### Table of Contents

- My Philosophy on Classroom Management
- Classroom Community Building: How I will Create a Community in my Classroom
- Welcome Letters
  - Welcome Letter to Families
  - Welcome Letter to Students
- Classroom Procedures- to be posted
  - Entering the Classroom
  - If you are Absent from School
  - If you are Tardy to School
  - Welcome Letter
- Procedures for...
  - Homework
  - Getting Help
  - Finishing Early
  - Using the Restroom
  - Centers
- Seating Chart
  - Rationale for Seating Chart
- Classroom Awards
  - Excellence Award
  - Great Idea Award
  - Certificate of Appreciation for Good Behavior
- Developmental Stages Outline for Kindergarteners
- Behavioral Case Study
My Philosophy on Classroom Management

“All children not only have the ability to learn, but they deserve the opportunity to learn in a successful environment.”

– Kelsey Vernon

Classroom management is the key to creating a successful learning environment for all students. I believe that in order for students to perform to their highest potential they must feel safe and comfortable in their environment. My goal is to create a safe, orderly, family-like classroom, where students are self-managers, and gain a high self-esteem. I truly believe that in a classroom that is managed according to these standards, the door to failure has been closed. A classroom that follows these standards will nourish my personal philosophy of education—that all students deserve the opportunity to be successful. I understand that classroom management and education go hand in hand, in order for either one to be truly successful; then the other must also be truly successful.

Creating a safe classroom environment not only refers to physical safety, but to a sense of security. Each student should be able to freely express their ideas and questions without a fear of being looked down upon.

An orderly classroom is one that is organized so well that transitions from one lesson to another are almost invisible. It requires the work of all students in order to learn in an orderly environment. Each student will have a job that they are responsible for; not only will this provide each student a general purpose to be at school, but together they will produce a smooth running classroom.

Creating a family-like classroom is my biggest goal of classroom management. Once the school year begins my students will understand that they are a part of a new family. Just like their family at home, our class will look out for one another, support one another, and respect one another. A family-like classroom community is the foundation needed for all of my other classroom management standards to be successful.

Teaching students to be self-managers is a skill that they will use throughout the rest of their lives. I believe that in elementary school students should learn to be responsible for themselves and their actions. Students who are proficient self-managers don’t need a teacher to constantly remind them to stay on task or remind them of what to do when they are done with an assignment. A classroom where students are self-managers provides a greater opportunity for efficient learning.

Self-esteem is a great factor to success. If a student believes that he/she can do the assignment then he/she will be successful. I believe that through my positive feedback and reinforcement and through support of classmates, each student will be able to increase their sense of self-esteem throughout the school year. My goal is that this sense of self-esteem will stay with my students throughout their lives.

All children not only have the ability to learn, but they deserve the opportunity to learn in a successful environment. Through effective classroom management, an opportunity for all children to learn in a successful environment will be created. I believe that effective classroom management works. I will do everything that I can in order to mold a well managed classroom, where everyone is successful.
Classroom Community Building: How I will create a Community in my Classroom

“By building relations... we create a source of love and personal pride and belonging that makes living in a chaotic world easier.”

–Susan Liberman

Building a community in the classroom is essential to student learning: when students feel safe and as if they belong in a classroom, then they are more engaged. A community atmosphere supports the efficient and effective delivery of curriculum content to students. Knowing these facts has driven me to set a goal of creating a strong classroom community. There are several techniques that I will use in order to build a classroom community.

I will make sure that every student gets to know each other and becomes comfortable around one another. I will explain to my students that we are a family and for that school year we will treat each other like family. I would like to make a family tree on a bulletin board in my classroom. At the trunk of the tree I will place a class picture. Then on each of the branches I will hang a picture of each student’s family. This family tree will be a constant reminder that even though all the students come from different backgrounds, they are brought together into a new family at school.

I want each student in my class to know that they have a specific purpose and are needed in our classroom. I will create this sense of security in each of my students by placing each student in a group of four students called a tribe. Within that tribe each member will have a set task that they are in charge of. This will give each student a feeling of importance and motivation. Students will feel secure in their tribes and know that their tribe members will always be there to support them. Working in these tribes will also equip students with a lifelong ability to function productively with others.

