Effective Schoolwide Discipline in Virginia:
A Statewide Initiative that Provides Positive Behavioral and Academic
Supports to All Students


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Introduction

Many schools across the nation are concerned about improving student behavior. They recognize that punitive disciplinary practices are not teaching the appropriate behaviors students need to be successful in school and in the world of work. According to the American Psychological Association’s (APA) report from the Task Force on Zero Tolerance, policies and practices employed by schools that severely punish disruptive students without regard to the offense or rationale, lead to increases in bad behavior and contribute to higher dropout rates. The report cites the effectiveness of a three-tiered model of prevention, which employs primary prevention strategies for all children, secondary strategies for targeted groups who are displaying more challenging behavior, and tertiary strategies for intensive, individual supports. (Task Force on Zero Tolerance, February 2006)

![Diagram of Continuum of Supports for School-wide Positive Behavior Support]

Figure 1. Continuum of Supports for School-wide Positive Behavior Support.

Positive behavior support integrates desired academic and behavior outcomes, the science of human behavior, empirically validated practices, and systems change. Schools that employ positive behavior supports are working to change the overall characteristics of their school environments. They begin by establishing school-based teams and educating them about 1) research-validated behavioral intervention practices and 2) their role in creating systems that support the adoption and durable implementation of those practices (OSEP 1996).
Effective Schoolwide Discipline in Virginia

Technical Assistance Center on Positive Behavioral Interventions and Support). The school-based teams work to establish a common vision, language and set of practices across the school (Biglan, 1995; Horner, 2002) by:

1) Eliciting support for a schoolwide discipline program;
2) Guiding the faculty to establish a common vision, schoolwide expectations for student behavior and common practices to promote students to use those expectations;
3) Making the school discipline data useful;
4) Learning how to summarize and interpret their school’s discipline data;
5) Reviewing the discipline data to guide their next steps; and
6) Evaluating their behavioral interventions.

This technical assistance resource manual is intended for use by coaches and school-based teams as they guide their school through the process of creating effective schoolwide discipline prevention-based practices. The manual contains the critical features needed to make systemic change, as well as, the pragmatic steps needed for full implementation of this initiative. A step-by-step approach is taken to develop a continuum of positive behavior strategies to be employed systematically. Information and resources needed, including product samples developed by (Virginia’s) schools that have implemented ESD, are also provided.

![Designing School-Wide Systems for Student Success](image)

**Figure 2.** Designing School-Wide Systems for Student Success: Comparison of the continuum of supports for academics and behaviors.

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Universal behavioral supports parallel the logic of intervening early in teaching with the best curriculum and instruction, screening regularly to monitor learning outcomes, and modifying instruction for individual needs in order to prevent academic deficits (see Figure 2). The first phase of the process involves planning for and beginning schoolwide/universal supports. The school-based planning team learns about ESD, effective teaming, and discipline data. They identify a need for change in their school via staff surveys and school climate needs assessments. Next they present their case for the need for change to their faculty/staff, share information about ESD, and guide their faculty/staff to enhance the data collection system in order to collect baseline data throughout planning. Planning for schoolwide/universal supports entails creating three to five schoolwide expectations for student behavior, teaching students those expectations and preparing all faculty/staff in the school to encourage students to demonstrate those expectations. Once schoolwide supports are in place, the team guides the faculty/staff in a review of the enhanced baseline data to determine what the needs are within the school. Regular review of the data will guide the team in responding to on-going behavioral issues. For example, a high number of office discipline referrals (ODRs) occurring in non-classroom locations may indicate a need for additional supports in specific areas of the school (e.g., hallways, bathrooms, buses, cafeteria). Data indicating a small number of students accounting for the majority of office referrals will require additional intensive individual supports.

Since Effective Schoolwide Discipline is a process, no two school-based programs will look alike. Research-based professional development is embedded throughout the process in order to provide the training needed by faculty/staff to make this process successful. Once ESD is in place, schools typically will have a reduction in the number of office discipline referrals for challenging behaviors and a subsequent reduction in suspensions which means more time for instruction and potentially higher achievement rates.
A Process for Developing Effective Schoolwide Discipline
School personnel begin Effective Schoolwide Discipline (ESD) by forming a school-based ESD team to guide the process. Some members of this team could be a part of the School Improvement Team (SIT), thus contributing to greater communication and collaboration between the two teams. The ESD team learns about the various components of ESD before beginning to introduce it in their school. The team should understand they are facilitators of a process and that it is important to take specific steps. The team will conduct activities that 1) build the rationale and support for ESD and 2) ensure the components of ESD in their school are research-based. What follows are the steps the team conducts to ensure ESD sustains over time.

Quick Reference

Phase I: Plan for and Begin Schoolwide/Universal Supports

**Critical Element: ESD Team**
Step: Form an effective schoolwide discipline team and designate a coach. Prepare them for their role

**Critical Element: Faculty/Staff Commitment**
Step: Build faculty/staff commitment
Step: Involve key stakeholders in ESD

**Critical Element: Effective Procedures for Dealing with Discipline**
Step: Develop effective procedures for discipline

**Critical Element: Establish Data Entry and Analysis Plan**
Step: Review and make necessary changes to the data collection system within the school
Step: Develop a plan to collect, analyze, and share data
Step: Collect and respond to schoolwide/universal data on an ongoing basis
Step: Revise program based on feedback from participants

**Critical Element: Develop Expectations and Rules**
Step: Develop guidelines/materials for schoolwide/universal support

**Critical Element: Establish Program to Acknowledge Students and Faculty/Staff for Demonstrating Expectations and Rules**
Step: Provide faculty/staff with basic knowledge about acknowledgement system
Step: Plan for acknowledgement system

**Critical Element: Develop Lesson Plans for Teaching Rules/Expectations**
Step: Develop a framework for communicating the expectations of Effective Schoolwide Discipline

**Critical Element: Plan for Implementation**
Step: Teach expectations and rules
Step: Implement acknowledgement system
Step: Involve stakeholders in the implementation and evaluation of the ESD process
How to Plan for and Begin Effective Schoolwide Discipline

A copy of the completed ESD Readiness Packet should be inserted into this manual in Section 3. Please reference the ESD Readiness Checklist for Individual Schools and the accompanying materials throughout the planning and implementation process.

This “how to” section is intended for use by ESD coaches and teams. It is assumed that a team will meet regularly (e.g., bi-weekly during the planning stage) to plan for and begin ESD within the school. What follows is discussion on the steps and actions needed to develop ESD in your school. We explain each section and provide directions for the ESD coach and team to either conduct or guide others to complete the actions within each step. Within each action, suggestions regarding what to do and materials to use/adapt are provided.

Your ESD team will approach each action uniquely depending on the needs and preferences of your school. However, there are central themes to this process, including:

- developing an effective problem-solving team and setting the foundation;
- ensuring continuing faculty/staff support;
- developing schoolwide/universal expectations for student behavior and encouraging students to demonstrate those expectations;
- collecting, reflecting upon and evaluating data;
- attending to the logistics of implementation; and
- implementing with integrity.

As you implement this process, it is important to address each theme.

In instances where the ESD team is directed to complete the action, your team may complete the actions in a series of team planning meetings or create sub-teams to complete actions between planning meetings and report back to the full team. Sample materials are provided and your team is encouraged to adapt the materials to fit your unique needs.

When the ESD team is directed to guide the faculty/staff to complete the action, your team may opt to conduct several actions during a series of faculty/staff meetings, during a few extended faculty/staff meetings, or during a few full day in-service training sessions. You will find references to agendas, presentations, and sample products in the appendices, on the resource CD, or on the ESD website that you may wish to adapt for use in faculty/staff meetings or in-service training.
PHASE I: Plan for and Begin Universal/Schoolwide Supports

Critical Element: ESD Team

Step: Form an Effective Schoolwide Discipline Team and Prepare Members for their Roles (BOQ 1)

Action: Form a school-based Effective Schoolwide Discipline team with broad representation (BOQ 1)

What to do: Decide who you will invite to participate on your team. Be sure to invite representatives from all the different groups that make up your school (e.g., School Improvement Team Members, general education teachers in each grade level, a special education teacher, a resource teacher, a guidance counselor and/or school psychologist, a family member, a student, a principal or assistant principal, and your designated coach). It is crucial to include a team member with expertise in behavior (e.g., this may be the school psychologist, guidance counselor, special education teacher, or behavioral specialist) and a team member with access to and an understanding of the discipline data (e.g., this may be an administrator or data specialist). During the planning phase, team planning meetings should be conducted bi-weekly. Thereafter, teams should meet at least monthly.

