

Case Study #2

Administrator Interview Guide

Let's talk about your discipline system

- 1) Do you collect and summarize office discipline referral information? Yes No If no, skip to #4.
- 2) What system do you use for collecting and summarizing office discipline referrals? (E2)
 - a) What data do you collect? Name, date, location, behavior
 - b) Who collects and enters the data? Administrators
- 3) What do you do with the office discipline referral information? (E2)
 - a) Who looks at the data? Administrator, Team
 - b) How often do you share it with other staff? monthly
- 4) What type of problems do you expect teachers to refer to the office rather than handling in the classroom/ specific setting? (D2) physical aggressiveness, harassment
- 5) What is the procedure for handling extreme emergencies in the building (i.e. stranger with a gun)? (D4) lockdown, call office

Let's talk about your school rules or motto

- 6) Do you have school rules or a motto? Yes No If no, skip to # 10.
- 7) How many are there? 3
- 8) What are the rules/motto? (B4, B5) Be Safe, Be Responsible Be Respectful,
- 9) What are they called? (B4, B5)
- 10) Do you acknowledge students for doing well socially? Yes No If no, skip to # 12.
- 11) What are the social acknowledgements/ activities/ routines called (student of month, positive referral, letter home, stickers, high 5's)? (C2, C3) Shining Stars (1st-3rd) high 5s (4th & 5th)

Do you have a team that addresses school-wide discipline? If no, skip to # 19

- 12) Has the team taught/reviewed the school-wide program with staff this year? (B3) Yes No
- 13) Is your school-wide team representative of your school staff? (F3) Yes No
- 14) Are you on the team? (F5) Yes No
- 15) How often does the team meet? (F6) monthly
- 16) Do you attend team meetings consistently? (F5) Yes No
- 17) Who is your team leader/facilitator? (F4) Kevin
- 18) Does the team provide updates to faculty on activities & data summaries? (E3, F7) Yes No
If yes, how often? monthly
- 19) Do you have an out-of-school liaison in the state or district to support you on positive behavior support systems development? (G2) Yes No
If yes, who? Jim
- 20) What are your top 3 school improvement goals? (F1) Increase achievement, Develop culture of respect & caring
- 21) Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (G1) Yes No

Case Study #2

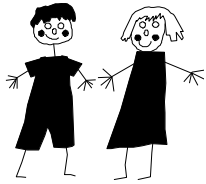
Be Safe, Be

Interview and Observation Form

	Staff questions (Interview a minimum of 10 staff members)							Team member questions			Student questions	
	What are the school rules? Record the # of rules known.	Have you taught the school rules/ behave. exp. to students this year?	Have you given out any since ? (2 mos.)	What types of student problems do you or would you refer to the office?	What is the procedure for dealing with a stranger with a gun?	Is there a team in your school to address school-wide behavior support systems?	Are you on the team? If yes, ask team questions	Does your team use discipline data to make decisions?	Has your team taught/ reviewed SW program w/staff this year?	Who is the team leader/ facilitator?	What are the (school rules)? Record the # of rules known	Have you received a Since ?
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Total							X				Total	

Location	Front hall/ office	Class 1	Class 2	Class 3	Cafeteria	Library	Other setting (gym, lab)	Hall 1	Hall 2	Hall 3
Are rules & expectations posted?	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	Y <input checked="" type="checkbox"/> N	Y <input checked="" type="checkbox"/> N	Y <input checked="" type="checkbox"/> N	Y <input checked="" type="checkbox"/> N	Y <input checked="" type="checkbox"/> N	Y <input checked="" type="checkbox"/> N	Y <input checked="" type="checkbox"/> N
Is the documented crisis plan posted?	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	Y <input checked="" type="checkbox"/> N	Y <input checked="" type="checkbox"/> N	Y <input checked="" type="checkbox"/> N	Y <input checked="" type="checkbox"/> N	Y <input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	X	X	X

44 B



**2004-2006
Parker School Improvement Plan**

GOAL #1 Increase the achievement of all students.