My classroom will not be a dictatorship. I want my students to have a say in how things in our classroom work. Of course in order to maintain classroom management, I will guide my students into setting appropriate procedures, rules, and goals for the classroom. As a class we will write together two important documents. First, I will lead my students in a discussion on deciding what classroom rules we want to set. Second, as a class we will write a list of goals that we want to accomplish though out the year. I would like my students to take the lead on this discussion, and then I will come in to help them write the actual goals. After these documents are written, I will have each student sign their name, indicating that they know, understand, and will follow the rules and work towards the goals. Having common goals as a class will help increase the community motivation, students will support one another and increase individual ability of accomplishing the goals.

Diversity is a large factor that needs to be addressed when building a classroom community. It is important to focus on the individuality of each student and emphasize how differences contribute to the classroom community. I will celebrate diversity in my
class, by staring one student each day for the first few weeks of school. That student will share with the class about where they are from, their family, their favorite traditions and more. I want this diversity celebration to take place at the beginning of the year in order to break the ice between students and begin creating comfort in relationships from the start. By celebrating these differences, I hope to set a tone of acceptance and tolerance, two factors that are important in a classroom community.

Taking the time and making the effort to establish relationships and a classroom community with my students will be a worthwhile process. I know that by creating a classroom family my students will be more likely and able to succeed as effective members of our classroom. Having a strong classroom community will make it a positive year for me and my students.

References


Welcome Letters
Welcome to Kindergarten

October 25, 2009

Dear Kindergarten Families,

I want to take this opportunity to introduce myself and express my excitement about working with your child this year. I am honored to be your child’s Kindergarten teacher. I love teaching kindergarten because I care deeply about each of my students. I am looking forward to working with you and your child in reaching his or her full potential. We will have many wonderful experiences and opportunities to learn and grow in the days ahead. The main goal of my class is to cover the Utah State Core Curriculum for Kindergarten, and prepare the students for a successful elementary school experience.

I believe that communication is the key to a great parent-teacher relationship. I encourage you to contact me if you have any questions or concerns at any time. You can send me a note, e-mail me at Kelseybug17@hotmail.com, or call me at 632-7775. I will also do my part by sending out a newsletter each week to update you on what we have been doing in class as well as things that are up coming. For individual concerns, I will contact you by phone, send a note home, or email you (if an email address is provided).

Additional information about homework is provided on the yellow sheet inside your child’s homework binder. Also, please read that syllabus that I have provided and sign the detachable portion on the bottom of this note in order to indicate your understanding and support of the classroom system. There is a space provided for you to express any questions, concerns or comments. Students should return that portion to me in their homework binder.

Please feel free to participate in your child’s First Grade year as much as you are able. Helping hands are always needed. Whether it is reading a story to the class, helping with field trips or class parties, or any other participation will enrich our classroom experiences.

I am excited about working with your child. I welcome questions or comments, and am looking forward to a great year!

Sincerely,

Kelsey Vernon
Dear Kindergartener,

I am so excited to welcome you to our kindergarten class. This year is going to be full of learning and new experiences. I hope that you are ready to jump on board to a new learning adventure. You are going to be able to explore new discoveries, make new friends, and succeed as a kindergarten student.

My name is Miss. Kelsey Vernon. I was born here in St. George, Utah and got my teaching degree at Dixie State College. This is my first year as a teacher and I am ready to share my education with you. My favorite things to do are go camping, read, cook, scrapbook, and watch movies. I am excited to learn about you as well.

Together this year we are going to learn about colors, letters, numbers, shapes, seasons, and much more. Please come to school ready to learn! I can’t wait to meet you on our first day of school (August 20th).

Enjoy your last weeks of summer!

Sincerely,

Your teacher-

Mrs. Rasmussen
Classroom Procedures
...When You Enter Our Classroom...

1. Walk in quietly.

2. Hang up your backpack and coat.

3. Get your homework folder out of your backpack and place it in the homework basket.

4. Walk to the rug and sit in your assigned place.

5. Quietly listen to the music that is playing.
...If you are going to be Absent from School...

1. Have your parent or guardian call East Elementary and excuse you for the days that you are going to be gone.

2. Have your parent or guardians write Miss. Vernon a note, call Miss. Vernon, or e-mail Miss. Vernon, telling me that you will be absent.

3. Miss. Vernon will put the homework that you are going to miss or already missed in your homework folder, with instructions.