Materials to use/adapt:
- See Appendix A: Schoolwide Overview Article

Action: Adopt a collaborative, problem solving team meeting process to use during regularly scheduled team meetings (BOQ 3)

What to do: Educate team about collaborative team meeting processes that will facilitate effective and efficient team meetings. Select a collaborative team meeting process and format. Consider contacting your coach and/or local VDOE TTAC to request an outside facilitator to provide guidance for your team in how to use the meeting format.

Materials to use/adapt:
- See Appendix A: Collaborative Teaming Steps and ESD Team Meeting Forms
- Team meeting Form and Teaming PowerPoint (Located in the CD)
- Good Team/Bad Team DVD(contact team coach and/or local VDOE TTAC)

Action: Educate the ESD team about Effective Schoolwide Discipline
**What to do:** Refer to materials provided during workshops facilitated by VDOE TTAC. Teams should review written materials, DVDs, and websites (ESD, PBIS).

**Materials to use/adapt:**
- See Appendix A: Schoolwide Overview Article
- Overview DVD (contact team coach and/or local VDOE TTAC)
- Download and distribute materials from www.ttac.odu/esd or www.pbis.org

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**Action:** Visit a school using ESD

**What to do:** Initial team members may already have completed this action. Other members may want to visit an ESD site. Please contact your coach or local VDOE TTAC for information on schools using ESD for additional visits. Identify what questions you want answered, what products you want to collect, etc. in your visits and who will visit. Consider using a questionnaire or observation guide during your visits and plan to report back to the full team.

**Materials to use/adapt:**
- Obtain list of schools to visit from your local VDOE TTAC
- See Appendix A: Questionnaire to Use When Visiting an ESD School

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**Action:** ESD Team, in collaboration with coach, establishes a clear mission and purpose (BOQ 4)

**What to do:** Draft ESD Team mission statement that is aligned with School Improvement Plan (SIP) outcomes, as well as the school mission statement.

**Materials to use/adapt:**
- Review your School Improvement Plan

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**Action:** ESD Team members, in collaboration with their coach, determine how to address different components of ESD

**What to do:** Although much of the work takes place in ESD team meetings, teams may want to identify leaders for the various components of ESD (e.g., parent leader, new staff orientation leader, store leader, special event leader, booster leader, data collection leader, class support leader, FBA/BIP leader). Leaders ensure tasks get completed in a timely fashion.

**Materials to use/adapt:**
- N/A
Critical Element: Faculty/Staff Commitment

Step: Build Faculty/Staff Commitment

Action: Assess and develop a school climate to support ESD (BOQ 5)

What to do: Conduct a school climate needs assessment to identify shared concerns within the school. Then develop a professional development plan to create a learning community to address the identified concerns. Consider contacting your Division Coordinator, Coach, or local VDOE TTAC for assistance in developing a professional development plan to include in your school improvement plan.

Materials to use/adapt:
- See Appendix A: Designing Effective Professional Development Packet

Action: Provide professional development (e.g. establish professional communities of practice) to prepare the faculty/staff to create a positive learning environment that promotes effective student and staff interactions (BOQ 6)

What to do: Assess the skills of the faculty/staff as a whole and individuals within the faculty/staff to identify skills (e.g. problem-solving, communication, active listening) to be enhanced. Next, develop a professional development plan to address the needs. You might want to contact your Coach, Division Coordinator, or local VDOE TTAC for assistance in developing a professional development plan to include in your school improvement plan.

Materials to use/adapt:
- See Appendix A: Designing Effective Professional Development Packet
- Contact Coach, Division Coordinator or local VDOE TTAC for professional development materials/activities

Action: Collect and use baseline office referral and suspension data for the past year to build faculty/staff buy-in (BOQ 6)

What to do: Compile the suspension and office referral data from the previous year (this should be in your readiness packet). Include the type of consequences (e.g., in or out of school suspension, lunch detention, parent conference). At a minimum, you should identify the number of suspensions and the number of days students missed school last year due to suspensions. If you have additional discipline data, compile the number of times students were referred to the office last year. If you have information about monthly referrals and suspensions, determine the average incidents per day per month of the previous year. In order to determine the average rate of referrals and/or suspensions for each day compile the data for each month and identify the number of days students
attended school in each month. Divide the number of incidents by the number of days.] Finally, identify the total number of referrals and suspensions for the year.

Record this information on graphs (e.g., PowerPoint, Excel) and share them with the faculty/staff when you introduce ESD. If you also have discipline data by grade of student, number of incidents per location, type of incidents, number of referrals per faculty/staff member, rates of referrals per faculty/staff member, etc., summarize this for the past year.

NOTE: During planning and implementation, plan to add data to these graphs on a monthly basis and share them with faculty/staff.

Materials to use/adapt:
- See Appendix A: Sample Office Referral Data Collection Sheet
- How schools have used discipline data PowerPoint (CD)
- Building Faculty/Staff Involvement PowerPoint (CD)

Action: Involve faculty/staff in establishing and reviewing goals (BOQ 6)

What to do: Ask faculty/staff to identify their top three behavioral concerns in the school. Any new initiative has a higher likelihood of sustaining if the people affected by the change identify a need for the change and experience the benefit from the change. Plan for obtaining on-going staff feedback. Incorporate feedback into the development of goals for improving discipline concerns identified. Plan for a process to review progress toward goals and on-going revisions to goals with faculty/staff. Consider incorporating these goals and outcomes into the SIP.

Materials to use/adapt:
- Conduct a faculty/staff survey by email or paper.
- Activity: During a staff meeting, distribute 3 sticky notes per faculty/staff member to record individual top 3 behavioral concerns. Collect sticky notes and compile results. Share with faculty/staff at another meeting.

Action: Involve faculty/staff in identifying current initiatives and practices that address academic and behavioral supports within the building. Align these initiatives to “work smarter” and be more efficient (BOQ 7)

What to do: With the faculty/staff, generate a comprehensive list of activities, incentives, programs, individual classroom behavior management techniques and structures that are currently in place in the school (e.g. Young Gentleman’s Club, teacher and student mentoring, character education). Organize the list into a comprehensive framework. Present final framework to faculty/staff to facilitate buy-in to ESD.
Materials to use/adapt:
- Review Working Smarter document in ESD Readiness Packet (Section 3 of manual)
- See Introduction (Section 2) for explanation with the Double-sided triangle
- See Appendix A: Assessing Behavioral Support in Schools

Action: Develop a plan to get regular feedback from the faculty/staff throughout every step of ESD (BOQ 7)

What to do: Provide faculty/staff opportunities to give feedback, offer suggestions, and make choices throughout planning and implementation of ESD. Request that discussion/updates on ESD be added to regular staff meetings, newsletters, emails, and other forms of schoolwide communication. Other options may include adding a suggestion box or bulletin board for ESD communication.

Materials to use/adapt:
- N/A

Step: Involve Key Stakeholders in ESD (BOQ 45)

Action: Develop a timeline for sharing information with key stakeholders (PTA, SIP, Special Education Advisory Council, etc.) (BOQ 45)

What to do: Develop a timeline for sharing ESD planning and implementation activities with others. Timeline components might include: developing and sharing a presentation describing the rationale for and benefits of ESD; requesting to be added to the agendas of the School Board, PTA, SIP, Special Education Advisory Council, and other key stakeholder groups, and include ESD updates in school newsletters and/or other communications. Make the ESD School Product Book available to the key stakeholders. The information you share with key stakeholders will likely change with the level of implementation.

Materials to use/adapt:
- See Appendix A: Agenda for Introducing ESD Team to Stakeholders
- See Appendix B: Sample Guidelines for an ESD Model (page 1 provides an overview of the first phase (Schoolwide/Universal Supports)
- See Appendix A: History of Events in Developing ROAR and History of Events in Developing GATORS

Critical Element: Effective Procedures for Dealing with Discipline

Step: Develop Effective Procedures for Discipline (BOQ 8)
**Action:** Create observable, consistent definitions of the most frequent behavioral problems in your school that align with school Code of Conduct

**What to do:** Often, the discipline definitions on school referral forms do not match the school division’s Code of Conduct. As a whole faculty/staff or in small groups review the list of behaviors for which there are consequences in the Code of Conduct handbook. List the behaviors from the Code of Conduct on flip chart paper. Review the current office referral form and reach consensus on the behaviors and definitions of those behaviors to include on your office referral form so that it is consistent with information in the Code of Conduct. [Before revising the office referral form, consider completing the next action step.]

