students can alert the Program Staff that help is needed while students continue working on assignments. Use of Homework Help Signals such as: cups, cut-outs, and red/green homework signal signs are examples. Movement of youth should remain at a minimum so as not to distract those working around them.

➢ Program Staff and Homework Captain asking questions rather than telling student what to do: Program Staff promote student learning by asking students to read directions, explain the process, identify what challenge they are having with the homework rather than simply telling students what to do.

➢ Managing by Walking Around: The Program Staff should maintain supervision of students by making sure they keep all students in line of sight at all times during homework and walking around to ensure students are on-task, focusing, and following directions.

➢ Collaborative grouping strategies utilized With Homework Captains (recommended grouping for elementary is by teacher or by subject): A variety of grouping strategies are in place to strengthen student
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(recommended grouping by teacher for Elementary) skills in completing homework correctly. Each group should be assigned consistent homework captain (student leader who has a strong academic background) who help the group set the pace for homework (ie: finish 3 problems in the next 10 minutes and check back with the group), assess if everyone in their group came up with the same answer. If not, facilitate discussion to explain how they got their answer and if no consensus is reached, alert the PL via homework signal to check in with them. (Students with an independent spirit and strong academic background should be allowed to do homework alone if they wish. PL will check in with them to be sure they’re accomplishing their goal.)

- Collaborative, hands-on, minds-on engaging activities with learning objectives available for youth once homework has been completed: Activities are available for students to do when homework is completed that are academic and relevant to the scope and sequence of the school day and/or extensions of enrichment lessons. These activities should be interesting enough that students want to complete homework but not distracting themselves or others from homework completion. Activities should be varied, meaningful, and age appropriate. Note: Silent, independent reading and journaling are not supported by the mindset of collaborative activities. Buddy reading, or another form of collaborative reading is preferred. Let students have every opportunity to learn from each other including during after homework activities. See your QAC for more support.

- Debrief: 5 minutes (minimum) will be allotted for debriefing homework. During that time, homework captains will ask their groups the following questions (minimum) and then the PL will facilitate a conversation with the whole group and choose a goal to focus on for improving the next day:
  - How many completed all homework?
  - Who needs more time?
  - What worked well?
  - How could we improve?
  - What questions do we have for the teacher tomorrow?

- System for communicating with parent and teacher about children/youth’s homework: A strategy has been developed and is in place to communicate with parents and teachers about the children/youth’s struggle or ease of homework. This communication can be done face to face or in writing utilizing the Homework Communication form.
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Expectations for Middle School

- **Homework** is provided during the entire program day (a minimum of 1 hour per day) for students to gain more academic support from peers, staff, and volunteers. Staff works to support students, parents, and school day staff in increasing students’ grades through experiences and targeted instruction.

- **Supplies to support student work (textbooks, rulers, etc.) available:** PL has brought necessary materials to the homework room, including but not limited to: dictionaries, calculators, pencils, erasers, etc.

- **15 Minutes to Success:** 5 Minutes of Prep: Upon entering the homework area, students practice AVID-inspired strategies to prepare for homework and support them with organizing and reflecting on their assignments. The following routine should be in place:
  - **15 Minutes to Success breakdown:**
    - 5 minutes – AVID-Inspired Strategies
      - Students clean-up/organize binders
      - Students read through homework logs/planners and prioritize work.
      - PL performs binder checks or homework log checks. The PL can continue the binder/log checks as students continue onto the 10 minutes below and during the Study Session if necessary. Binder checks and homework log checks should be completed once a week.
    - 10 minutes
      - Opening Survey—take a poll of student homework. We suggest grouping students by subject. As the year progresses, have student leaders run this segment. (This may be done with student, staff, or volunteer support when students enter the homework area)
      - Strategic Grouping—group by subject/assignment/teacher, etc. Assign a student leader or volunteer to be an academic tutor per group. As the year progresses, if necessary, have a rotation schedule of academic tutors.
      - Assignment Clarification—Staff and Academic Tutors use sentence frames to clarify understanding of assignments and rate confidence level of completing assignment. It’s okay if each student has a different assignment.
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- Devise a Plan—decide what to work on first and how (i.e.: as a group/individually)

- **Study Session:** Students are provided a daily minimum 45-minute period to work on homework. While the academic tutors are supporting a small group with their current homework assignment, the rest may be practicing without guidance. Program Staff rotates from group to group to provide support and/or feedback based on need. When youth work independently, they may practice incorrectly, which creates a challenge for the academic tutors and program staff to provide feedback to students and makes it difficult for students to unlearn. During this time, academic tutors and program staff should support students by doing the following:
  - **45 Minutes of Study Session:** (may be extended into a second study session rotation).
  - **Check In**—periodically, tutors check if groups are on task and if anyone needs support. If yes, the person can ask for help from group members.
  - **Completion**—tutor checks off when HW is complete and groups move on to after study session activities until there is a new transition period.
    - Academic Vocabulary Practice
    - Math Learning Games, Word Problems
    - Use Connection Step 7 from Lesson Plans
    - Other aligned academic activities.
    - If one member finishes early, he or she may move onto another subject/assignment and work independently.

- **Tutors and Program Staff** utilize questions rather than telling student what to do: tutor and program staff promote student learning by asking students to read directions, explain the process, identify what challenge they are having with the homework rather than simply telling students what to do.

- **Grouping strategies utilized (class, teacher, cross-age, peer):** A variety of grouping strategies are in place to strengthen student homework accurate completion. Students are working in cooperative groups to
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maximize understanding and support. Students with an independent spirit and strong academic background should be allowed to do homework alone. There is intention behind the seating (not just a seating chart).