4. You need to do the homework that you missed. It’s okay to have someone help you, if you don’t understand.

5. Bring all of your homework back to school in your homework folder, within 3 school days.
If you are Tardy to School...

1. Go to the office and ask Mrs. Jones for a late slip.

2. Quickly and quietly walk to our classroom.

3. Quickly follow the procedures for entering our classroom.

4. Set your late slip in the basket on Miss. Vernon’s desk.

5. Let Miss. Vernon know you are at school.

6. Miss. Vernon will tell you what you need to do.

7. Please do not disrupt your classmates; you need to get to work quietly and quickly.
Welcome Letter

Every day after morning announcements on the intercom as a class we will go over a new welcome letter from Miss. Vernon to the class.

1. Miss. Vernon will read the letter to the class.
2. Miss. Vernon will ask the class to read parts of the letter with her.
3. It is the students' job to figure out what their welcome letter assignment is. (Miss. Vernon will help the students to know what they are supposed to do.)
4. Some days we will do the welcome letter assignment as a class, some days students will be dismissed to their seats and they will do the assignment in their notebook, and other days the assignment will take place around the classroom.
5. Remember that all classroom rules apply while doing the welcome letter.

October 1, 2009

Dear Students,

Welcome to class today. I hope that you have all come ready to learn. We are going to have a lot of fun today. As we do our assignments and activities please remember to follow all of our classroom rules. Today we are going to continue working on our addition skills. Can you remember any of the tricks that we used to help us add? We are going to have a great day together at school.

Love,

Miss Vernon
Procedures for...

- Homework
- Getting Help
- Finishing Early
- Using the Restroom
- Centers
Homework

- Bring your homework binder to school every day.
- Place your homework binder in the basket by the door at the beginning of each day.
- I will check your homework and return it to you in your binder.
- Homework is to be complete and handed in on time.
- If you are absent you still need to complete your homework.
- You have the number of days that you were absent from school to make up and hand in your missed homework.
- Be sure to keep your homework binder organized so that it is easy to use.
- Take your homework binder home each day.
If you need help:

1. Quietly ask your neighbor to help you.
2. If you still have a question then raise your hand.
3. I will be over to help you as soon as I can.
4. Skip the problem that you are on and attempt to do the next one.
If you finish an assignment early....

- Quietly raise your completed assignment in the air and I will come by to check it off.

- Hand your assignment into the basket.

- Quietly go to your folder center and do an activity.

- If you don’t know which folder center to go to then look at the poster on the back wall.

- You must complete all of the folder activities before doing one of them twice.
If you need to use the Restroom...

- Raise your hand in a fist.
- I will notice and excuse you to use the restroom.
- If I don't notice you then you can come ask me if you may use the restroom and I will excuse you.
- Remember to walk quietly in the halls.
- Hurry back to class.
- In the case of an emergency tell your neighbor that you are going to the restroom and you may leave the classroom.
Procedures for Centers

1. Miss. Vernon will hand you your punch card.
2. You will go to the assigned work center (math, reading, art, or science).
3. When you complete this center then an adult will punch your card and send you to a play center.
4. Each week you will be required to complete the 4 work centers.
5. If you miss a center during the week you can make it up on Friday.
6. If you don’t need to make up any work centers, then on Friday you will get extra time for play centers.
Example of centers punch card. Students will receive a new punch card each week.
Seating Chart and Rationale
Seating Chart Rationale

In creating my seating chart, I decided that I didn’t want student desks to take up the entire classroom; I want to be able to have other areas in the classroom available for learning and cooperative teaching. I chose to place student tables to one side of the classroom instead of in the middle. This way I have more space to one side of the tables, instead of a little bit of space on both sides of the tables. I also placed tables pretty close to the front of the room. I don’t need much space to teach in the front of the classroom because I will be teaching from all over the room. The closer students are to the front of the room and to me, the more likely it is that they will pay attention, participate, and learn.

I want my students to sit in tables in order to allow more opportunity for cooperative learning between students. In these learning groups students will be more likely to work together and figure things out on their own, instead of turning straight to me for an answer. I believe that students can learn just as much from one another as they can learn from me. I want to provide a chance for my students to experience higher levels of thinking while working together.