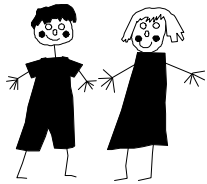
Objectives

- 1.1 The percent of student scoring at the meet or exceeds standards level on the state math assessment will increase
- 1.2 The percent of students scoring at the meets or exceeds standards level on the state reading assessment will increase
- 1.3 The percent of student scoring at the meets or exceed standards level writing will increase

GOAL #2 Develop a culture of respect and caring that supports student achievement

Objectives

- 2.1 Students will be taught respectful, caring behavior in a variety of situations
- 2.2 Student will have the opportunity to interact with all staff
- 2.3 Students of varied ages will have the opportunity interact in a variety of activities



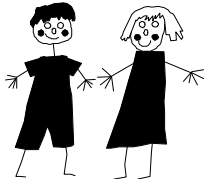
2004-2006 Parker School Improvement Plan

Objective 1.1 *To improve student achievement in math in all grades*

School profile data which relates to this goal:	<ul style="list-style-type: none"> ◆ Grade 3 Oregon state math assessment results ◆ Grade 5 Oregon state math assessment results ◆ Grade 3 Oregon state math assessment results for comparison groups ◆ Grade 5 Oregon state math assessment results for comparison groups
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INDICATORS	<p>The percent of student scoring at the meet or exceeds standards level on the state math assessment will increase</p> <ul style="list-style-type: none"> • To at least 93% of all students by spring 2005 and to 95% by spring 2006 in grade 3, and • To at least 80% of all students by spring 2005 and to 85% by spring of 2006 in grade 5
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Strategies (Actions)	Assigned to	Year	Timeline Quarter				Resources Needed an Estimated Cost	Evaluation Indicators of Success
			F	W	Sp	Su		
a. Disaggregate and analyze Spring Test data	Mike/Staff	2004-06	x				None	Areas for improvement and special needs students will be identified
b. Articulate math program in grades K-5	Staff	2004-05		x	x		\$575 per diem rate	A document of math articulation for grade K-5
c. Train staff in test taking strategies	Mike/Dennis	2004		x	x		None	Improvement in the number of students meeting benchmarks
d. Math problem solving skills, strategies and common vocabulary taught at all grades	Staff	2004-05	x	x	x		None	Improvement in the number of students making benchmark in math and math problem solving



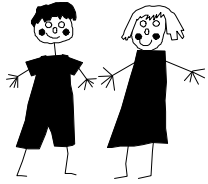
2004-2006 Parker School Improvement Plan

Objective 1.2 *To improve student achievement in reading in all grades*

School profile data which relates to this goal:	<ul style="list-style-type: none"> ◆ Grade 3 Oregon state reading assessment results ◆ Grade 5 Oregon state reading assessment results ◆ Grade 3 Oregon state reading assessment results for comparison groups ◆ Grade 5 Oregon state reading assessment results for comparison groups
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INDICATORS	<p>The percent of student scoring at the meet or exceeds standards level on the state reading assessment will increase</p> <ul style="list-style-type: none"> • To at least 93% of all students by spring 2005 and to 95% by spring 2006 in grade 3, and • To at least 80% of all students by spring 2005 and to 85% by spring of 2006 in grade 5
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Strategies (Actions)	Assigned to	Year	Timeline Quarter				Resources Needed an Estimated Cost	Evaluation Indicators of Success
			F	W	Sp	Su		
a. Disaggregate and analyze Spring Test data	Mike/Staff	2004-05	x				None	Areas for improvement and special needs students will be identified
b. Articulate reading program in grades K-5	Staff	2004-05		x	x		\$575 per diem rate	A document of reading articulation for grade K-5
c. Train staff in test taking strategies	Mike/Dennis	2004		x	x		None	Improvement in the number of students meeting benchmarks
d. Staff training in reading instruction with Don Brown and Paul Wiele	Staff	2004-05		x	x		None	Improvement in the number of students meeting benchmarks



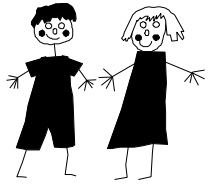
2004-2006 Parker School Improvement Plan