- **Collaborative, hands-on, minds-on engaging activities with learning objectives available for youth once HW has been complete:** Collaborative activities are available for students to do when homework is completed that are academic and relevant to the scope and sequence of the school day. Activities should be collaborative, engaging and reinforce academic skills.

- **Strategy for communicating with parent and teacher about child’s homework:** A strategy has been developed and is in place to communicate with parents and teachers about the children/youth’s struggle or ease of homework. This communication can be done face to face or in writing utilizing the Homework Communication form.

**Elementary ELA/Literacy**

In addition to the aforementioned, elementary students also have ELA units of study as part of the 5 Spotlights on Learning for Elementary Program Design.

Kindergarten-2nd grade focuses on daily phonics (based on McCracken Phonics) and phonemic awareness lessons to build literacy and fluency by developing a strong foundation to support reading by third grade. Daily phonics focuses on 4 words a day to recognize letter sounds, blends, etc. Phonemic Awareness is usually focused on a particular letter sound or blend along with a poem, song or craft. These are fun and engaging activities to help young children become excited about reading.

Special attention should be placed on these foundation-building lessons all year (especially Kinder and 1st) before diving deep into KidzLit Program Design. They (particularly 2nd grade) also have access to monthly KidzLit Program Design, which focuses on 8 reading comprehension strategies: predicting, clarifying, questioning, summarizing, rate, accuracy, phrasing and expression.

3rd -6th grade will participate in monthly Close Reading units of study to practice finding evidence to answer text-dependent questions and identifying main idea and detail in a text or across multiple texts across content areas. These Close Reading skills support the Common Core ELA standards by preparing students to be prepared for the SBAC ELA standardized tests and...
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ultimately prepare for college and career. Close reading helps students develop their lifelong ELA habits of mind such as:

- Respond to the varying demands of audience, task, purpose, and discipline.
- Value evidence

We use leveled texts from Reading A-Z, which uses qualitative and quantitative criteria to measure text complexity. Each unit also includes responses to reading by using hands-on and minds-on activities to engage students.

The expectation is that all these ELA lessons are done daily (phonics, phonemic awareness and learning games) or monthly (KidzLit or Close Reading). We are teaching kids academic life-skills preparing them for a successful future. “Every kid—every time” is the goal for engaging students in these lessons. The best way to be sure every child is participating is by using the strategies from the lesson plans to have students work together in partner-pairs, small groups and whole class.

These strategies are meant to be “tweaked.” That is, use the strategies as written until you or your supervisor feel you have mastered them and then kick them up to a higher level using student voice and input. Make the activities more fun by inventing variations by turning them into games, competitions or races. Ask students for their ideas on how the class can improve the strategies.

We strongly recommend repeating successful strategies, but coach PLs to intentionally present students with a variety of strategies to increase engagement.

Think Together is moving toward replacing these units of study with technology-driven programming in the next 2 years.

Elementary Mathematics

In addition elementary students also have Math units of study as part of the 5 Spotlights on Learning Program Design.

The Common Core calls for students to “Make sense of problems and persevere in solving them.” To academically support students, we practice word problem solving strategies to help students make sense of the problem, solve it, and explain how they solved it and/or find additional ways to solve. These strategies help students develop their mathematical habits of mind:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics
ACTIVE AND ENGAGED LEARNING

- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

We do this by providing daily sets of word problems that follow the scaffold model of direct instruction, guided practice and independent or collaborative practice. Opportunities are also given for students to work in collaborative groups to visually represent their thinking, present ideas, and receive feedback once the word problem solving steps have been completed.

Middle School Academic Opportunities

In lieu of or in addition to the Think Together strategies listed below for supporting ELA and Math, sites may use any aligned materials, games, or technology as recommended by the school day staff to support students, parents and teachers to improve grades and grow academically. Please work with your supervisors to be able to align effectively while still following Think Together guidelines.

As part of Think Together’s ongoing academic support for children, students will approach test questions and test taking in a way that is fun, easy, and meaningful.

Because the routine utilizes questions taken directly from SBAC ELA practice exams, it directly builds upon, reinforces, and assesses the skills outlined in the Common Core ELA/Literacy Standards.

Students in 6th – 8th grade will engage in math games and activities that focus on procedural skill and fluency. The Common Core State Standards in mathematics call for speed, accuracy, and flexibility in calculation. We structure time for students to practice core functions, so that they have access to more complex concepts and procedures. Daily practice for 10-15 minutes is focused on developing the automaticity needed to continue to master the grade-level standards. Key focus areas for grades 6-8 include:

- multiplication and division to 12
- conversion of fractions to decimals
- fraction equivalents
- solving mathematical problems using the four operations on rational numbers
- common square roots
- cubes of 1-digit numbers
- roots of perfect cubes less than 1000
In the fifth and sixth grades, passing all mathematics courses is correlated with meeting benchmarks on assessments in future grades. Furthermore, beginning in the eighth grade, indicators specify course-taking pathways and benchmark scores on national assessments that relate to future success, such as passing Algebra I and scoring at or above 292 on the National Assessment of Educational Progress (NAEP) in mathematics (Wimberly & Noeth, 2005). ACT and SAT also have established college preparatory exam thresholds for middle grades students that correlate with high school academic success, such as meeting benchmark scores on state-administered proficiency tests in core subject areas and enrollment in honors and accelerated courses (ACT, 2008; Silver & Saunders, 2008).