I chose to follow the “wagon wheel” seating chart design, but I had to alter it a little in order to fit the tables into my classroom. I can use the front middle table as an interior loop. When walking around this table I can also supervise the other front two tables and the back middle tables. I will have to occasionally move from the loop in order to visit the two outside back tables. I will strategically place students into this seating chart. First, I will place students together who can work cooperatively and benefit from each others’ learning abilities. Second, I will place students who have some behavior problems on the front middle table, and students who are able to self-motivate and pay attention on their own, in the back row of seats.

I will use my seating chart and classroom design in order to most positively affect both my students and me. I believe that classroom design and organization is essential to classroom management. I hope to use these simple ideas and my knowledge and skill, in order to create a safe and effective learning environment for my students.
Classroom Awards

Photo: G. BALLARD
© www.calie.org
Excellence Award

In recognition of accomplishments for going above and beyond and exceeding expectations ...

East Elementary School

Presents this award to:

_______________________________________

Signature: _________________________
Date: _____________________________

Signature: _________________________
Date: _____________________________
Great Idea Award

This certificate is presented to

________________________

for suggesting a Great Idea to

Mrs. Rasmussen’s 4th Grade Class

at Horizon Elementary

Signature: ____________________
Date: ________________________

Signature: ____________________
Date: ________________________
Certificate of Appreciation for...

Outstanding Behavior!

This certificate is awarded to

__________________________________________________________________________

East Elementary School

Signature: __________________________
Date: ____________________________

Signature: __________________________
Date: ____________________________
Developmental Stages Outline
Kindergarteners: ages 4-6

Social and Emotional Development:

Kindergarteners...
• Begin to take pride in their ability to exert self-control, and enjoy the feedback that they receive from being responsible and cooperative.
• Understanding of themselves enables them to experience complex emotions like pride and guilt.
• Resolve issues, and take steps towards emotional maturity.
• Are able to function in a structured group with rules.
• Show concern and sympathy for others. Would be ashamed if they neglected to defend a classmate who had been wrongly accused.
• Fears such as being afraid of the dark, diminish.
• Develop new worries about school, health, and personal harm.
• Initiate sharing and taking turns.
• Knows own address and phone number.
• Speak in phrases that are understood by others
• Play made believe and dress-up.
• Like to play with friends.
• Frequently assist and encourage others.
• Accept and respond appropriately to the decisions of the teacher, parent, or person in charge.
• Contribute to a small group without being promoted.

Intellectual Development:
The intellectual development of kindergarten students comes from exploration, testing, and investigation rather than only from listening.

According to Piaget's Four Stages of Cognitive Development, kindergarteners fall into the preoperational thought stage. In this stage, children learn how to...
• Use symbols such as words and numbers to represent aspects of the real world.
• Relate to the world only though his or her own perspective.

Children ages 3-7 learn four important early concepts. These include:
• Time: Kindergarteners can grasp more detailed notions, such as distinguishing morning, afternoon, and night and even realizing that time involves seasonal changes.
• Speech: Kindergarteners can engage in conversations with both children and adults, happily relaying stories about their activities. This is a developing concept, some kindergarten children even begin to articulately express themselves and are able to understand more detailed stories.
• Reading: By kindergarten, kids may have a basic grasp of phonics and recognize a number of simple words in print, this helps them to read independently.
• Reasoning: Kindergarteners in the process of developing the ability to utilize existing knowledge to form educated opinions about possible outcomes.
Kindergarteners...
- Love to talk, this reflects their rapid growth of vocabulary and the power to express ideas.
- Are developing visual and auditory memory and the ability to listen to others.
- Still need help distinguishing some sounds.
- Can pick up another language and accurately imitate other people’s intonations and inflections.
- Are keen to acquire new words.
- Welcome opportunities to be inventive with language, to play with rhyming, to joke, to explain things to each other, and even to argue.
- Observe language and ideas shared by others in order to organize and attach meaning to their daily activities.
- Have a powerful urge to find out about things and to figure things out.
- Ask many questions, often deep unanswerable questions.
- Love to play guessing games and solve riddles.
- Let their curiosity lead them to figure out concepts and relationships.
- Love to listen to stories, but don’t learn very much from merely listening to information.

