

Setup sheet, roster, four point cards (6 periods, 8 periods, half-day, two-per-page), weekly and monthly data, progress graph, coordinator log, team review, fade plan, parent letter and home note, self-rating card, filled example. Fillable PDF.

EXAMPLE A Point Card and a Weekly Sheet, Filled In

Jayla is invented, and so is every number. Follow one day from the card to the weekly sheet; every total on this page can be re-created from the cells above it.

Daily point card (page 7) — Jayla, fifth grade, Wednesday 9/16, daily goal 80 percent (invented)

PERIOD / CLASS	3 HANDS AND FEET TO MYSELF	2 KIND WORDS, EITHER WHEN I'M MAD	1 MATERIALS OUT BEFORE THE SOUND OF TEN	PERIOD TOTAL	INITIALS
Morning meeting	2	2	2	6	DL
Reading	2	1	2	5	DL
Math	1	1	2	4	RM
Lunch and recess	2	2	1	5	KP
Science	2	2	2	6	RM
Specials (art)	2	2	1	5	TD
Day total	11	10	10	31	MG

Column totals $11 + 10 + 10 = 31$; row totals $6 + 5 + 4 + 5 + 6 = 31$. Possible = 6 periods $\times$ 6 = 36. Percent $31 \div 36 = 0.86$, written 86. Goal 80 met. Check-in = 7:52 MG, check-out = 2:52 MG, earned five minutes of library time. The card came back Thursday, signed, with "good day" on the back.

Weekly CICO data sheet (page 11) — week of 9/14

DAY	DATE	POINTS POSSIBLE	PERCENT	GOAL MET	CHECK-IN	CHECK-OUT	HOME NOTE BACK	NOTE	
Mon	9/14	26	36	72	N	Y	Y	Y	Sub in math
Tue	9/15	29	36	81	Y	Y	Y	N	—
Wed	9/16	31	36	86	Y	Y	Y	Y	The card above
Thurs	9/17	17	24	71	N	Y	Y	Y	Early release: 4 periods
Fri	9/18	20	36	56	Y	Y	Y	Y	Assembling class

BRIGHT PATH SPEED

One card, one loop a day, one number a week. Every step below names the page it happens on; set it up once and the routine runs itself before the bell.

WHEN	WHAT HAPPENS	WHO	WHERE
Before the first bell	Morning check-in: the student picks up the card, the coordinator checks materials, and the student says the goal back in one sentence.	Coordinator	Card: 7, 8, 9 or 10 · Log: 14
Each period or block	The teacher rates each expectation 0, 1 or 2, adds the period total, initials the row, and hands the card back.	Teacher	Pages 7–10
Last ten minutes	Afternoon check-out: the day total, the percent (points ÷ possible), goal met or not, the reinforcer if the plan says so. The card goes home.	Coordinator	Card bottom · Log: 14
At home	A family member reads the card, signs it, writes a line if they want to, and sends it back.	Family	Card, or the tear-off on 17
Next morning	The signed card is collected and the day's points, possible and percent are copied onto the weekly sheet and the monthly tracker.	Coordinator	Pages 11, 12
Friday	Weekly percent = the week's points ÷ the week's possible. One point on the graph, then the team review.	Coordinator, team	Pages 11, 13, 15
When the team says	A fade step, the self-rating card, graduation, and the follow-up checks the team scheduled.	Team	Pages 16, 18

Before the first day

- ☐ Setup sheet (page 5): the three expectations in the student's words, the daily goal, the reinforcer menu, the home contact.
- ☐ Roster (page 6): every CICO student, their check-in and check-out times, goal, review date.
- ☐ Parent letter (page 17): type the blanks and send it home; the first card goes home the same day.
- ☐ Pick the card: 6 periods (page 7), 8 periods (page 8), half-day (page 9), or two-per-page (page 10).

What this file is not

Not a program manual and not a summary of anyone's findings. It does not say which students should be on Check-In Check-Out, what the daily goal should be, or how many weeks at goal come before a fade. Each of those is your team's decision, and each has a blank to write it on (pages 5, 15 and 16). This is the paper the routine runs on, so that the same card is rated the same way in every room and the number on Friday can be trusted.

The numbers, defined once

Period total = the three ratings added. **Day total** = the period totals added. **Possible** = periods × 6 (three expectations, 2 points each). **Percent** = day total ÷ possible, written as a whole number. **Weekly percent** = the week's points ÷ the week's possible, which is not the same as averaging the five daily percents when a day had fewer periods; page 19 shows the difference on real-looking numbers.

Daily Point Card, 6 Periods

STUDENT	DATE	DAILY GOAL (PERCENT)	COORDINATOR
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POINTS EARNED / POSSIBLE (36)	PERCENT (POINTS ÷ POSSIBLE)	GOAL MET? (Y / N)
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Family: I saw this card (sign) and one line back

Weekly CICO Data Sheet

One student, two weeks. Copy each day's points and possible from the card, then divide the week's sums for the weekly percent. Whether the loop ran is data too.