Algebra is often referred to as a gatekeeper to higher learning- both in mathematics and other fields. Research shows that students who complete a mathematics course beyond the level of Algebra 2 are more than twice as likely to pursue and complete a postsecondary degree. Students who do not do well in algebra compromise their career options, especially in STEM fields. Our aim is to prepare all youth for success in college and career, and we believe that mastery of basic mathematical concepts and skills in the middle grades will help them in these pathways.

**MS Engagement Assessments**

In order to accurately measure middle school students’ growth in these areas, online data collection is being used to assess students’ engagement ONCE at the beginning of program (the pre) and ONCE at the end of program (the post). The spotlight engagement assessment questions will ask about student’s engagement in the Math and ELA spotlight Program Design, student’s college and career readiness skills, social emotional learning, and other positive youth development principles.
Lesson Design, Development and Facilitation

Lesson Facilitation: 7 Steps to Success

The purpose of the 7 Steps to Success format is to help us create units of study and lessons designed for PLs’ success with their students, fit into the daily schedule, build in student engagement and learning strategies, provide authentic, hands-on and minds-on experiences for staff and students, and support grant measures and student outcomes.

Lesson Design and Development

Think Together is committed to providing children and youth with learning opportunities, not just activities to keep them busy. Lesson plans are provided by the organization via Think Train. Site Leaders and Program Staff may incorporate their own ideas forward following the 7 Steps to Success format. All lesson planning and program preparations must take place on site during approved work hours. It is ultimately the responsibility of the Site Leader to ensure the lesson plans are thoroughly reviewed and follow the appropriate format, at least 1 week prior to lesson (or club) delivery. Lesson Design needs to be simple but include the following necessary steps outlined below.

Step 1: Agreements and Expectations

- Student Leaders are encouraged to read the environmental agreements for the component to set the tone for the lesson.
ACTIVE AND ENGAGED LEARNING

➢ Program Staff are expected to provide any additional expectations specific to the lesson, behavior, etc.

Step 2: The Hook

➢ Program Staff (as the year progresses, student leaders) are expected to activate prior knowledge and engage the students during the lesson introduction. This can be done in various ways: posing a question, playing a game, sharing a relevant, personal story, etc. A hook will be provided in the lesson, but if a Site Leader or Program Staff wishes to add their own twist, they may do so as long as it supports the overall objective and fits in the timeframe given.

Step 3: Read the objective

➢ Student Leaders are encouraged to read the objective for the day. This provides the goal for the lesson. What do you want your students to be able to do by the end of the lesson? Clear objectives will be provided in the lessons. When developing site specific lessons, clear objectives are expected to be provided in the lesson as well.

Step 4: The Activity ABCs

➢ There are various ways of scaffolding lessons (In the field of education, the term scaffolding refers to a process in which teachers model or demonstrate the problem-solving process, then step back and offer support as needed. Psychologist and instructional designer Jerome Bruner first used the term 'scaffolding' back in the 1960s depending on the activity. Lessons will be provided with clear steps and directions to facilitate learning including hands-on and minds-on active participation by the students.

➢ The recommended way of scaffolding activities in site-specific club lessons is to write in the following format: “I do, We do, You do” which means: PL model, Try One Together, and Do On Your Own/with a Collaborative Group”.

Step 5: Review the objective

➢ Student Leaders are encouraged to read the objective for the day. This reminds students and staff of the goal for the lesson. What should your students be able to do by the end of the lesson?

Step 6: Debrief

➢ Student Leaders are encouraged to ask critical thinking questions related to the objective to see if students are able to do what was
ACTIVE AND ENGAGED LEARNING

expected of them in the lesson. Debrief questions that support the objective will be written into the lessons. Additional questions relating to college and career and real life application will also be provided. When developing site specific lessons, it is recommended to ask questions that review (what did we do), reflect (what did I learn), and apply (how will I use what I learned).

Step 7: Connect the Learning

- Program Staff are encouraged to find ways to refer back to the lesson and/or look for evidence throughout the day of student application of their learning. Additional ideas for extension activities, after homework activities, college and career connections, etc. will be given in the lesson plan.

A sample of the Lesson Plan Template is located at the end of this section.

Active and Engaged Learning

Through the 7 Steps to Success lesson plan, student learning and engagement strategies will be utilized regularly to encourage 100% authentic participation including but not limited to the following:

CHANGING THE ODDS FOR KIDS
ACTIVE AND ENGAGED LEARNING

- Evidence of collaborative learning: Variety of grouping strategies are utilized to ensure youth are engaged in the learning opportunity—pairs, trios, quads, small groups, and teams.
- Youth have opportunities to communicate and share learning: Strategies such as Think, Pair, Share, Inside-Outside Circles, and Three Column Charts are utilized to ensure youth are communicating and sharing learning.
- Participate in problem solving that involves creativity or out-of-the-box thinking: Youth are engaged in identifying challenges and working collaboratively to find solutions to the challenge. Problem solving strategies are intentionally being developed through inquiry.

Youth Voice, Development, Leadership

The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles.

Although Think Together is manager of the Expanded Learning Program, the direction of what the program should include, and its culture belong to the students we serve. It is with this intention that we create and provide leadership opportunities for our program participants.

The children and youth of our program should feel that they play a meaningful role in the program design and implementation through access to leadership roles and responsibilities.

Students receive training/coaching on their leadership roles and gain meaningful learning experiences that can be applied to other areas. Below you will find the existing opportunities that we have built in our Expanded Learning Program for youth to utilize their voice and leadership.