**Physiological Development:**

Erickson’s Eight Stages of Psychosocial Development places children ages 5 to 11 (the early school age years) in stage 4- industry vs. inferiority. Children at this developmental stage...
- Can bring a productive situation to completion, which gradually supersedes the whims and wishes of play.
- Develop the fundamentals of technology.
- Begin to develop a sense of pride in their accomplishments and abilities.
- Develop a feeling of competence and belief in their skills.
- Need encouragement by parents and teachers in order to develop positive feelings.
- Like to do things on their own, without help or advice from adults.
- Have a new sense of self initiative.

**References**


**Behavioral Case Study**

**Introduction of Student**

Chris* is a six year old ESL student from El Salvador. Before Chris came to the United States he lived a very rough life, taking care of himself on the streets of El Salvador. He is now attending East Elementary School in St. George, Utah, while at school Chris struggles with many behavioral issues. The school believes that Chris’ behavioral issues stem from his tough childhood and his inability to communicate in English.

**Behavior of the Student**

Chris is rarely found participating in class lessons, instead he can be found rolling on the floor, moving the tables, dumping out the trash can, playing with toys, or flooding the bathroom. Chris picks and chooses when he wants to listen to his teacher and follow instructions. This decision by him is usually negative. When Chris does not want to do what the teacher asks him to do he will frequently growl at her, hit her, say, “no” or yell, “shut-up.” As I have observed Chris, I have noticed that he likes to be independent, he wants to do the teacher’s job and help other students. Chris likes to pass out papers, count out three seconds while students get a drink after recess, and lead the class in their morning songs. Chris’ independence has led him to believe that he can do anything to get what he wants. On many accounts Chris has been caught stealing food out of the teachers’ cupboard. Once he achieves his goal he is very proud and likes to show off his reward to other students. Chris the oldest yet the smallest student in his kindergarten class, however his little body is full of aggression. At recess Chris can be found gritting his teeth while swinging the highest on the swing set and then jumping out, he can also be found chasing other students and hitting them with sticks. In a matter of fifteen minutes one day I witnessed Chris turn his classroom into utter chaos. Chris’ teacher stepped out of the classroom because she was feeling sick, my dyad partner and I were left to oversee the class as they played at centers. I could barely keep up with Chris as he spun around the room. First, Chris banged on the occupied bathroom door shouting, “I need to go to the bano!” Since Chris couldn’t get into the bathroom, he found his teachers microphone and began growling into it projecting his growls throughout the entire classroom. My dyad partner took the microphone and set it on her lap as she was working with another student; before we knew it Chris had snuck under the table and let out another growl. Getting bored of growling, Chris was then found turning up the volume on the C.D. player and dancing in front of the classroom. As I turned off the music Chris grabbed onto my arm and began using it as a bar to do pull-ups. When I walked past the garbage can Chris dropped into it and began hopping around the classroom. After this
How the Teacher Deals with Negative Behavior

I have learned a lot from Chris’ teacher about what not to do with a student who behaves like Chris. I have witnessed the same failing five-step cycle of attempts to manage Chris’ behavior over and over again. The first and most common reaction of Chris’ teacher to his negative behavior is to flash a mean glare at him and then yell at him to stop doing whatever the behavior is. Chris has learned that these reactions don’t really mean that the teacher is serious. Ninety percent of the time Chris continues on with his behavior as if nothing has happened. The second reaction that Chris’ teacher tries is threatening to send Chris to the behavior specialist. Chris responds to this threat by saying, “no, no...” I have never seen Chris ever actually sent to the behavior specialist. Third, Chris’ teacher will physically move Chris away from wherever he is and set him at his desk demanding that he sits with his head down. Chris will usually sit with his head down for about one minute, but before long he is out of his seat and onto a new distraction. At this point, it’s as if Chris’ teacher has finally realized what Chris is after and she uses it to bribe him for good behavior. She says things like, “If you sit quietly, I will give you candy” or “If you finish your worksheet, then you can play with the blocks.” Sometimes these bribes do work and Chris does what he is told, the problem is that Chris’ teacher never actually intends on following though with her bribe and for the rest of the day all Chris can focus on is getting his reward. The final stage of the cycle ends in Chris’ teacher absolutely exhausted and Chris getting whatever he wants. By the end of the day Chris’ teacher usually is ignoring him and doesn’t require Chris to do his work; Chris wins the behavior battle day after day.