Objective 1.3 *To improve student achievement in writing in all grades*

School profile data which relates to this goal:	<ul style="list-style-type: none"> ◆ Oregon state writing assessment results ◆ Oregon state assessment results for comparison groups
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INDICATORS	<p>The percent of student scoring at the meet or exceeds standards level on the state writing assessment will increase</p> <ul style="list-style-type: none"> • To at least 75% of all students by spring 2004 and to 80% by spring 2005 in grade 3, and • To at least 80% of all students by spring 2005 and to 85% by spring of 2006 in grade 5
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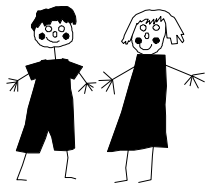
Strategies (Actions)	Assigned to	Year	Timeline Quarter				Resources Needed an Estimated Cost	Evaluation Indicators of Success
			F	W	Sp	Su		
a. Disaggregate and analyze Spring Test data	Mike/Staff	2004-06	x				None	Areas for improvement and special needs students will be identified
b. Staff training in teaching writing traits	Staff, Don Brown & Paul Wiele	2004-05		x	x		\$575 per diem rate	Improvement in the number of students meeting benchmarks
c. Articulate writing program in grades K-5	Staff	2004-05		x	x		None	A document of writing articulation for grade K-5



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Objective 2.1 *Students will be taught respectful, caring behavior in a variety of situations*

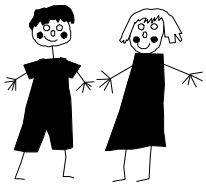
Strategies (Actions)	Assigned to	Year	Timeline Quarter				Resources Needed an Estimated Cost	Evaluation Indicators of Success
			F	W	Sp	Su		
Second Steps	Staff	2004-06	x	x	x		0	School Climate Report
EBS Track Behavior		2004-06	x	x	x		0	School Climate Surveys 50% reduction in referrals 2004-05 school year



2004-2006 Parker School Improvement Plan

Objective 2.2 Students will have opportunities to interact with all staff

Strategies (Actions)	Assigned to	Year	Timeline Quarter				Resources Needed an Estimated Cost	Evaluation Indicators of Success
			F	W	Sp	Su		
Interest Groups	Staff	2004-06	x	x	x		\$500 Materials & Supplies	Document of classes offered, Climate Survey
Peer Tutoring	Selected Classes	2004-06	x	x	x		0	2002-03-- 50% classes participate 2003-04 --100% classes participate



2004-2006 Parker School Improvement Plan

Objective 2.3 Students of varying ages will have the opportunity to interact in a variety of activities

Strategies (Actions)	Assigned to	Year	Timeline Quarter				Resources Needed an Estimated Cost	Evaluation Indicators of Success
			F	W	Sp	Su		
Interest Groups	Staff	2004-06	x	x	x		\$500 Materials	See 2.2
Assemblies	Mike	2004-06	x	x	x		\$250	Math Assembly
Sing-A- Longs	Selected Classes	2004-06	x	x	x		0	2002-03-- 50% classes participate 2003-04 --100% classes participate
Peer Tutoring	Selected Classes	2004-06	x	x	x		0	2002-03-- 50% classes participate 2003-04 --100% classes participate

Contents

- **Parker Student/Teacher/Parent Agreement**
 - Vision Statement**
 - Core Beliefs**
 - Declaration of Human Rights**
 - Expectations and Consequences**

- **Behavioral Expectations**
 - Be Safe**
 - Be Respectful**
 - Be Responsible**

- **Lesson Plans**
 - General**
 - Safe**
 - Respectful**
 - Responsible**

- **Referral Slips**

PARKER
STUDENT/TEACHER/PARENT/AGREEMENT

VISION:

Parker Elementary School aspires to create a safe, positive, nurturing school where children have the opportunity to work toward their full potential and to develop a love of learning. Staff, students, and families are committed to working together to promote student success.