Student Leadership Roles

The Student Leadership Roles that are below represent the approved roles that may be used for Think Together Programs. The staff overseeing the Student Leader(s) is still ultimately responsible for their safety of the students, include the Student Leader, that are in their care at any given time. Any Student Leadership Role that is not on the list below is not approved and must go through the annual Program Manual review process. In addition, staff must continue to observe and follow all Think Together Policies and Procedures when using any student job. No Student Leader role or responsibility can take the place of a paid Think Together Staff supervising students. Please refer to Section 7 to review the Line of Sight Policy.
**ACTIVE AND ENGAGED LEARNING**

For all Student Leadership Roles, Site Leaders and Program Leaders should encourage student voice when selecting leaders. Best practices include, incorporating an interview process, and allowing students to sign up for a student leadership role. In addition, it is advised that staff have back up student leaders in the case where a student is absent. This practice allows for systems to continue when a staff member is out as subs will be able to refer to those Student Leaders assigned to the roles below.

<table>
<thead>
<tr>
<th>Job</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief of Bathroom Countdown</td>
<td>This student is responsible for standing at the door to monitor the number of students within the space. Only 2 students should be inside the bathroom at a time regardless of using a stall or washing their hands. This student should also check the space for cleanliness before and after, notifying PL if there are any behavior concerns that arise. If any item is broken or in disrepair, the student leader should notify the staff member present. At the end of the bathroom break, the student can enter the bathroom to let the staff member know that the bathroom is clear.</td>
</tr>
<tr>
<td>Director of Door Signs</td>
<td>This student is responsible for updating the location on the Think Together Door Sign. This should take place any time the class leaves the assigned room. If it is a shared classroom space, this student can also be the student that puts up the sign at the start of program and can take it down at the end of program.</td>
</tr>
<tr>
<td>Transportation Guru</td>
<td>This student is responsible for leading the line to the destination following start and stop points. The student may give the start and stop points, or the staff can direct the line leader. This may also depend on the age of the student. This student should also be checking that lines are straight and may lead the group chants. This student can also be responsible for doing “shoelace checks” (all student shoes are tied and not a trip hazard). Student Leader can be at the back of the line or the front of the line.</td>
</tr>
<tr>
<td>Role</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><em>Students should not be lined up based on their gender, Example: boys line and girls line</em></td>
<td></td>
</tr>
<tr>
<td>Vibe Check Monitor</td>
<td>This student is responsible for reviewing Think Together and Environmental Agreements prior to each component and conducting quarterly agreement check-ins to determine modifications that need to be made.</td>
</tr>
<tr>
<td>Greeter</td>
<td>This student should greet all guests/stakeholders utilizing an approved script, providing guided tours of program when necessary (with Think Staff present). <em>COVID modifications: 6 feet apart from all visitors and refrain from hand shaking.</em></td>
</tr>
<tr>
<td>Master of Materials</td>
<td>This student is responsible for providing materials based on the activity at hand that is provided to them by staff. They may also be given the additional responsibility to notify Program Leader when materials are low or need to be updated. *COVID modifications: Student have their own materials but they can do a visual check of materials to notify when new/more materials are needed. If not in the individual materials kit, this student can support by standing at material station where students come up individually and get their material item needed for that activity. Student leader would monitor that the students are only getting the amount they are supposed to take back to their desk.</td>
</tr>
<tr>
<td>Debrief Captain</td>
<td>This student is responsible for leading debrief after each component, asking specific questions related to the activity. Student Leader may be provided with the Lesson Plan that shows the Debrief Questions or may be provided with a set of debrief starter questions found on Think Train and can be ordered on Thinkmart. For younger students, these student leaders can pick the student that will answer from those raising their hand.</td>
</tr>
<tr>
<td>CATCH Ninja</td>
<td>This student is responsible for leading warmups/cool downs during the physical activity.</td>
</tr>
</tbody>
</table>
### Active and Engaged Learning

<table>
<thead>
<tr>
<th>Component</th>
<th>All warmups/cool downs should be pre-approved and provided by or collaborated alongside the Program Leader. This student should also set up the activity including boundaries and equipment. This student can also be responsible for carrying the material out to the location where CATCH will be held using the cart.</th>
</tr>
</thead>
</table>
| Maintenance Masters | This student is responsible for monitoring clean up (such as snack trash or small debris), checking cleanliness, and to notify staff of larger spills that may need custodial support.  
*COVID modifications:* students may wear gloves if picking up trash around them. Students should wash their hands directly after tidying up any space. |
| Homework Captain | This student leader supports in assisting other students with notifying their Program Leader of homework completion for their group/table group. |

### Physical Activity

As part of the ASES program, Think Together is required to provide physical activity for all students. Activities, Lessons, and Pacing Guides are available via Think Train. An LMS training, Physical Activity: Skill Building, is available for all staff on CollaborNation.net. Think Together Employees are responsible for establishing and safe and supportive environment during all physical activities by maintaining line of sight and managing by walking around. Think Together Staff ARE NOT permitted to engage in play or physical activity with students.