Reactions of other Students to Chris’ Negative Behavior

As I have observed Chris’ behavior the reactions of the students around him vary, I have seen each of Chris’ classmates respond to Chris’ behavior differently depending on the behavior that Chris has acted in. The most common reaction to Chris’ behavior of most of Chris’ classmates is to tell the teacher what Chris is doing. However, just as I have noticed, the other students can see that the teacher doesn’t usually put an end to Chris’ behavior. Many other students will take matters into their own hands and instruction Chris to, “Stop!” When this reaction does not stop the behavior, students follow in their teachers’ footsteps and ignore Chris. Sometimes Chris’ behavior is too much for other students to ignore. For example when Chris hits them with a stick at recess, the students’ natural reaction to cry and tell an adult kicks in. Another example is when Chris turns on the music and dances in the front of the classroom, the natural reaction of the other students to laugh turns on. Even I and my dyad partner couldn’t help but to laugh at this behavior. I think that the
reaction that is most difficult for other students to understand is jealousy. Chris usually gets rewards and doesn’t have to do his work, the other students don’t understand why Chris is rewarded for his negative behavior and then they are left with nothing. The other students frequently ask, “Why does Chris get a snack? I want one.” I can only imagine how hard it is for the kindergartener student to grasp this concept, because I as an adult can see that it’s not fair.

Interventions that have Occurred

I have only seen three interventions occur for Chris; however I think that these interventions are mostly to work with Chris’ ESL situation, not his behavior problems. First, Chris works with the school’s behavior specialist before school. I would like to go sometime and observe what they work on together; in the eight weeks that I have been observing Chris I haven’t seen an improvement in his behavior. Second, during class time Chris does work on a computer. However, from what I have seen the activities that Chris does are to help him with learning English. From a behavior point of view, this time spent on the computer gives Chris a chance to escape from the classroom environment for a while and be independent. When Chris works on the computer he usually pays attention and works well until it is time to stop. Lastly, Chris spends the morning part of his day in kindergarten and the afternoon in first grade. This is actually Chris’ second year in kindergarten. I think that this intervention is to help Chris with both his behavior and ESL situations. I would really like to observe Chris in his first grade class to see if his behavior is any different.

My Ideas to Help Improve Chris’ Behavior

I have come up with five simple procedures that Chris’ teacher can do that I think will help to improve Chris’ behavior. (1) Give Chris specific jobs in the classroom that will make him feel important. Chris really likes to help the teacher and other students. It would be simple to ask Chris to be in charge of things like, holding the door open when they leave or enter the classroom, make sure to bring the bucket of balls in from recess, pass out worksheets to the other students on his table, or turn on the clean-up song when the teacher signals him. I think that giving Chris a purpose to be at school will help him to pay attention and participate in the lessons. (2) Give Chris ten minutes of positive individual attention each day. This attention can be given to Chris throughout the day. Chris’ teacher can spend thirty seconds talking to Chris during different individual work times. Recess is also a good time to spend a few minutes chatting with Chris; this conversation doesn’t have to be about school. Attention can also nonchalantly be given to Chris while teaching a lesson, the teacher can add Chris’ name into her lessons and make sure to call on him. (3) Require Chris to follow all of the classroom rules. By allowing Chris to get away with murder at school he will never learn that there are rules for a reason. Once Chris realizes that he has to follow the rules just like everyone else he will spend
more time learning and less time messing around. However, before expecting Chris to follow the rules it is important to make sure that Chris understands what following each of the rules consists of. (4) Follow through with consequences for negative behavior. This one goes hand in hand with #3. Chris needs to learn that for every one of his actions there is a consequence. These consequences need to immediately follow the behavior and be consistent with every offence. Just like with the rules, before these consequences can be implemented, it is important to make sure that Chris understands exactly what will happen after each of his behaviors. Positive consequences can also be used for positive behaviors. (5) Allow Chris to dance to music or play with his favorite classroom toys during recess time if he chooses to. Giving Chris the freedom to do the things that he wants to during recess will help to eliminate Chris from being distracted during class time.

Conclusion

Chris is a very unique student, he is very creative and smart, but his talent is hidden behind his negative behavior. It will take work and effort to help Chris improve his behavior, but it is important to never give up on him. Chris deserves the opportunity to succeed at school. With a few changes in Chris’ classroom environment I believe that Chris will be able to re-channel his energy in a more positive direction.

*Name has been changed for privacy purposes.*