CORE BELIEFS THAT GUIDE OUR AGREEMENTS:

We, at Parker School believe that:

- Every child can learn in a safe, supportive, and healthy environment
- Every individual is welcomed and respected
- Diversity is honored and celebrated
- Educating children and providing for their physical, social, and emotional needs is a shared responsibility among school, family and the community

DECLARATION OF HUMAN RIGHTS

WE BELIEVE that all people have the right to learn, to play, to live and to work without fear of being insulted, harassed or intimidated
WE RESPECT the differences among people, especially those which are due to race, religion, ethnic and cultural background, gender, age, socioeconomic group, life style, ability, health, and learning style

WE ARE COMMITTED to working together to better understand each other as unique and valuable

MAJOR EXPECTATIONS

Our 3 most important expectations at Parker are:

BE SAFE—Being safe means that no one gets hurts physically or emotionally

BE RESPECTFUL—Being respectful means to be polite, cooperative and caring of others

BE RESPONSIBLE—Being responsible means to be dependable, trustworthy and hardworking with schoolwork and with people

IN ADDITION, we have identified the following “**ZERO TOLERANCE**” behaviors

- Harassment, behavior that results in fear and intimidation
- Discriminatory slurs on the basis of differences among people
- Open defiance or continuing non-compliance
- Theft
- Vandalism
- Fighting
- Physical aggression that threatens another’s safety
- Drugs, alcohol, and tobacco
- Weapons

CONSEQUENCES

Any Zero Tolerance behavior will result in immediate referral to the Principal.

For all infractions, consequences will be based on the child’s development, severity of the incident, and frequency of misbehavior.

Consequences may include:

1. Time-out
2. Loss of privileges
3. A behavioral contract
4. School service project
5. A parent meeting
6. Removal from school for up to a day (not a suspension)
7. A formal suspension from school for between 1 and 10 days

(Please see Student Rights and Responsibilities handbook.)

Teacher Signature

Student Signature

Parent (s) Signature

BEHAVIOR EXPECTATIONS FOR PARKER

Common Area	Be Safe	Be Respectful	Be Responsible
In Common Areas	<ul style="list-style-type: none"> • Walk facing forward • Keep hands, feet, objects to self • Get adult help when necessary • Use all equipment and materials appropriately • Keep feet on the floor 	<ul style="list-style-type: none"> • Use kind words and actions • Wait your turn • Follow adult directions 	<ul style="list-style-type: none"> • Follow school rules • Solve problems with words • Be honest • Take care of personal belongings and school equipment • Clean up after self

ALL COMMON AREA BEHAVIORAL EXPECTATIONS ARE TO BE INCLUDED WITH
SETTING SPECIFIC BEHAVIORAL EXPECTATIONS

Cafeteria	<ul style="list-style-type: none"> • Eat only own food • Sit on chair properly • Report problems or spills 	<ul style="list-style-type: none"> • Be polite • Allow anyone to sit next you • Use quiet voices • Use food table manners 	<ul style="list-style-type: none"> • Get all condiments, utensils, and milk before sitting down • Raise hand and wait to be excused • Return your tray • Clean your table
Playground/Recess	<ul style="list-style-type: none"> • Walk to and from recess quietly • Stay within boundaries • No play fighting • Keep rocks, sawdust, etc. on ground • Keep hands and feet to self • Food in picnic area only 	<ul style="list-style-type: none"> • Play fair • Include everyone • Use kind words and actions • Follow adult directions 	<ul style="list-style-type: none"> • Put playground equipment in barrel when finished using it • Walk promptly to line when bell rings • Return to class quietly • Follow game rules
Hallways	<ul style="list-style-type: none"> • Stay to the right, walking forward • Have hall pass 	<ul style="list-style-type: none"> • Hold door for the person behind you • Use quiet voices • Respect displays 	<ul style="list-style-type: none"> • Keep feet quiet when in halls
Bathrooms	<ul style="list-style-type: none"> • Keep water in the sink • Use soap and water for washing hands 	<ul style="list-style-type: none"> • Give people privacy • Use quiet voices 	<ul style="list-style-type: none"> • Flush toilets after use • Put paper towels in garbage can • Return to class promptly
Arrival & Dismissal Areas	<ul style="list-style-type: none"> • Walk bikes • Stay on sidewalks • Walk at all times • Use crosswalks 	<ul style="list-style-type: none"> • Use kind words and actions • Wait your turn • Follow adult directions • Be a good community member 	<ul style="list-style-type: none"> • Arrive on time • Leave on time • Check into office if tardy
Library, Computer, Gym, Music Room	<ul style="list-style-type: none"> • Keep hands, feet, objects to self • Use all equipment and materials appropriately 	<ul style="list-style-type: none"> • Use quiet voices • Follow adult directions • Use kind words and actions 	<ul style="list-style-type: none"> • Leave area neat and in order
Assemblies	<ul style="list-style-type: none"> • Enter and leave in an orderly fashion 	<ul style="list-style-type: none"> • Applaud at appropriate times • Use audience manners 	<ul style="list-style-type: none"> • Participate appropriately (hand raising)
Office and Health Room	<ul style="list-style-type: none"> • Report problems and concerns • Follow emergency procedures 	<ul style="list-style-type: none"> • Use quiet voices • Wait your turn • Sit on bench quietly • Follow adult directions 	<ul style="list-style-type: none"> • State your needs politely
Field Trips	<ul style="list-style-type: none"> • Walk facing forward • Stay with your group 	<ul style="list-style-type: none"> • Quiet voices Follow adult directions • Use kind words and actions 	<ul style="list-style-type: none"> • Make a good impression • Be responsible for own belongings