Physical Activity Guidelines:
- Assess the activity area for hazards
- Match the activity to the safe space available- be wary of collision dangers and other hazards
- Establish clear boundaries for the activity
- Clarify safety expectations and agreements with the students prior to starting the activity and debrief at the end
- Do not use hard surfaces - walls, trees, etc for boundaries
- Have a student demonstrate the activity for other students **DO NOT** participate in the demonstration or the exercise
- supervise and direct from the perimeter - all kids in view at all times
ACTIVE AND ENGAGED LEARNING

- Teach and use a clear, effective, consistent signal for stop/start

Other Safety Responsibilities:
- Always wear proper footwear and attire (see Employee Handbook for Dress Code Policy)
- Be sure to use appropriate lifting and bending technique (See Safety Trainings on CollaborNation.net)
- When transitioning to other activities ensure that you are always using the appropriate walkways and stairways
- Always follow employee injury reporting procedures

Prohibited Program Activities

It is always our responsibility to create a program environment that is safe for both students and staff. Staff may not participate in physical activities and may only facilitate structured activities planned by the Site Leader (pre-approved activities); all other activities must be approved by your Quality Assurance Coach prior to facilitation. To ensure we are creating this safe environment, the following activities are prohibited (including but not limited to):

- Sharp darts or arrows
- Throwing of an object at a person (pies, sponges, balloons, etc.)
- Dunking students or employees into water tanks
- Destruction of old automobiles using a hammer or other means
- Animal or mechanical rides
- Trampolines
- Climbing walls
- Bungee jumping equipment
- Gyrosopes
- Giant slides
- Field hockey
- Roller hockey
- Petting Zoo
- Skateboarding (exception, Beyond the Bell skateboard Parks located at schools)
- Flying Kites
- Roller skating
- Animals
- Motor vehicles
- Playgrounds/Equipment (slides, swings, etc.)
- Jumpers/Bounce Houses
- Slip and Slide
- Tug of War
- Dodgeball
- Physical Contact (Karate, Wrestling, Touch/Tackle Football, sumo Wrestling Outfits)

If you are unsure if an activity is allowed, contact your Quality Assurance Coach for direction and support. Please note that for insurance purposes, specific permission must be granted in advance from the Director of Administration of any activities involving animals (example: Reptile Show)
Behavior Support Systems

Safe and Supportive Environment: The program provides a safe and nurturing environment that supports developmental, socio-emotional and physical needs of all students.

Behavior Support System
It is Think Together’s intent to provide a safe learning environment that is consistent with the school day and across the entire organization with the goal of students becoming responsible for their own behavior. The efficiency and success of program delivery is directly connected to effective management of student behavior in the program. To achieve this Think Together implements various tools, practices, and systems to support student behavior including Positive Behavior Interventions & Supports (PBIS). By helping students develop agreements for behavior in a variety of environments, creating and implementing an Earned Opportunity system, setting expectations, debriefing on performance, and helping students reflect on behavior are all practices used by Think Together to support students in owning their behavior choices. Students think critically to resolve conflicts effectively and think about behavior choices and the impact of those choices. Students are encouraged and empowered to make positive behavior choices.

Think Together’s Behavioral Support System requirements:

- Manage by Walking Around: At all times and in all areas, the PL must maintain line of sight of all students and use proximity to ensure students are on-task and support students. Sitting down is allowed, but not recommended during program, since this can cause a PL to lose line of sight. If accommodations are needed, please speak with your QAC for support.

- Agreements Posted: Think Together has 4 core agreements: Be safe, be respectful, be responsible, and have fun. These agreements need to be posted in a highly visible location in every classroom and where children/youth gather. This may be the formal Think Together chart or may be a sign made by the program.

- Clear Expectations established through visible Environmental Agreements: Expanded Learning Programs occur in a variety of spaces (hallway, classroom, cafeteria, play-area, etc.) and each of these spaces requires children/youth to demonstrate appropriate behaviors for that space. While running is appropriate on the play-area, it is not appropriate at the drinking fountain. Environmental agreements should be created within the first 2 weeks of program for each environment students are in. They should also be categorized to align with the four core agreements. Including but not limited to:
ACTIVE AND ENGAGED LEARNING

- Check-in
- Physical Activity
- Snack
- Restroom
- Transitions
- Homework
- Enrichment
- Opening
- Closing
- Check-out

- Environmental Agreements should always be phrased in positive language. Environmental Agreements should be phrased in positive language to lead to the behavior that you would like to see (i.e. Instead of “Don't run.” “Walk carefully.”)

- Use of Effective Attention-Getters: An effective attention-getter when used will immediately be followed by a silent pause in which youth, volunteers and staff in the group immediately stop talking and stop what they are doing, turn to the Program Staff or person talking, and give their undivided attention. An effective Attention-getter commands the children/youth to immediately be prepared for instructions. Attention-getters are also crucial for safety. That is why it is imperative that all youth, volunteers and staff are expected to stop, look and listen immediately.

- Complete Behavior System visible and used to support positive behavior choices: The difference between discipline and punishment is that in discipline, everyone knows what the consequences of choices are—either positive or negative. Having a visible and mobile Behavior System helps keep everyone on the same page in every environment.

- Agreements routinely used to support positive behavior conversations: Agreements are designed to formulate the conversation around the behaviors children exhibit every time they use the behavior chart.

- Routine debrief environmental agreements, transitions, and program components: Debriefing is an essential part of learning. It allows children/youth to make connections and applications to help them remember what they learned. It also provides insight to the adult as to what children/youth are thinking.

- Positive approach to Behavior Guidance is implemented to ensure social-emotional safety of children/youth: Guiding behavior choices is not punitive. It is utilized to help children/youth recognize if the choice made was safe, respectful, responsible, and ensured that EVERYONE
was having fun and if not, what they should do about it. In order to guide “choices” children/youth must know what the choices are. This positive approach allows that to occur.