**Materials to use/adapt:**
- See Appendix A: Align Discipline Definitions with Code of Conduct; Sample Office Referral Forms (Elementary and Secondary)
- Sample Flowchart (CD)

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**Action:** Guide faculty/staff to distinguish between when to use the student intervention form versus the office discipline referral form (BOQ 12)

**What to do:** Review the Office Referral Form that was generated from aligning it with the student Code of Conduct. Explain to the faculty/staff that the office referral form is going to become two forms. Develop a process for using the Minor Incident Form (Student Intervention Form).

- Reach consensus on which behaviors can be addressed by faculty/staff versus which must be referred to the office administration. Depending on the size of the faculty/staff, this can be done in a large group or by breaking into small groups and having each group decide which behaviors can be dealt with by the faculty/staff and which must be dealt with by administration.

- Remove any behaviors, from the Office Referral form, that the groups agree faculty/staff will address.

- Put these behaviors on a draft Student Intervention Form/Minor Incident Form.

- Review the draft with the whole group.

- Make a list of areas of disagreement and use a problem-solving approach to reach consensus regarding minor versus major behavioral incidents.

- Develop a Minor Incident Form/Student Intervention Form for faculty/staff usage.
Discuss and reach consensus on ways to intervene proactively and positively to challenging behavior.

Develop a graphic (flowchart) describing the discipline process

Include a way to communicate with families about expected student behavior via the Student Intervention/Minor Incident Form. This way, families will receive communication about positive approaches used by administrators and faculty/staff prior to obtaining communication about office referrals.

Decide how to handle making an office referral for a recurring problem, such as repeatedly talking out in class, after faculty/staff have tried several different strategies.

**Materials to use/adapt:**
- See Appendix A: Distinguish Between Minor Behavioral Incidents and Major Behavioral Incidents and Sample Student Intervention Form
- Sample Flowchart (CD)

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**Action:** Revise the office referral form (BOQ 10)

**What to do:** Revise the office referral form to reflect changes your faculty/staff has agreed upon. If your office referral form does not include location of incident, time of day, day of work, or referring staff member, add this information to the form. If your school is unable to change a division referral form, then explore other ways to collect additional data. For example, you might include important discipline data on a supplemental form.

**Materials to use/adapt:**
- See Appendix A: Sample Office Referral Forms and Sample Student Intervention Forms (Minor Incident Forms)

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**Action:** Develop an array of appropriate responses to minor and major behavioral incidents (BOQ 13-14)

**What to do:** Guide faculty/staff to develop an array of positive approaches to address minor (non-office) and major (office) behaviors. Responses should encourage students to follow school expectations.

**Materials to use:**
- See Appendix A: Alternatives to Suspension
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**Action:** Create a visual summary (flowchart) of the procedures for dealing with discipline

**What to do:** Use outcomes from the first 4 actions under this step (Develop Effective Procedures for Dealing with Discipline) to develop a visual summary (flowchart) to serve as a guide for faculty/staff. A copy should be included in the ESD Product book and made available to key stakeholders.

**Materials to use/adapt:**
- Sample flowchart (CD)

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**Action:** Collect enhanced baseline data while planning for ESD

**What to do:** Decide how data will be collected and summarized while planning for ESD. The goal is to collect baseline data that will be comparable to data collected following implementation of the schoolwide/universal supports. It also gives the team an opportunity to establish routines for reviewing the data on a monthly basis, which will be crucial when ESD is implemented in the school.

**Materials to use:**
- See Appendix A: Sample Office Referral Data Collection Form and Procedures for Dealing with Discipline

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**Critical Element: Establish Data Entry & Analysis Plan**

**Step:** Review and Make Necessary Changes to the Data Collection System within the School

**Note:** The system should have the ability to collect and track data on individual students; time, date, location, function of infraction, behavior, and referring faculty/staff member. If your current system for collecting, tracking, and analyzing discipline data is missing any of these components, then complete the following steps.

Obtain administrative support to update the discipline data system to meet expectations as needed. Identify a person in the building or central office who is responsible for collecting, entering, and analyzing discipline data (data collection management). If not already an ESD team member, invite that person to join the team. If this person is unable to participate with the team regularly, obtain administrative support to designate an active ESD Team member to participate with data collection management.

**Action:** Develop a system for summarizing the data for the team and sharing it with the faculty/staff (BOQ 39)
**What to do:** If you have a database, decide what will be summarized, who will summarize the data, and who will report on the data summary to the ESD team monthly. If your database cannot provide summary statements, then plan how to summarize the data efficiently. Consider asking the person who files the office referral forms to summarize the information from each referral onto one form. Develop a form with which to collect the Office Referral Form data. Also, consider using a tally sheet with each student’s name on the side and months at the top to see at a glance the number of referrals per student each month. Establish a process to summarize and analyze data from Minor Incident Forms.

**Materials to use/adapt:**
- See Appendix A: Sample Schoolwide Behavior Assessment Form
- See Appendix A: Sample Office Referral Data Collection Form
- Visit ESD website for additional resources

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**Step: Develop a Plan to Collect, Analyze, and Share Data**

**Action:** Develop a plan for collecting, summarizing, and guiding the faculty/staff to respond to behavioral data at specific intervals throughout each year (BOQ 15-19)

**What to do:** Develop a plan in which you specify how data will be collected, summarized and responded to across the school year. Decide who will bring the discipline data to the monthly school-based ESD team meetings and whether a summary will be prepared prior to or during meetings. Develop a plan for sharing data with faculty/staff on a monthly basis.

**Materials to use/adapt:**
- See Appendix A: How to Interpret Schoolwide Behavioral Data
- Article on Using Discipline Data to Reduce Office Referrals and How Schools Have Used Discipline Data PowerPoint (CD)

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**Action:** Align the database system with the new Office Referral Form (BOQ 15-19)

**What to do:** If possible, use computer software to help collect the information that is on the Office Referral Form. If this isn’t possible, determine whether the current database system can be adapted to capture the same information that is on the Office Referral Form and Office Referral Collection Sheet. If it cannot be adapted, make sure to cross reference discipline codes between the office referral form and the discipline database where needed. For example, on the Office Referral Form hitting might translate to physical aggression in the database. Make sure the person who inputs the data knows and uses the cross referencing system.
Materials to use/adapt:
- Visit ESD website for additional resources

Step: Collect and Respond to Schoolwide/Universal Data on an On-going Basis

Action: Review and share data with faculty/staff (BOQ 15-19)

What to do: After analyzing the behavioral data during an ESD team meeting, plan how to present the data to the faculty/staff so they may decide on a plan to address any trends or changes in student behavior. Develop a plan to present the data regularly (e.g., during faculty/staff meetings) to faculty/staff to prioritize behavioral issues and problem-solve solutions.

Materials to use/adapt:
- Faculty/staff reviews their discipline data PowerPoint (CD)

Action: Develop alternatives to suspension for office referred behavior and add as consequences on the office referral form (BOQ 15-19)

What to do: As a faculty/staff, brainstorm possible consequences for misbehavior other than suspensions. A small group may want to research this ahead of time and present some alternatives and their effectiveness to the large group. Be sure to identify a continuum of positive approaches. Consider revising the Office Referral form to include these consequences.

Materials to use/adapt:
- See Appendix A: Alternatives to Suspension In-school Suspension Form

Action: Develop and implement schoolwide/universal interventions (BOQ 15-19)

What to do: During a faculty/staff meeting, explain that the behavioral data indicates that the students are having problems in a particular location (e.g., the cafeteria line). Explain that different locations in the school require that students behave in different ways. Explain which schoolwide/universal procedures apply to different locations (e.g., procedures in the hallway) and why it is important for students to know and follow these procedures. Provide time for them to develop procedures that address behavioral incidents for the locations where discipline referrals are high. Consider evaluating the effectiveness of the intervention by comparing pre- and post-intervention discipline referral rates.