BE SAFE***BE RESPECTFUL*****BE RESPONSIBLE**

Lesson Format for Teaching School Rules and General Expectations

Step One: Introduce the Rule

- A. Briefly outline what you will be focusing on during the lesson, the activities you will be engaging in and your expectations.
 - B. Check for understanding by asking students to tell you what they will be doing and learning during the lesson.
 - C. State the rule and provide a definition for the rule that is clear to the students.
-

Step Two: Demonstrate the Rule

- A. Model at least two *positive examples* and two *negative examples*.
 - ❖ Use another adult or a student to demonstrate these examples.
 - ❖ Give students observation tasks:
 - List all the things I did that “were safe”.
 - List all the things I did that were “not safe”.
 - B. Role plays: Choose 1 – 3 students to participate in a role play.
 - ❖ Require a student to demonstrate a skill in response to a prompt.
 - ❖ Coach students as needed on important expectations and skills.
 - ❖ Refer to the rule and the definition when providing feedback.
-

Step Three: Provide Monitoring and Feedback

- A. Discuss the role play with students
 1. Ask a student to **show** being safe/respectful/responsible.
 2. **Encourage** other students to share observations
 - B. Use real situations as examples during class discussions.
 1. **Precorrection.** Before students engage in an activity, ask them to give an example of an expected behavior-- being safe/respectful/responsible.
 - C. When you observe students demonstrating expected behavior, provide **specific praise**.
 - D. If a student is seen being unsafe, etc., stop the student, **state the expectation** and **redirect the student**. Follow up with **immediate feedback**.
-

Be Safe
Always behave in a way that is safe for you and those around you.
Examples for lessons are found on the Behavioral Expectations Grid.

Step One: Introduce the Rule

- A. Briefly Outline what you will be focusing on during the lesson.
“Today we are going to learn about behaving in a way that is safe.”
- B. Check for understanding by asking student to tell you what they will be doing and learning during the lesson. (*safety, being safe*)
- C. State the rule and provide a definition for the rule that is clear to the students.

Always behave in a way that is safe for you and those around you.
Safety means that no one gets hurts physically or emotionally.

Step Two: Demonstrate the Rule

- A. Model or provide a story that shares at least two positive examples of **being safe** and two negative examples of **being unsafe**.

- ❖ Have students generate **examples of situations** in which they know how to be **safe**.

- B. Role plays: Choose 1 – 3 students to participate in a role-play.

Below are some examples of role play topics:

- 1. The bell rings and you want to get to class fast. What is the safe thing to do?
(walk to class at a safe speed)
 - 2. You are angry with another student. What is the safe thing to do?
 - 3. Your ball rolls into the parking lot. What is the safe thing to do?
 - 4. Someone says/does something mean to you. What is the safe thing to do?
(take time to cool down; tell an adult)
 - 5. **Many other examples possible.**

Step Three: Provide Monitoring and Feedback Follow-Up

- A. Discuss the role play with students
 - 1. Ask a student to tell what the role players did that was **safe**.
 - 2. **Encourage** other students to share observations
 - B. Continue to use real situations as examples during class discussions.
 - 1. **Precorrection.** Before students engage in an activity, ask them to give an example of how to be **safe**.
 - C. When you observe students being **safe**, provide **specific praise**.
 - D. If a student is seen being **unsafe**, etc., **stop** the student, **state the expectation** and **redirect the student**. Follow-up with **immediate feedback**.
-

Be Respectful
Be respectful of the rights, feelings and property of yourself and others.