- Activities for youth to engage in up to the closing of the program day: Program runs until an authorized adult signs out children/youth, and they are on their way home. Activities, games, and other organized activities can happen as you are waiting for parents/caregivers to arrive (all are structured and have a focus). This supports safety, so that all youth are engaged at all times, which will help minimize behavior challenges.

**Positive Behavior Guidelines**

In keeping with the purpose and agreements stated above, all students are expected to observe the following behavior guidelines:

1. Treat staff members, volunteers, and other students with respect at all times.
2. Follow directions given by staff members or volunteers immediately.
3. Show proper respect for the buildings, grounds, equipment, and supplies.
4. Use language/behavior appropriate to the setting (no foul language, verbal insults, fighting, etc.).
5. Play and work in a safe manner at all times.
6. Bring all materials necessary to complete homework, including textbooks (if applicable), paper, pencils, et cetera.
7. Work quietly, without disturbing others, during the homework/study session (talking IS permitted and encouraged—as long as it is relevant, constructive conversation on the topic).
8. If no homework is assigned, students will complete a supplemental academic activity provided by the program.

**Think Together’s Behavior Support Tools**

When preparing for a successful academic school year with your team and students, it is imperative a behavior system be in place as a written document located on site and utilized consistently by all staff members. Everyone on the team needs to be aware of and know how to use the behavior support system. With the behavior support system, there are several documents used to ensure its efficiency. Listed below are the documents a site leader will need to effectively implement Behavior Support at site.
**ACTIVE AND ENGAGED LEARNING**

**Mobile Behavior Charts/Buckets:** Mobile Behavior Charts/Buckets track individual student behavior both positive and challenging in any environment. These charts/buckets serve as a visual aid for students to see their progress and for staff to communicate with parents/Site Leaders/Frontline Staff/school day staff.

In lieu of the following behavior support tools, sites may align with the school day to support their behavior support system. Please work with your supervisors to align your tools while adhering to Think Together’s guidelines.

**Sample Elementary Guide to Behavior Support and Supporting Tools**

<table>
<thead>
<tr>
<th>Document Name</th>
<th>How to Use It</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Site Behavior Support Plan</strong></td>
<td>This document is modified to regional expectations and explains what Behavior Support is and how it will be implemented at site and when possible aligns to the school day. It contains all of the procedures regarding Behavior Support and tools used at site. It should be reviewed with Program Staff/SA and students at the beginning of the school year and sections should be reviewed at least once a quarter during a staff meeting (per the SL coaching calendars) to ensure Behavior Support is being implemented effectively. These resources can also be incorporated during a 1:1 to provide support for struggling staff.</td>
</tr>
<tr>
<td><strong>Elementary School Behavior Diagram</strong></td>
<td>This diagram should be modified to regional needs via Think Mart and is to be used by each PL in their classroom. It should be displayed on the PL’s space board or other appropriate location.</td>
</tr>
</tbody>
</table>

**CHANGING THE ODDS FOR KIDS**
Students all start the day on yellow (good day), they move up if they are doing more than expected, down if they are not following the agreements. If students reach red, they are immediately referred to the SL.

Behavior Flow charts can be ordered from Think Mart or created to align with a site theme. However, expectations across all grade levels and all students should be equal.
ACTIVE AND ENGAGED LEARNING

ChanginG the odds for kids

Think Together

Behavior Management Plan

In your child’s classroom, a behavior management plan called the clip chart is used. Each student has a clip on the clip chart. Every student starts their clip on a green clip on “good day” or yellow. The student has the chance to move their clip up or down throughout the day, depending upon the choices they make. If a clip is moved up, it can be moved down if behavior worsens, and vice versa. If the clip is moved down, it can be moved up if the behavior improves.

| Super Student (Green) | Student clipped up twice for showing good behavior or making good choices. This is a good start to end the day on.
| Awesome Day (Blue) | Student clipped up twice for showing good behavior or making good choices. This is a good start to end the day on.
| Good Day (Yellow) | Student begins each day here.
| Warning (Green) | Student clipped down for making a poor choice. If your child’s clip down, please have a conversation about the specific behavior.
| Reflection (Green) | Student clipped down twice for making poor choices. The Program Leader will decide on an appropriate consequence. Please discuss with behavior with them.
| Behavior Notice (Red) | Student clipped down three times for making poor choices. The Site Leader will contact you regarding your child’s behavior and set a meeting to decide how to move forward.

We appreciate you cooperation in enforcing positive behavior system at program with your child. If you have an questions, please contact the Site Coordinator or Program Leader at phone: x300, ext. 2 or email:.

Weekly Behavior Log

Behavior Conversation Cards

These cards should be cut out and placed behind each Program Staff’s lanyard. It is a quick reference tool for PLs to use when having behavior conversations with students and implementing the behavior chart/bucket.

These are available to order on Think Mart.

Weekly PL Behavior Log

This document is to be modified to regional expectations and given to each PL on a weekly basis. The PL uses it to track student behavior. The PL turns in this document at the end of every week. It is to be kept on file either in the PL coaching binder or in a separate file area. The SL can review the
log more regularly at their discretion to provide additional coaching to struggling staff and students. The QAC should look for this log during site visits to assess the effectiveness of Behavior Support.

Think Sheets help guide students through critical thinking about their behavior and are to be used after a student has already received a prior warning. When a Think Sheet is filled out by a student, the SL needs to be informed prior to check-out. Think sheets need to be turned in to the SL when signed by a parent and filed in the student’s site file. Think Sheets should be printed and kept in the PL binder. **A best practice: Sheets may be printed in the color which corresponds to the chart/bucket.