Materials to use/adapt:
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- See Appendix: Developing Schoolwide Interventions, Sample Schoolwide Intervention Plan

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**Step: Revise Program Based on Feedback from Participants**

**Action:** Periodically, ask families, faculty/staff, and students how they feel about ESD and what suggestions they have for enhancing the process (BOQ 53)

**Materials to use/adapt:**
- Staff, student, and parent perception surveys (CD)

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**Critical Element: Develop Expectations & Rules**

**Step: Develop Guidelines/Materials for Schoolwide/Universal Support**

**Action:** Guide faculty/staff to identify behavioral expectations for faculty/staff and students and develop an acronym to capture these behaviors (BOQ 20-21; 24)

**What to do:** Identify three to five schoolwide/universal behavioral expectations that fit into some type of acronym or catchy phrase. Make these the primary behaviors you want students to exhibit in the school. Lead the faculty/staff in a discussion as to how these expectations will be modeled by adults in the building. Consider involving students in identifying these expectations. Also, consider connecting the expectations to your school mascot. For example, one school, with a tiger as a mascot, had their faculty/staff and students vote on five possible acronyms. The winner was ROAR. The first letter of each of their four behavioral expectations spells ROAR. They expect students to be: Responsible, Organized, Appropriate, and Respectful. After developing three to five behavioral expectations for the school, ask the faculty/staff to describe what students would be doing if they were exhibiting these behaviors in each location in the school versus what students would be doing if they were not exhibiting these behaviors.

**Materials to use/adapt:**
- See Appendix B: Sample Brochure, Faculty/Staff Meeting Agendas to Develop Guidelines
- Brochure (CD)

**Action:** Develop positively stated, observable rules that are linked to expectations for specific settings (e.g., hallways, buses, cafeteria, classrooms (will vary), assemblies, etc.) (BOQ 22)
What to do: Guide your faculty/staff to distinguish between expectations and rules

Materials to use/adapt:
- Expectations and Rules PowerPoint (CD)
- Sample Matrix (CD)

Action: Decide how to display the expectations for student behavior (BOQ 21)

What to do: Students benefit from constant reminders of the behavioral expectations that apply to each location in the school. Consider developing (or having students develop) colorful posters for each location in the school. Many schools list the behavioral expectations on large poster boards and post these in each location in the school prior to implementing ESD.

Materials to use/adapt:
- Will vary from school to school

Critical Element: Establish Program to Acknowledge Students and Faculty/Staff for Demonstrating Expectations and Rules

Step: Provide Faculty/Staff with Basic Knowledge about Acknowledgement System

Action: Educate faculty/staff on the Principles of Behavior and Positive Reinforcement (BOQ 25)

What to do: Share training materials obtained during professional development activities with your Coach, Division Coordinator, or your local VDOE TTAC.

Materials to use/adapt:
- Principles of Behavior PowerPoint (CD)

Action: Explain to faculty/staff how to give effective reinforcement and the three levels of reinforcement to faculty/staff (BOQ 26).

What to do: Explain to faculty/staff that ESD includes three levels of reinforcement in the schoolwide/universal level of support. These include:
- Immediate: tokens, praise, points, gift certificate, movie tickets, coupons, etc. (Remind faculty/staff of the importance of pairing verbal praise with tokens)
- Delayed: deposit into school bank, marble in jar, spending in school store, etc.
Variable: special events, drawings, auctions, surprise announcements, or ways tokens are tied to other incentives in the school

**Materials to use/adapt:**
- Getting Started with Reinforcement PowerPoint (CD)

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**Step: Plan for Acknowledgment System**

**Action:** Plan ways to acknowledge students who display the behavioral expectations (BOQ 32)

**What to do:** Encourage the faculty/staff to always provide immediate verbal praise and pair with the other reinforcement (e.g., token, points) when students demonstrate the expectations. Consider providing faculty/staff specific guidance on ways to give reinforcement across the day.

**Materials to use/adapt:**
- Getting Started with Reinforcement PowerPoint (CD)

---

**Action:** Link immediate reinforcement to other incentive programs (BOQ 25)

**What to do:** Survey the faculty/staff to identify all programs where students receive incentives (e.g. attendance, student of the week/month, etc.). Present this information to the faculty/staff and reach consensus on ways to connect the new ESD acknowledgement/reinforcement system to the incentive programs already in existence.

**Materials to use/adapt:**
- See Appendix B: Connecting Incentive-based Programs to ESD

---

**Action:** Identify faculty/staff and student-preferred reinforcement (BOQ 28, 31-32)

**What to do:** Develop a survey in which you ask students to specify what they would like to earn (e.g., tangible items, activities with staff or families), how they would like to earn it (e.g., tokens, points), and how they would like to exchange immediate reinforcement for delayed reinforcement (e.g., attend special events, purchase items in a school store). Share results of student feedback with faculty/staff before finalizing the list of reinforcements. Keep in mind that relying on the same reinforcers day after day may become ineffective and even counterproductive. That is, students may grow complacent or lose interest in working for the same thing over and over; some novelty should be incorporated into the list of reinforcers.
Materials to use/adapt:
- No Salt-No Sugar-No Money Options (CD)
- See Appendix B: Student Reinforcement Menu

**Action:** Determine the type of immediate reinforcement (BOQ 25)

**What to do:** Taking into consideration the student preferences, faculty/staff should decide how immediate reinforcement will be delivered (e.g., verbal praise paired with tokens or points). Decide what the immediate reinforcement will look like (e.g., tokens based on school theme or school mascot) and how to eliminate theft (e.g., use a color coding system where token colors change each nine weeks; have staff sign a master copy of their tokens and keep it in the office to Xerox as needed, have students write their names on each token).

Materials to use/adapt:
- See Appendix B: Sample Guidelines for ESD

**Action:** Determine how immediate reinforcement will be delivered by faculty/staff and administrators (BOQ 30)

**What to do:** Meet with the faculty/staff to explain that immediate reinforcement must be 1) delivered immediately after a student displays a behavioral expectation, 2) include acknowledgement of the behavior, 3) highlight the student’s accomplishment in using the expectation, and 4) must be consistently given across the school day. Provide examples of ways to acknowledge/reinforce students across the school day. Guide the faculty/staff to decide how to give immediate reinforcement. If staff chooses to use tokens, guide them to decide how they will carry their tokens across the day. Pouches may be obtained for carrying tokens.

Materials to use/adapt:
- Getting Started with Reinforcement PowerPoint (CD)

**Action:** Develop logistics regarding how students will trade in immediate reinforcement for delayed reinforcement (BOQ 25-26)

**What to do:** Plan how students will trade in their tokens, points, etc. for delayed reinforcement (e.g., activities, items, food) on a weekly basis. If the delayed reinforcement will be in a school store, have the ESD team determine hours of store operation, rotation for students to go to store, a system for counting the number of tokens cashed in, and a schedule of who will operate the store.

Materials to use/adapt:
- See Appendix B: Sample Guidelines for ESD process
**Action:** Obtain funds and purchase staff and student-preferred reinforcement (BOQ 25)

**What to do:** Decide how to obtain funds to purchase reinforcement. Consider having families coordinate two to three yearly fundraisers. Identify a person on the team to coordinate the reinforcement system (e.g., If items will be in a store then order supplies, price items, develop a menu of items and costs, keep a current inventory to know when to re-stock items).

**Materials to use/adapt:**
- See Appendix B: Store Price List and Elementary Reinforcement Example
- No Salt-No Sugar-No Money Options (CD)

---

**Action:** Guide faculty/staff to plan special events

**What to do:** Survey the students and determine activities that they would like to participate in for special events throughout the year. As an ESD team, decide how many tokens each event will cost and determine a process for implementing 3 or 4 special events per year. The ESD team might coordinate these events or grade levels teams might rotate this responsibility. Gather feedback from students on the success of these special events (e.g. discussion groups, surveys, interviews).

**Materials to use/adapt:**
- See Appendix B: Special Event Protocol

---

**Critical Element: Develop Lesson Plans for Teaching Rules/Expectations**

**Step:** Develop a Framework for Communicating the Expectations of Effective Schoolwide Discipline

**Action:** Develop a way to inform students of their role in ESD (BOQ 37)

**What to do:** School personnel find it especially useful to prevent problems from happening by deciding how students will participate in ESD. Consider developing a pledge for your school and place it on cards that students will sign to indicate their agreement and adherence to the schoolwide model. Expectations may include only trading in one’s own immediate reinforcement, not leaving immediate reinforcement at home on the days it is to be turned in for delayed reinforcement, etc.