STUDENT

WEEK 1 OF

DAILY GOAL (PERCENT)

COORDINATOR

WEEK 1

DAY	DATE	POINTS	POSSIBLE	PERCENT	GOAL MET (Y / N)	CHECK-IN DONE	CHECK-OUT DONE	HOME NOTE BACK	NOTE
Mon									
Tue									
Wed									
Thu									
Fri									
Week 1									

WEEK 2

DAY	DATE	POINTS	POSSIBLE	PERCENT	GOAL MET (Y / N)	CHECK-IN DONE	CHECK-OUT DONE	HOME NOTE BACK	NOTE
Mon									
Tue									
Wed									
Thu									
Fri									
Week 2									

The weekly percent is the sums divided, not the percents averaged

Add the five points cells; add the five possible cells; divide. A day with four periods counts less than a day with six, which is right. In the total row, goal met and the three loop columns are counts of days; two missed check-outs is a coordinator problem before it is a student problem. Copy the weekly percent to the graph (page 13) on Friday.

What was different on the days below goal (sub, assembly, early release, seating)

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CHECK-IN PLACE AND TIME

REVIEW Weekly Team Review

Friday, ten minutes, six students. The weekly percent, the trend, and one of four decisions, judged against the threshold your team wrote on this page.

WEEK OF

TEAM PRESENT

COORDINATOR

STUDENT	WEEKLY PERCENT	DAYS AT GOAL (OF 5)	TREND (UP, FLAT, DOWN)	DECISION (CONTINUE / MODIFY / FADE / REFER)	NEXT STEP, AND WHO DOES IT

OUR THRESHOLD TO CONTINUE (PERCENT)

OUR THRESHOLD TO FADE (PERCENT, WEEKS)

OUR THRESHOLD TO MODIFY OR REFER

The four decisions, in plain words

☐ **Continue:** at or above the team’s threshold and the loop ran. Same card, same goal, next week.

☐ **Modify:** below the threshold, or the loop kept breaking. Change one thing (wording, goal, reinforcer, who checks in) and date it on the roster.

☐ **Fade:** at or above the threshold for the weeks the team wrote. Start step 1 on page 16 and the self-rating card on page 18.

☐ **Refer:** below the threshold after a change, or something the card cannot carry. Take the graph (page 13) and the log (page 14) to the next meeting.

What the team said, what was tried, what to write up, and who owns each

EXAMPLE

A Point Card and a Weekly Sheet, Filled In

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Daily point card (page 7) — Jayla, fifth grade, Wednesday 9/16, daily goal 80 percent (invented)

PERIOD / CLASS	1 HANDS AND FEET TO MYSELF	2 KIND WORDS, EVEN WHEN I'M MAD	3 MATERIALS OUT BEFORE THE COUNT OF TEN	PERIOD TOTAL	INITIALS
Morning meeting	2	2	2	6	DL
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Math	1	1	2	4	RM
Lunch and recess	2	2	1	5	KP
Science	2	2	2	6	RM
Specials (art)	2	2	1	5	TO
Day total	11	10	10	31	MG

Column totals $11 + 10 + 10 = 31$; row totals $6 + 5 + 4 + 5 + 6 + 5 = 31$. Possible = 6 periods $\times$ 6 = 36. Percent = $31 \div 36 = 0.861$, written **86**. Goal 80: **met**. Check-in 7:52 MG; check-out 2:58 MG; earned five minutes of library time; came back Thursday, signed.

Weekly CICO data sheet (page 11) — week of 9/14

DAY	DATE	POINTS	POSSIBLE	PERCENT	GOAL MET	CHECK-IN	CHECK-OUT	HOME NOTE BACK	NOTE
Mon	9/14	26	36	72	N	Y	Y	Y	Sub in math
Tue	9/15	29	36	81	Y	Y	Y	N	—
Wed	9/16	31	36	86	Y	Y	Y	Y	The card above
Thu	9/17	17	24	71	N	Y	Y	Y	Early release: 4 periods
Fri	9/18	33	36	92	Y	Y	N	—	Assembly; check-out missed
Week	9/14–9/18	136	168	81	3 of 5	5 of 5	4 of 5	3 of 4 so far	—

Points $26 + 29 + 31 + 17 + 33 = 136$. Possible $36 + 36 + 36 + 24 + 36 = 168$. Weekly percent = $136 \div 168 = 0.810$, written **81**. The average of the five daily percents, $(72 + 81 + 86 + 71 + 92) \div 5 = 80.4$, is a different number, because Thursday had four periods, not six: divide the sums, not the percents. Tuesday counts as goal met: $29 \div 36 = 0.806$, written 81, at or above 80.

Weekly team review (page 15), written Friday

Three of five days at goal; weekly percent 81 against the threshold the team wrote on page 15. Both days below goal had something on the note line: a substitute in math Monday, an early release Thursday. Decision: **continue**; the coordinator asks the math teacher what the two 1s on Wednesday looked like. Written on the roster (page 6). No fade step yet: the weeks at goal before fading are on page 16, and this is week one.