Think sheets that have been completed and signed should be kept in the student file along with the registration form. Multiple Think sheets should be used to identify additional technical assistance needed for PL and/or student.
**Thank you Jar Time – PL Instructions**

In order to support positive behavior choices of the group, Thank You Jars allow students to identify positive behavior choices of others that support the agreements. This document provides instructions to the PL on how to lead the class in a Thank You Jar recognition activity. This is to be done daily.

**Thank you Jar Time – Student Leader Instructions**

This document provides instructions for a student leader on how to lead the class in a Thank You Jar activity with PL support. This is to be done daily usually after a transition (e.g.: from physical activity to classroom).

**Super Student Note**

To support positive behavior choices by an individual, we recognize students who demonstrate the abilities to follow and support others in following the agreements. PLs can use this note when they want to highlight the great work their students have done in program. Super Student notes should be kept in the PL binder.

*Best Practice: Sheets may be printed in the color which corresponds to the chart/bucket. *Best Practice: If using a clip chart, if the child’s behavior is even higher than the highest color, then their “off the chart” clip can go on the PL’s lanyard, so the...
ACTIVE AND ENGAGED LEARNING

PL can remember to share the good news with the parents.

Think Bucks

Think Bucks serve as another way to support individual positive behavior choices. Think Bucks are to be printed and cut out. The site may determine how many different money denominations they want to have. They are to be used in accordance with the Site Behavior Support Plan.

Sample Middle School Guide to Behavior Support and Supporting Tools

<table>
<thead>
<tr>
<th>Document Name</th>
<th>How to Use It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Behavior Support Plan</td>
<td>The behavior management plan explains the system that will be implemented at site. It breaks down how to use the behavior diagram, the important forms that PLs will use to document behavior, appropriate consequences, incentives, how to praise, and have additional tips for PLs. This plan should be reviewed with all staff and students at the beginning of the school year and referred to monthly when coaching staff on behavior management, and when documenting behavior concerns.</td>
</tr>
<tr>
<td>Middle School Behavior Diagram</td>
<td>This diagram is to be used by each PL in their classroom. It should be displayed on the PL’s space board or other appropriate location. Students all start the day On the Line and can move Above the Line if they are doing more than expected, or Below the Line if they are not</td>
</tr>
</tbody>
</table>
### Active and Engaged Learning

<table>
<thead>
<tr>
<th><strong>MS Conversation Cards</strong></th>
<th><strong>Weekly PL Behavior Log</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEHAVIOR CONVERSATION</strong></td>
<td><strong>The Weekly PL Behavior Log is a way to document what challenges students have with following agreements and what steps PLs have taken to get them back on track. The PL turns in this document at the end of the week to the SL, but the SL can check it regularly at their discretion.</strong></td>
</tr>
</tbody>
</table>
| 1: Witnessed Behavior: Help me to understand how (insert the witnessed behavior) is following our agreement of (List the agreement that was not being followed)?
2: What could you do that would be following our agreements of being (state the Agreement)?
   • (Note: If the student cannot come up with something say: What do you think would happen if (supply a suggestion)
3: Is there any reason that you can’t do (restate the students answer) beginning now?
4: “Then that is my expectation that you will honor our agreement by (restate the students answer again).” | **When students fall Below the Line, step 2 requires that PLs have a conversation with students regarding their behavior. These cards help guide PLs through those conversations. They should be cut out and placed behind each Program Staff’s lanyard, so they can refer to them when having any behavior conversation.** |
| **Now available to order on Think Mart** | **Now available to order on Think Mart** |

Following the agreements. If students reach **Bottom Line Behavior**, they are immediately referred to the SL. A second diagram should be carried with the blank diagram on the back. It can be laminated or put in a sheet protector and placed on each PL’s clipboard. Use a whiteboard marker to document what section students are in throughout program. This chart can move with the group from rotation to rotation, so the PLs can continue using the process with the students and help create consistency in Behavior Support during program.

Now available to order on Think Mart
Think Sheets help guide students through critical thinking about their behavior and are to be used after a student has already received a verbal warning (Step 1), and the PL has had a discussion regarding their behavior (Step 2). SL needs to be informed that a student has received a Think Sheet before the end of program or before the student leaves program for the day (in case they have an ERF on file and student leaves before the end of program). The form needs to be signed by a parent or guardian and needs to be kept in the student's file.

The Student Behavior Contract may be used after a student has received a Think Together Behavior Notification Form. The SL, student and parents can set goals, which need to be met by the student, so they can continue to participate in the program.
### Positive Note Home

When a student moves Above the Line, this Positive Note Home form can be filled out and given to the student to take home. In addition to or in lieu of this form, the student may make a phone call home with SL supervision and permission to tell them the good news. This phone call should be logged in the parent communication log and on the weekly behavior log. It allows the PL to communicate to the parent that the student had a great day in program and was following the agreements.

### Think Buck Sheet

Think Bucks are a part of the earned reward system used in program. They should be modified to regional needs, and need to be printed, cut out, and distributed to each PL to pass out to students.
Positive Behavior Support and Earned Opportunity System

Positive support is what you do and praise is what you say. Think about how you can show students that you support positive behavior choices. This can range from accolades to positive conversations with parents in the student’s presence to awards being presented in a public setting or even specific praising during an activity. Earned Opportunity is an additional option in supporting positive behavior. Below are examples of earned rewards:

- Individual
  - Behavior Support chart
  - Think Tickets (raffle)
  - Hands-free accolades
  - Think Store
  - Think Bucks
- Small Group/Class
  - Team points for incentive goal
- Program-wide
  - Group Raffle Tickets
  - Think Party (food parties are not recommended)

Disciplinary Procedures

Think Together’s intent with the Disciplinary Procedure is to create consistency regarding student behavior; support the staff by providing guidelines on how to deal with behavior issues and to create an environment which is conducive to positive behavior. In the event that a student violates any of the above guidelines in a frequent or dangerous manner, a Behavior Notification Form will be issued for each incident.