**Materials to use/adapt:**
- See Appendix B: Sample Guidelines for ESD
Effective Schoolwide Discipline in Virginia

**Action:** Develop guidelines for ESD

**What to do:** Develop written guidelines to inform staff how ESD will operate.

**Materials to use/adapt:**
- See Appendix B: Sample Guidelines for ESD

**Action:** Develop a brochure describing ESD (BOQ 38)

**What to do:** Develop a multi-use brochure that explains ESD and informs stakeholder groups of the expectations in each location in the school. Use the brochure to inform others (e.g., families, the school board, PTA, special education advisory council, visitors to the school) about ESD.

**Materials to use/adapt:**
- See Appendix B: Sample Brochure
- Brochure (CD)

**Action:** Guide faculty/staff and students to develop methods and materials to teach the expectations (BOQ 33-36)

**What to do:** Teach the expectations to students by modeling what is expected. Consider having a faculty/staff meeting and have teams (e.g., grade level, departments, content areas) develop interactive lesson plans (skits, videos, announcements) to demonstrate how students should behave in each location in the building. It is important to include examples and non-examples of specific behaviors to clarify expectations, and the consequences that immediately follow (e.g., students receive immediate reinforcement that they then trade in for delayed reinforcement).

**Materials to use/adapt:**
- See Appendix B: Skit Planning Form
- Teaching Expectations (CD)

**Action:** Develop an agenda for the initial trainings, as well as the on-going booster sessions, with students (BOQ 37)

**What to do:** Develop a schedule for the initial training days/week that students will observe skits, practice expectations in locations, trade in their immediate reinforcement for delayed reinforcement, and obtain variable reinforcement (e.g., special event on Friday, drawing). Address logistical considerations (e.g., which staff or students will perform which skits, who will supervise their students during performances, when each class will practice expectations in the different
locations in the school, when the special event will occur, and staff roles during the event) in the agenda. In addition to the initial teaching of expectations, ongoing booster sessions to re-teach and remind students of expectations should be planned for the upcoming year.

**Materials to use/adapt:**
- See Appendix B: Training Week Agenda

---

### Critical Element: Plan for Implementation

**Step:** Teach expectations and rules

**Action:** Develop and deliver a schedule and plan for staff to teach expectations and rules to students (BOQ 39)

**What to do:** Develop a timeline for giving the faculty/staff the lesson plans, introduction to students, and re-teaching. Plan for teaching new students and faculty/staff. Review the previously developed training week agenda with the faculty/staff. Share guidelines. Explain logistical information such as when, where, and who will be involved in the agenda. Explain to the faculty/staff that during the training week, students will be oriented to the process, obtain brochures to take home, sign pledges, learn the expectations for each location, learn what/how they will receive and store immediate reinforcement for demonstrating the expectations, and learn how they will trade in immediate reinforcement for delayed and variable reinforcement. During the faculty/staff meeting, review the agenda for training week, gather materials needed, and practice skits. Ensure that reinforcers are available to distribute to students.

**Materials to use/adapt:**
- See Appendix B: Faculty Meeting Agendas to Develop Guidelines and Training Week Agenda.
- Student Orientation to Begin ESD PowerPoint (CD)

---

**Action:** Develop, schedule, and deliver plans to teach faculty/staff the lesson plans for teaching expectations, rules, and the acknowledgement system (BOQ 40-41)

**What to do:** Have a schoolwide/universal assembly to orient the students to ESD. Schools usually include an overview of ESD, skits, and supervised opportunities for student to practice the expected behavior in each location. Distribute reinforcement (tokens) at a high rate when expectations are observed. Be sure to share with students the process for cashing in tokens at the end of the training day/week.

**Materials to use/adapt:**
**Effective Schoolwide Discipline in Virginia**

- See Appendix: Training Week Agenda

**Action:** Determine criteria for identifying students needing re-teaching or additional support through booster sessions (BOQ 42)

**What to do:** These are sessions designed to re-teach students expectations (or other skills) that faculty/staff have identified as areas of need for specific students (e.g. anger management, conflict resolution, organization, study skills, time management, impulse control). Teams may wish to refer to office discipline referrals or other sources of data to assess areas of need. These are non-punitive and students should have opportunities for receiving acknowledgement during the booster sessions. You may need to schedule booster sessions in advance of special events to teach skill deficits and allow opportunities for student practice and acknowledgment.

**Materials to use/adapt:**
- See Appendix B: Booster Session Protocol; Sample Guidelines for an ESD model
- See Appendix B: Booster Session Protocol and Survey to Faculty/Staff to Identify Booster Session Content

**Step: Implement Acknowledgement System**

**Action:** Develop and implement an acknowledgement system for faculty/staff to encourage them to consistently give immediate feedback and reinforcement to students (BOQ 43)

**What to do:** With faculty/staff, develop faculty/staff expectations (e.g., give specific verbal praise stating the expectation you see the student exhibiting and give student a token, have tokens visible at all times, refer to expectations when teaching). Decide on three levels of reinforcement: immediate, delayed, and variable (e.g., tokens, store, drawings). Decide who will give faculty/staff immediate reinforcement (e.g., principal, ESD team, division coordinators, coaches) and develop a schedule to ensure that all faculty/staff receive acknowledgement/reinforcement regularly. Plan how delayed reinforcement (e.g., faculty/staff store during faculty/staff meetings) and variable reinforcement (e.g., random drawings, announcements over the intercom) will occur. Plan how to obtain motivating items and when they will be delivered to faculty/staff (e.g., drawings in faculty/staff meetings, recognition notes in the faculty/staff lounge).

Consider providing recognition to your faculty/staff for participating in ESD. Recognition could be written for all to see (e.g., on balloons in the faculty/staff lounge or on a bulletin board in the office); drawings for prizes during faculty/staff meetings; token reinforcement given by the principal; a catered luncheon, etc.
Materials to use/adapt:
- See Appendix B: Sample Faculty Expectations

Action: Keep records of delayed reinforcement obtained by students, attendance at special events and booster sessions (BOQ 42)

What to do: Have ESD team collect information on what students chose as their delayed reinforcement (e.g., popular items purchased at school store). Also keep a record of the number of students that attended special events and booster sessions. Review this data and make decisions about items to purchase for the store. Also review reasons for students attending booster sessions and develop plans for addressing identified student needs to increase attendance at special events

Materials to use/adapt:
- See Appendix B: Special Event Protocol

Action: Guide faculty/staff to plan special events (BOQ 43)

What to do: Survey the students and determine activities that they would like to participate in for special events throughout the year. As an ESD team, decide how many tokens each event will cost and determine a process for implementing 3 or 4 major special events per year (e.g. dances, talent shows, student fairs). The ESD team might coordinate these events or grade levels teams might rotate this responsibility. Gather feedback from students on success of the special events.

Materials to use/adapt:
- See Appendix B: Special Event Protocol
- Visit ESD website for additional resources

Action: Conduct fundraising activities (BOQ 43)

What to do: Brainstorm possible ways to raise funds to support ESD (e.g., penny drive, pizza sales, yard sale). Plan who will coordinate fund raising activities (e.g., ask the PTA to do one fundraiser yearly for the program, enlist other parent support, get students involved) and how often they will occur (e.g., two or three times yearly).

Materials to use/adapt:
- See Appendix B: Sample Fundraising Ideas
Step: Involve Stakeholders in the Implementation and Evaluation of ESD

Action: Engage families in diverse ways to support ESD (e.g., volunteer activities, fundraising) (BOQ 45)

What to do: Have ESD team determine ways in which parents can support ESD. For example, at a PTA meeting provide an overview of ESD and solicit parent support through volunteering at special events, conducting fund raising activities, developing posters, making brochures, etc.

Materials to use/adapt:
- N/A

Action: Share information about ESD with families at the beginning of each school year (BOQ 45)

What to do: During a PTA meeting, have members of the ESD team share with family members information about the schoolwide system, pass out reinforcements to family members, and share brochure and other materials that ESD team has developed (e.g., ESD Product Book)

Materials to use/adapt:
- See Appendix B: Sample Brochure
- Parent article on ESD

Action: Keep stakeholder groups (e.g., School Board, superintendent, PTA) informed of ESD development (BOQ 45)

What to do: With your team coach, plan ways to keep important stakeholders informed about actions/progress of ESD such as sharing information at school board or PTA meetings, or publications of articles in school newsletters and community newspapers.

Materials to use/adapt:
- See Appendix B: Agenda for Stakeholders about ESD

Action: Add a way to include feedback on faculty/staff participation with ESD in existing faculty/staff evaluation process

What to do: Consider adding ways to support/evaluate faculty/staff for their participation with ESD to your school improvement plan. Review your current staff evaluation materials to see if they can be adapted to provide feedback on
the effective use of classroom instructional and classroom management strategies.