Step One: Introduce the Rule

- A. Briefly Outline what you will be focusing on during the lesson.
“Today we are going to learn about behaving in a way that is respectful.”
- B. Check for understanding by asking student to tell you what they will be doing and learning during the lesson. (*respect, being respectful*)
- C. State the rule and provide a definition for the rule that is clear to the students.

Always behave in a way that is respectful of the rights, feelings and property of yourself and others. Respect means to honor the rights and feelings of others.

Step Two: Demonstrate the Rule

- A. Model or provide a story that shares at least two positive examples of **being respectful** and two negative examples or being disrespectful.
 - ❖ Have students generate **examples of situations** in which they know how to be **respectful**.
 - B. Role plays: Choose 1 – 3 students to participate in a role play.

Below are some examples of role play topics:

 1. You see someone drop his or her notebook. What is the respectful thing to do? (help/offer to help pick it up)
 2. A presenter at an assembly is speaking. What is the respectful things to do? (listen with eyes/ears and body language)
 3. You hear an unkind story about someone. What is the respectful thing to do? (do not be a part of telling others; keep it to yourself)
 4. An adult gives you directions. What is the respectful thing to do?
 5. **Many other examples possible.**
-

Step Three: Provide Monitoring and Feedback Follow-Up

- A. Discuss the role play with students
 1. Ask a student to tell what the role players did that was **respectful**.
 2. **Encourage** other students to share observations
 - B. Continue to use real situations as examples during class discussions.
 1. **Pre correction.** Before students engage in an activity, ask them to give an example of how to be **respectful**.
 - C. When you observe students being **respectful**, provide **specific praise**.
 - D. If a student is seen being **disrespectful**, etc., **stop** the student, **state the expectation** and **redirect the student**. Follow-up **with immediate feedback**.
-

Be Responsible

Being responsible means to be honorable, trustworthy and dependable at all times.

Take responsibility for your actions and success

Step One: Introduce the Rule

- A. Briefly Outline what you will be focusing on during the lesson.
“Today we are going to learn about behaving in a way that is responsible.”
- B. Check for understanding by asking student to tell you what they will be doing and learning during the lesson. (*being responsible*)
- C. State the rule and provide a definition for the rule that is clear to the students.

Always behave in a way that is honorable, trustworthy and dependable. Take responsibility for your actions and success.

Step Two: Demonstrate the Rule

- A. Model or provide a story that shares at least two positive examples of **being respectful** and two negative examples or **being responsible**.
 - ❖ Have students generate **examples of situations** in which they know how to be **responsible**.
- B. Role plays: Choose 1 – 3 students to participate in a role-play.

Below are some examples of role play topics:

1. You have a homework assignment. What is the responsible thing to do? (do the assignment)
 2. You spill milk in the cafeteria. What is the responsible thing to do? (clean it up/get help cleaning it up, tell an adult)
 3. You accidentally break something that is not yours. What is the responsible thing to do? (tell owner of the item/offer to replace it)
 4. You know someone is being harassed. What is the responsible thing to do? (inform an adult of what is happening)
 5. **Many other examples possible.**
-

Step Three: Provide Monitoring and Feedback Follow-Up

- A. Discuss the role play with students
 1. Ask a student to tell what the role players did that was **responsible**.
 2. **Encourage** other students to share observations
 - B. Continue to use real situations as examples during class discussions.
 1. **Precorrection**. Before students engage in an activity, ask them to give an example of how to be **responsible**.
 - C. When you observe students being **responsible**, provide **specific praise**.
 - D. If a student is seen being **irresponsible**, etc., **stop** the student, **state the expectation** and **redirect the student**. Follow-up **with immediate feedback**.
-