The general process starts with a warning, then a suspension and ends with the dismissal from program; however, if the violation is a serious offense (violent, illegal, unsafe, etc.) it could be grounds for immediate suspension or dismissal from program.

The following disciplinary process will be followed:
Step 1: Behavior Warning  
**Step 1A:** Behavior Notification Form filled out by the SC and given to parent to sign (check marked the ‘Behavior Warning’ box) to support us in ensuring the child is following or making corrective action to the Agreement that wasn’t being followed.

It is always a good practice to keep the Principal or designated school administrator informed of student notifications. They usually know the students and can provide strategies on how to work with the student. Additionally, if the notifications lead to suspensions they must be informed of the situation and have documentation of the incident.

Step 2: Behavior Suspension –  
**Step 2a:** The Site Leader will inform the Quality Assurance Coach and Principal of Behavior Notification of Suspension and details around incident. The Quality Assurance Coach will inform the Regional Leader and District/charter Liaison regarding suspension of student.

**Step 2b:** The Site Leader will speak with parent and provide Behavior Notification Form for the parent to sign (check marked the ‘Behavior Suspension’ box) to support us in ensuring the child is following or taking corrective action to amend the broken agreement, and a suspension date is determined as the appropriate
consequence for not following the agreement.

**Step 2c:** The Site Leader will set-up a follow-up meeting with student, parent(s), Site Leader, and Quality Assurance Coach, prior to the return of the student to program to create, a Behavior Contract between program staff, parent(s) and student that will be enforced during the program. This contract will be signed by the student, parent(s), Site Leader, and Quality Assurance Coach. Copies to be given to all parties.

**Step 2d:** The Site Leader will inform principal via email regarding student’s Behavior Notification Form (Suspension) and copy Quality Assurance Coach (by the end of the day of incident).

**Step 2e:** After parent meeting is held, The Site Leader will inform Principal via email regarding the finalized Behavior Contract and copy Quality Assurance Coach (by end of the day of meeting held). Moreover, a Student Behavior Tracker should be utilized to monitor, track and report student behavior with the student and the parent.

**Step 3: Behavior Dismissal –**  
**Step 3a:** The Site Leader will make the recommendation to the Principal and Quality Assurance Coach of Behavior Notification of Dismissal and details around incident. The Quality Assurance Coach will inform Regional Leader and District/Charter Liaison regarding dismissal of student. Please note: The approval of the Principal is key and must be included in making the decision of dismissing any student from the program.

**Step 3b:** Once the dismissal of the student from the program is approved, a Behavior Notification Form is given to parent to sign (check marked with ‘Behavior Dismissal’) to document/acknowledge that the corrective action and Behavior Contract were not followed and due to these violations the student is being dismissed from the program.
Step 3c: The Site Leader will inform Principal via email regarding student’s dismissal from program and copy the Quality Assurance Coach (by the end of the day of incident).

At the end of this section you will find templates of the tools mentioned above.
Supporting Documents and Resources

The documents are organized in alphabetical order. Documents noted with an * may be found in the Program Manual folder on Think Train (www.thinktrain.info) and may be downloaded for use by Think Together Staff. Documents noted with a # may be ordered on Think Mart.

- 21st Century Framework
- Behavior Support Plan – Elementary School - *
  - Student Behavior Tracker - *
  - Behavior Bucket Proposal - *
  - Behavior Log – Weekly - *
  - Think Sheets – K-2nd Grade - *
  - Think Sheets – 3rd-5th Grade - *
  - Parent Letter - *
  - Conversation Cards - *
- Behavior Support Plan – Middle School - *
  - Behavior Contract - *
  - Behavior Log – Weekly - *
  - Think Sheets - *
  - Conversation Cards - *
  - Behavior Diagram - *
- Behavior Support - Earned Reward System Chart - *
- Behavior Support - Think Bucks - *
- Behavior Support - Super Student or Good Note Recognition - *
- Behavior Support Notification Form
- Introduction to LIAS Principles
- LIAS Principles Poster
- LIAS Crosswalk Workbook
- Common Core – What is it?
- Common Core – Summary
ACTIVE AND ENGAGED LEARNING

- Common Core - 6 Think to Look for in a Common Core Classroom
- Common Core Standards - Habits of Mind
- Habits of Mind Supporting Document
- Homework Facilitation Rubric
- Homework Routines
- Lesson Plan Sample
- Non-negotiables In-Person Support Document - *
- Physical Activity Observation Checklist - *
- Program Design Resources - * (found under Program Design Resources on Think Train, not in the Program Manual Folder)
  - Engagement Cycles Program Documents
  - Mindfulness Supporting Document
  - Program Design Poster - 
  - Program Huddle Supporting Document
  - Social Emotional Learning Supporting Document
- Quality Lesson Facilitation Rubric
- UCI Alignment Research Overview
- Links
  - www.corestandards.org
  - www.statewideafterschoolnetworks.net
  - http://www.temescalassoc.com/db/lias/

Please note that you may need to copy and paste links into your browser.