**Materials to use/adapt:**
- See Appendix B: Sample ESD School Improvement Plan
- Classroom Management Observation Form (CD)

---

**Action:** Develop professional development plan to support the use of effective strategies

**What to do:** Provide professional development based on faculty/staff preferences. There are many ways to provide professional development including (but not limited to) the following:

- Create a learning community in which faculty/staff study (e.g. Teachers as Readers) and meet regularly to share information with each other. Two good textbooks to consider using are 1) Marzano, Pickering & Pollock (2002) Instructional Strategies that Work and 2) Marzano & Pickering (2002) Classroom Management that Works. Both are available for check out from your TTAC libraries or purchase from ASCD.

- Offer a series of workshops with volunteer participation and follow with individual faculty/staff members as needed.

- Have different groups research different topics and then share these with the faculty/staff.

**NOTE:** *If the faculty/staff chooses in-service training, contact your central office to secure dates for training for the whole staff and plan for follow up with individual faculty/staff members as needed.*

**Materials to use/adapt:**
- See Appendix B: ESD School Improvement Plan
References


Appendix A
PHASE I: Plan for and Begin Schoolwide/Universal Supports

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Effective Schoolwide Discipline in Virginia

Schoolwide Overview Article retrieved from www.pbis.org on March 23, 2005

What is School-wide PBS?

A major advance in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a patchwork of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and nonclassroom settings (such as hallways, restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.

Why is it so important to focus on teaching positive social behaviors?

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important of a student’s educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.

What is a systems approach in school-wide PBS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBS focusing on:

- Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators.
- Practices: interventions and strategies that are evidence based.
- Data: information that is used to identify status, need for change, and effects of interventions.

Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBS.

What are the steps involved in setting up a school-wide system of discipline?

An effective school-wide system of discipline or positive behavioral interventions and supports is only as good as the structures and processes that are in place to support their sustained use. When setting up a school-wide system of discipline or positive behavioral interventions and supports, the following steps should be followed:

1. Establish a school-wide leadership or behavior support team to guide and direct the process. This team should be made up of an administrator, grade level representatives, support staff, and parents.
2. Secure administrator agreement of active support and participation.
3. Secure a commitment and agreement from at least 80% of the staff for active support and participation.
4. Conduct a self-assessment of the current school-wide discipline system.
5. Create an implementation action plan that is based on data-based decision making.
6. Establish a way to collect office referral and other data on a regular basis to evaluate the effectiveness of school-wide PBS efforts.

**What are the components of a comprehensive school-wide system of discipline or positive behavioral interventions and supports?**

All effective school-wide systems have seven major components in common: a) an agreed-upon and common approach to discipline, b) a positive statement of purpose, c) a small number of positively stated expectations for all students and staff, d) procedures for teaching these expectations to students, e) a continuum of procedures for encouraging displays and maintenance of these expectations, f) a continuum of procedures for discouraging displays of rule-violating behavior, and g) procedures for monitoring and evaluation the effectiveness of the discipline system on a regular and frequent basis.

**How do we know if a school-wide system of discipline or positive behavioral interventions and supports is effective?**

Many schools make the mistake of implementing a school-wide system of discipline or positive behavior support without monitoring its effectiveness on a regular and frequent basis. Regular monitoring and evaluation are needed to a) prevent ineffective practices from wasting time and resources, b) improve the efficiency and effectiveness of current procedures, c) eliminate elements of the system that are ineffective or inefficient, and d) make modifications before problem behavior patterns become too durable and unmodifiable.

**Can a school buy a ready-made or published school-wide discipline curriculum?**

Many published school-wide discipline programs that can be purchased have the necessary features. However, every school has its unique features (for example: students, size, staff composition, geographic location) that must be taken into account when any discipline program is selected. The best approach is to assess what is currently in place in your school, whether it is effective, and what needs to be added or improved. Once this assessment is completed, a program that best addresses the features of your school can be selected.

**What relationship does a school-wide system of discipline or positive behavioral interventions and supports have with other school initiatives, like safe and drug-free schools, IDEA97 character education, early literacy?**

School-wide positive behavior support is not considered a new initiative. Instead, it is a set of problem-solving strategies and processes that can be used to build upon a school’s existing strengths. However, school-wide PBS has a lot of characteristics that overlap with other initiatives. Proactive school-wide discipline systems create environments in which: a) learning and teaching are valued, and aggressive, unsafe behavior are discouraged; b) respect, responsibility, cooperation, and other highly valued character traits are taught and encouraged; c) individual differences are valued rather than criticized; d) educating students with disabilities can be supported more effectively and efficiently, and e) teaching fundamental skills like reading and math can be maximized.
COLLABORATIVE TEAM MEETING PROCESS

STEP ONE: Assign team member roles (e.g., facilitator, recorder, timekeeper, agenda keeper, IEP updater)

STEP TWO: Review agenda items and assign times to each item

STEP THREE: Conduct team meeting

Celebrate
Review past meeting notes
List issues
Prioritize issues and brainstorm solutions for each prioritized issue
Select solutions to use for each prioritized issue and write down who will do what by when
Review progress on IEP objectives
Select new objectives (if needed)
Pick routines in which to teach, teaching strategies, and who will teach/record progress on objectives

STEP FOUR: List agenda items for next meeting

STEP FIVE: Set next meeting date (time, place)
ESD TEAM MEETING FORM

DATE:

LIST TEAM MEMBERS PRESENT:

LIST TEAM MEMBERS ABSENT: TEAM MEMBER RESPONSIBLE FOR SHARING INFO:

ASSIGN ROLES FOR THIS MEETING:

FACILITATOR: TIME KEEPER: 
RECORDER: OBSERVER: 
ENCOURAGER: AGENDA KEEPER:

LIST AGENDA ITEMS AND SET TIME LIMITS FOR DISCUSSING EACH ITEM:

1. Celebrate.
2. Review past meeting notes.
3. List issues.
4. Prioritize issues.
5. Brainstorm solutions and (by consensus) select a solution to use for each prioritized issue. Write down who will do what by when.

LIST AGENDA ITEMS FOR NEXT MEETING: SET NEXT MEETING DATE:

1. ____________________________ DATE:
2. ____________________________ TIME:
3. ____________________________ PLACE:
CELEBRATIONS:

ISSUES:
Effective Schoolwide Discipline

ISSUES

Issue Discussed and Task:

Persons Responsible:
When needed:

Issue Discussed and Task:

Persons Responsible:
When needed:

Issue Discussed and Task:

Persons Responsible:
When needed:

Issue Discussed and Task:

Persons Responsible:
ROLE DESCRIPTIONS FOR COLLABORATIVE TEAM MEMBERS

Facilitator
The facilitator helps the team to set the agenda and to move smoothly through each agenda item. She insures that the team remains task-oriented and works to promote the team goals. The facilitator seeks information and opinions, asks for facts and feelings from each team member, pulls together major ideas and suggestions and restates and summarizes major points. The facilitator also helps to solve interpersonal problems between group members by promoting open discussions in order to resolve conflicts and increase group togetherness.

Recorder
The recorder writes down agenda items and all agreed-upon outcomes of the meeting. The recorder should check to ensure that there is consensus among team members before recording outcomes. The recorder asks for clarifications and summarizes group discussions in order to accurately produce meeting minutes.

Encourager
The encourager warmly encourages everyone to participate, giving recognition for contributions, demonstrating acceptance and openness to the ideas of other. The encourager is friendly and responsive to team members.

Timekeeper
At the beginning of the meeting the team should establish the agenda and set a time limit for each agenda item. The timekeeper keeps track of the time spent on each of the teams agenda items. She signals the group shortly before time is up on each item, and when it is time to shift from discussion of agenda items to the assignment of individual and group tasks and the building of the agenda for the next meeting.

Observer
The observer observes the team in action and gives feedback to team members on how well they did in their assigned roles and on good teaming behavior. The observer should use a feedback form to structure the observations. To use the form the team identifies skills on which they want feedback (e.g., active listening, summarizing and paraphrasing, encouraging others to participate). The names of team members are listed across the top of the form. Skills are listed down the left side of the form. The observer makes a tally mark each time a team member demonstrates a skill and at the end of the meeting reports the frequency of use of each skill. Individual team members can also identify skills that they would like to improve during meetings. For example, if one team member is having problems interrupting other during group discussions, he might ask the observer to count the number of times that he interrupts others.