Referral Slips

White Copy—Office

Yellow Copy—Teacher

Pink Copy—Home

Parker Elementary School		
Name: _____ Grade: _____ Date: _____		
Referring Person: _____ Time: _____		
Other Student(s) involved: _____		
<u>Setting</u>	<u>Zero Tolerance Beh.</u>	<u>Problem Beh.</u>
recess	harassment	be safe
cafeteria	discrimination	be responsible
hall	defiance	be respectful
arrival/dismissal	theft	
bathroom	vandalism	
assemblies	drug, alcohol, tobacco	
field trips	weapons	
office/health	assault	
common areas		
library/ comp./gym		
music room		
<u>comments:</u> _____		

for office use only		
follow-up/date _____		
parent contact/ date _____		
consequences/date _____		
time and date completed _____		

Answer Key
Case Study #2

Case Study #2 ANSWER KEY

Be Safe, Be

Interview and Observation Form

	Staff questions (Interview a minimum of 10 staff members)							Team member questions			Student questions	
	What are the school rules? Record the # of rules known.	Have you taught the school rules/ behave. exp. to students this year?	Have you given out any since ? (2 mos.)	What types of student problems do you or would you refer to the office?	What is the procedure for dealing with a stranger with a gun?	Is there a team in your school to address school-wide behavior support systems?	Are you on the team? If yes, ask team questions	Does your team use discipline data to make decisions?	Has your team taught/ reviewed SW program w/staff this year?	Who is the team leader/ facilitator?	What are the (school rules)? Record the # of rules known	Have you received a Since ?
1	3/3	Y (N)	Y (N)	0 tol.	Lockdown	(Y) N	(Y) N	(Y) N	(Y) N	Kevin	1 2/3	Y (N)
2	1/3	(Y) N	(Y) N	0 tol	Lockdown	(Y) N	(Y) N	(Y) N	(Y) N	Kevin	2 0/3	Y (N)
3	3/3	Y (N)	(Y) N	Phys. assault	"	(Y) N	Y (N)	Y N	Y N		3 0/3	(Y) N
4	3/3	Y (N)	Y (N)	0 tol.	"	(Y) N	Y (N)	Y N	Y N		4 1/3	Y (N)
5	3/3	Y (N)	(Y) N	Name calling	"	Y (N)	Y (N)	Y N	Y N		5 0/3	Y (N)
6	3/3	(Y) N	(Y) N	0 tol.	"	(Y) N	(Y) N	(Y) N	(Y) N	Kevin	6 1/3	(Y) N
7	3/3	(Y) N	Y (N)	0 tol.	"	(Y) N	(Y) N	Y (N)	(Y) N	Kevin	7 1/3	(Y) N
8	3/3	Y (N)	Y (N)	0 tol.	"	(Y) N	(Y) N	(Y) N	(Y) N	Kevin	8 0/3	Y (N)
9	2/3	Y (N)	(Y) N	0 tol.	"	(Y) N	(Y) N	(Y) N	(Y) N	Kevin	9 0/3	Y (N)
10	1/3	Y (N)	(Y) N	0 tol.	"	(Y) N	Y (N)	Y N	Y N		10 1/3	(Y) N
11	3/3	(Y) N	(Y) N	0 tol.	"	(Y) N	Y (N)	Y N	Y N		11 2/3	(Y) N
12		Y N	Y N			Y N	Y N	Y N	Y N		12 3/3	Y (N)
13		Y N	Y N			Y N	Y N	Y N	Y N		13 3/3	(Y) N
14		Y N	Y N			Y N	Y N	Y N	Y N		14 1/3	Y (N)
15		Y N	Y N			Y N	Y N	Y N	Y N		15 1/3	Y (N)
Total	9/11=	4/11=3	7/11=	11/11=	11/11=1	10/11=	X	5/6=83	6/6=10	6/6=1	Total 4/15	6/15

Location	Front hall/ office	Class 1	Class 2	Class 3	Cafeteria	Library	Other setting (gym, lab)	Hall 1	Hall 2	Hall 3
Are rules & expectations posted?	(Y) N	(Y) N	(Y) N	Y (N)	Y (N)	Y (N)	Y (N)	Y (N)	Y (N)	Y (N)

Is the documented crisis plan posted?	<input checked="" type="radio"/> Y N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	<input checked="" type="radio"/> Y N	X	X	X
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45 A