Agenda Keeper
The agenda keeper keeps the meeting going by ensuring that one person doesn't perseverate on one point and the agenda is covered. She also attends to the use of collaborative skills by the team members (e.g., asking team members to restate things in a positive versus a negative manner).

Questionnaire to Use When Visiting an ESD School

Program Name: ______________________  Date: _______________

1. What’s working particularly well in your schoolwide discipline program?

2. What’s not working well in your schoolwide discipline program?

3. What do you think must be included in a program to ensure success?

4. What barriers have you experienced in planning for and providing a schoolwide discipline program?

5. How have you addressed the barriers?

6. What training did you have prior to beginning the program?

7. What training do you think is essential for anyone beginning a schoolwide discipline program?
Sample Office Referral Data Collection Form

Month/Year________________ Number of Days in Session for the Month______

<table>
<thead>
<tr>
<th>Name/Grade</th>
<th>Date</th>
<th>Behavior</th>
<th>Location</th>
<th>Teacher Referring</th>
<th>Administrator Decision</th>
<th>Number of Days OSS or ISS</th>
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</table>
Assessing Behavioral Support in Schools*

Name of school: __________________________________ Date: _____ / ____ / ______

Names of team members completing this survey: ____________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Number of students in the school: ___________ Grade levels: ____________________________

Estimate number of students with chronic behavior problems (i.e., those students who require extensive individualized support): ______________________

This survey was developed for use by school staff to assess the behavioral support in their school. The information from this survey can be used to assess what is in place, what works, and what needs to be modified. The goal is to use the survey to identify features that would be most functional for meeting the unique needs of your school, staff, and students.

This version of the survey examines the extent to which behavioral support “systems” are in place across the school as a whole (“schoolwide”) and within and across individual classrooms.

To complete the survey, as a team consider the following:

1. The degree to which each system feature is currently being implemented (i.e., in place, partially in place, not in place) in your building or classroom. Then, for each item, place a check mark in the appropriate column on the left-hand side of the form.

2. After you have evaluated implementation, look at each feature that was rated as partially in place or not in place and rate the degree to which you believe improvements need to be made (i.e., high, medium, low). Then, place a check mark in the appropriate column on the right-hand side of the form.

3. As a team, review and discuss your results and use the information you have obtained to develop an action plan with behavioral support goals for your school.

*Adapted from EBS Team, University of Oregon (Sugai, Horner, Lewis, Lewis-Palmer, & Todd) by the VDOE T/TAC at VCU
Universal/Schoolwide Strategies for Behavioral Support

<table>
<thead>
<tr>
<th>Level of Implementation</th>
<th>Feature</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Place</td>
<td>Partially in Place</td>
<td>Not in Place</td>
</tr>
<tr>
<td>Schoolwide is defined as involving all students, all staff, and all settings.</td>
<td>High</td>
<td>Medium</td>
</tr>
<tr>
<td>1. Rules and expected student behaviors for all settings in the school are clearly defined.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Rules and expected student behaviors for each school setting are taught directly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. A continuum of procedures is in place for encouraging expected behaviors in all settings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. There is consistency across staff in implementing procedures for encouraging expected behaviors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. There is consistency between staff and administration in implementing procedures for encouraging expected student behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. A continuum of clear consequences exists for discouraging or correcting problem behaviors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. There is consistency across staff in implementing procedures for discouraging or correcting problem behaviors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. There is consistency between staff and administration in implementing procedures for discouraging or correcting problem behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Clear definitions and distinctions are made between office-managed and staff-managed problem behaviors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Teachers have clear options that allow classroom instruction to continue when a student is disruptive.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. There is a systematic process in place for monitoring student behavior and collecting, recording, and analyzing student behavioral data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Staff receive regular (e.g., monthly, quarterly) feedback or reports on student behavioral outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. A team is responsible for addressing behavior support problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. When problems are identified, solutions are implemented within 20 days.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary: (Note major strengths and identify areas most in need of improvement.)
### Targeted Strategies for Behavioral Support

<table>
<thead>
<tr>
<th>Level of Implementation</th>
<th>Feature</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Place</td>
<td>Partially in Place</td>
<td>Not in Place</td>
</tr>
<tr>
<td></td>
<td><strong>A classroom</strong> is an instructional setting in which teacher(s) supervise and teach groups of students.</td>
<td>High</td>
</tr>
<tr>
<td>1. Each classroom has clearly defined rules and expected student behaviors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The rules and expected student behaviors are taught directly in every classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Rules and expected student behaviors for each classroom reflect schoolwide expectations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Each classroom has a continuum of procedures in place to encourage expected behaviors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Procedures for encouraging expected behavior are implemented consistently <strong>within</strong> each classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Procedures for encouraging expected behavior are implemented consistently <strong>across</strong> classrooms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Classroom procedures for encouraging expected behaviors are consistent with schoolwide procedures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. There are clear definitions and distinctions between behaviors to be managed in the classroom and those that result in an office/discipline referral.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Each classroom has a continuum of clear consequences in place to discourage or correct problem behaviors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Procedures for discouraging or correcting problem behaviors are implemented consistently <strong>within</strong> the classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Procedures for discouraging or correcting problem behaviors are implemented consistently <strong>across</strong> classrooms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Classroom procedures for discouraging or correcting problem behaviors are consistent with schoolwide procedures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Teachers have regular opportunities to get assistance for behavioral support in the classroom (e.g., observation, instruction, and coaching).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary:** (Note major strengths and identify areas most in need of improvement.)
Agenda for Introducing ESD Team to Stakeholders

Name of School
Name of Model
Date
Cheat Sheet

Who is on the ESD Team? (introduce team members)

Why a ESD Team?

   Top three concerns of the staff (share survey results)
   Office referral and suspension data for last year (share data, do month to
   month average per day per month)

What will the ESD team do?

   Overview of ESD process (share article, explain model)
   Benefits of implementing ESD process (share data from other schools)

Next Steps:

   Share how ESD is incorporated in the School Improvement Plan
History of Events in Developing ROAR

Schoolwide Positive Behavioral Support at
Amelia Elementary School

September 1998 - June 1999

- Formed a planning team made up of school administrators, teachers, and parents to learn about schoolwide positive behavior support and plan for a program at Amelia Elementary School
- Attended a series of workshops and attended monthly planning meetings to discuss what occurred in the workshops
- Surveyed the faculty to identify their top concerns in the school (Behavior was one of them)
- Applied for and was accepted to receive long term technical assistance from VCU T/TAC to plan for a schoolwide positive behavior support program
- Introduced “Talk it Out”, a class-wide problem solving approach, to the school
- Collected data on office referrals and suspensions for 1998-1999

September 1999 - July 2000

- Surveyed faculty regarding how “Talk it Out” is used in their classrooms
- Decided social skills instruction was needed as a prerequisite to children being successful in using “Talk it Out”
- Attended a workshop by two school teams currently using schoolwide positive behavioral support approaches
- Decided on the schoolwide approach to use at Amelia
- Began planning the program
- Had a faculty meeting to introduce schoolwide expectations, asked faculty to add to/change the list of expectations
- Decided on a theme (ROAR stands for be responsible, be organized, be appropriate and be respectful), a mascot (ACE the tiger) and a tangible reinforcement system (tiger paws, Paws store, surprise events)
- Introduced faculty to philosophy of Booster Sessions (educational sessions where students who did not earn enough paws to attend surprise events would go and have opportunities to earn paws)
- Collected data on office referrals and suspensions for 1999-2000

August 2000

- Developed ROAR materials to use in faculty workshops
- Had a faculty meeting to develop the ROAR reinforcement program to use when students displayed the school expectations
• Had a faculty meeting to develop the ROAR training week for the students
• Shared information with parents about the ROAR program during the Open House and by sending brochures home