**School-wide Evaluation Tool
(SET)
Scoring Guide**

School Case Study #2 Answer Key Date _____
 District _____ State _____
 Pre _____ Post _____ SET data collector _____

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2
A. Expectations Defined	1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (0=no; 1= too many/negatively focused; 2= yes)	Discipline handbook, Instructional materials Other _____ P	2
	2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (0= 0-4; 1= 5-7; 2= 8-10)	Wall posters Other _____ O	0
B. Behavioral Expectations Taught	1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no; 1= states that teaching will occur; 2= yes)	Lesson plan books, Instructional materials Other _____ P	1
	2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____ I	0
	3. Do 90% of team members asked state that the school-wide program has been taught/reviewed with staff on an annual basis? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____ I	2
	4. Can at least 70% of 15 or more students state 67% of the school rules? (0= 0-50%; 1= 51-69%; 2= 70-100%)	Interviews Other _____ I	0
	5. Can 90% or more of the staff asked list 67% of the school rules? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____ I	1
C. On-going System for Rewarding Behavioral Expectations	1. Is there a documented system for rewarding student behavior? (0= no; 1= states to acknowledge, but not how; 2= yes)	Instructional materials, Lesson Plans, Interviews Other _____ P	1
	2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months? (0= 0-25%; 1= 26-49%; 2= 50-100%)	Interviews Other _____ I	1
	3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____ I	1
D. System for Responding to Behavioral Violations	1. Is there a documented system for dealing with and reporting specific behavioral violations? (0= no; 1= states to document; but not how; 2 = yes)	Discipline handbook, Instructional materials Other _____ P	2
	2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom-managed? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____ I	2

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2		
	3. Is the documented crisis plan for responding to extreme dangerous situations posted in 6 of 7 locations? (0= 0-3; 1= 4-5; 2= 6-7)	Walls _____ Other _____ O	0		
	4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a weapon)? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews _____ Other _____ I	2		
E. Monitoring & Decision-Making	1. Does the discipline referral form list (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probable motivation, & (i) administrative decision? (0=0-3 items; 1= 4-6 items; 2= 7-9 items)	Referral form (circle items present on the referral form) P	2		
	2. Can the administrator clearly define a system for collecting & summarizing discipline referrals (computer software, data entry time)? (0=no; 1= referrals are collected; 2= yes)	Interview _____ Other _____ I	1		
	3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times/year? (0= no; 1= 1-2 times/yr.; 2= 3 or more times/yr)	Interview _____ Other _____ I	2		
	4. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing, and revising school-wide effective behavior support efforts? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews _____ Other _____ I	1		
F. Management	1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals? (0= no; 1= 4 th or lower priority; 2 = 1 st - 3 rd priority)	School Improvement Plan, Interview Other _____ P I	2		
	2. Can 90% of staff asked report that there is a school-wide team established to address behavior support systems in the school? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews _____ Other _____ I	2		
	3. Does the administrator report that team membership includes representation of all staff? (0= no; 2= yes)	Interview _____ Other _____ I	2		
	4. Can 90% of team members asked identify the team leader? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews _____ Other _____ I	2		
	5. Is the administrator an active member of the school-wide behavior support team? (0= no; 1= yes, but not consistently; 2 = yes)	Interview _____ Other _____ I	2		
	6. Does the administrator report that team meetings occur at least monthly? (0=no team meeting; 1=less often than monthly; 2= at least monthly)	Interview _____ Other _____ I	2		
	7. Does the administrator report that the team reports progress to the staff at least four times per year? (0=no; 1= less than 4 times per year; 2= yes)	Interview _____ Other _____ I	2		
	8. Does the team have an action plan with specific goals that is less than one year old? (0=no; 2=yes)	Annual Plan, calendar Other _____ P	0		
G. District-Level Support	1. Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (0= no; 2= yes)	Interview _____ Other _____ I	2		
	2. Can the administrator identify an out-of-school liaison in the district or state? (0= no; 2=yes)	Interview _____ Other _____ I	2		
Summary Scores:	A = 2/4=50% F = 14/16=88%	B = 2 /10=20% G = 4/4=100%	C = 3 /6=50% Mean = 458/7= 65.43%	D = 6/8= 75%	E = 6/8=75%