September 2000 – July 2001

• Shared information about the ROAR program at the PTA meeting
• Presented to the School Board about the ROAR program
• Provided training to students on the ROAR program during a training week, asked students to sign a pledge card
• Presented information about the ROAR program to grandparents on Grandparents Day
• Held first Special Event for students (669 attended)
• Held first Booster Session for students who did not earn enough paws to attend the surprise event (146 attended)
• Shared information about the ROAR program with the Governor’s Best Practice Center
• Developed a fund raising letter explaining the ROAR program to distribute to local businesses
• Obtained a monetary grant from Phi Delta Kappan, the VCU chapter, to support the ROAR program
• Invited to present information about the ROAR program to a neighboring elementary school
• Met with faculty to review/revise the guidelines for the second surprise event and booster session
• Held second Special Event for students (716 attended)
• Held second Booster Session for students (99 attended)
• Began accepting visitors from other schools who wanted to learn about the ROAR program
• Expanded the ROAR team to include two new general education teachers
• Distributed letters to local businesses to raise funds for ROAR
• Shared information about ROAR with the PTA
• Developed and surveyed teachers, parents and students regarding their satisfaction with PAWS
• Developed visitor packet for visitors from other schools who want to learn about the PAWS program
• Distributed Teacher, Parent and Student Satisfaction Surveys (Results were very positive)
• Held third Special Event (attended)
• Held third Booster Session (attended)
• Held “Magic Man” fundraiser for ROAR. (Made $450)
• Revised Paws Guidelines
• Developed grant continuation proposal for the VCU T/TAC
• Obtained funding from the VCU T/TAC to continue working with them to enhance ROAR
• Analyzed referral data and determined problem locations

August 2001

• Developed Classroom Conduct Form and Discipline Referral Form
• Prepared introductory workshops for new staff and students
• Prepared workshops to update faculty on changes to the ROAR program, including use of Classroom Conduct Form and Discipline Referral Form
• Prepared workshop for bus drivers (to have them develop bus expectations)
• Invited Supervisor of Transportation to join ROAR team

September 2002 – July 2003

• Evaluated ROAR (staff satisfaction, student satisfaction, parent satisfaction, office referrals and suspension rates)
• Met with faculty to refine ROAR
• Developed process for faculty planning of special events and booster sessions
• Met with faculty to develop special events and booster sessions
• Identified and conducted several fund raisers to do across the year to support ROAR
• Kept record of attendance at Special Events and Booster Sessions
• Kept inventory of purchased items from the school store
• Expanded the PAWS team to include general education teacher representatives from all grade levels
• Updated the Superintendent, PTA, School Board about ROAR
• Developed data base system to analyze office referral and suspension data
• Developed process for reviewing office referral and suspension data with ROAR team
• Analyzed referral data and determined problematic locations and repeat offenders
• Developed introductory workshops for new staff and students
• Had Supervisor of Transportation join PAWS team
• Reviewed bus referral data and developed plan to include bus drivers in ROAR program
• Prepared workshop for bus drivers (to have them develop bus expectations)
• Prepared for Level 3 of model: individualized supports
• Trained ROAR team in how to conduct functional behavioral assessments and develop behavioral intervention plans
• Conducted FBAs and developed BIPs for students who had been suspended more than three times
• Developed cover letter for families explaining what an FBA is and why family involvement is critical
• Introduced faculty to plan to support students who are suspended more than three times (e.g., by conducting FBAs/developing BIPs)
• Implemented and met with teachers to revise BIPS
• Planned to provide training on effective instructional strategies and use of recognition in “Tuesday Academies”
History of Events in Developing GATORS

School-Wide Positive Behavioral Support at Ginter Park Elementary School

A History of Events

August 2002 – August 2003

- Applied for and was accepted to receive long term technical assistance from VCU T/TAC to plan for a school-wide positive behavior support program
- Formed a planning team made up of school administrators, teachers, and parents to learn about school-wide positive behavior support and plan for a program at Ginter Park.
- Attended a series of workshops and attended monthly planning meetings to discuss what occurred in the workshops
- Surveyed the faculty to identify their top concerns in the school (Behavior was one of them)
- Collected data on office referrals and suspensions for 2002-2003
- Attended a workshop by two school teams currently using school-wide positive behavioral support approaches
- Decided on the school-wide approach to use at Ginter Park
- Began planning the program
- Shared information on school-wide program with faculty
- Had a faculty meeting to introduce school-wide expectations, asked faculty to add to/change the list of expectations
- Decided on a theme (GATORS) Give respect, Always here, always ready, Be thinking, be organized, be responsible and be successful.
- Developed expectations for locations in the building (halls, cafeteria, office, bathrooms, assemblies, playground and bus area)
- Developed policies and procedures for giving out GATORS and providing reinforcement to students
- Developed schedule and skits for training students in the expectations during the first week of school
- Introduced faculty to changes to their current school-wide program, and schedule for training week
- Introduced philosophy of Booster Sessions (educational sessions where students who did not earn enough paws to attend surprise events would go and have opportunities to earn paws)
- Trained students in expectations

Next Steps 2003-2004

- Implement GATORS program
• Pursue fund raising activities to support GATORS store
• Develop an office referral form indicating which behaviors are sent to the office and which are addressed in the classroom
• Analyze data on behaviors and develop a system of support to small groups and individual students
Align Discipline Definitions with *Code of Conduct*

**Directions:** First, compare your school division’s *Code of Conduct* to your school’s current office referral form. List the behaviors from the *Code of Conduct* on flip chart paper. Review the current office referral form and reach consensus on the behaviors and definitions of those behaviors to include on your office referral form so that the content is consistent with information in *Code of Conduct*.

Before making a new office referral form, guide faculty to distinguish between minor behavioral incidents and major behavioral incidents referred to the office.

**Review the Draft Charles City Middle School Office Referral Form and revise by including the behaviors you have identified as office issues from the Code of Conduct.**

Compile the information the groups agreed upon onto a student intervention form and an office referral form. Also make a list of areas of disagreement to review at a later time. When the group reaches consensus, make two versions of the forms and print on NCR paper (with three copies—teacher, parent, and office).

Plan for student intervention forms to be sent to parents from the office. This way, when office referrals are made, there will be a high likelihood that parents will have had previous communication from the school (e.g., via student intervention forms) and seen positive approaches utilized to address their children’s challenging behavior.
Sample Elementary Office Referral Form
Amelia County Elementary School

Name: ___________________________ Grade: K 1 2 3 4 5
Date: ___________________________ Location: __Playground___ Library___ Office
Homeroom Teacher: __________________ Bathroom___ Bus___ Gym___ Hall
Referring Teacher: __________________ Cafeteria___ Other

Problem Behavior | Administrative Decision

**Check specific problem behavior**
- Possession of dangerous objects, firearms, explosives, arson
- Disruptive behavior (violation of dress code, gambling, possession of obscene literature, possession of electronic device that impedes instruction, abusive or obscene language, insubordination, etc.)
- Fighting/assault/threat
- Extortion
- Cheating, plagiarism, falsification, theft
- Substance abuse
- Possession alcohol, drugs, drug paraphernalia, tobacco
- Trespassing
- Vandalism

**Check decision**
- Loss of privilege
- Time in office
- Conference with student
- Parent contact
- Behavioral instruction
- In-school suspension (___hours/___days)
- Out of school suspension (___days)
- Other (e.g., multiple violations of problem behavior)

Comments: ____________________________________________

Administrator’s Initials: ____________________________

Others involved in incident:
- None
- Peers
- Staff
- Teacher
- Substitute
- Unknown
- Other

Number of students involved: ______

Comments: ____________________________________________

Referring staff: _____I need to talk to the student’s teacher _____I need to talk to the administrator

Sent to parent on (date): ____________________________________________
Follow Up Agreement

Name: ______________________                   Date:___________________

1. What expectations did you forget? (Circle)
   - Respectful
   - Organized
   - Appropriate
   - Responsible

2. What did you want?

3. Did you get what you wanted?
   - yes
   - no

4. What will you do differently next time?
   I will ________________________________
   ___ by ________________________________

5. Student signature:______________________________

6. Administrator signature:______________________________

______________________________

---

June 2007
Sample Secondary Office Referral Form

Name: ____________________  Grade: 6 7 8
Date: _____________________  Referring Staff: ________________________________________

Location of Student Behavior: Classroom___ Halls___ Library/Auditorium___ Office/Clinic___
Cafeteria___ Bathroom___ Gym/Locker Room___ Special Event/Field Trip___ Other_______

Check teacher interventions previously done:

- Reminded of PAWS expectations
- Developed specific behavior plan
- Individualized behavior instruction
- Had conference with guidance counselor
- Had conference with student and parent
- Gave a warning
- Peer mediation
- Self-monitoring
- Lost privilege
- Changed seating
- Parent contacted
- Time out/Break
- Had conference with student

Is this an FYI or is further action needed?________________________________________

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Administrative Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check specific problem behavior:</td>
<td>Check decision:</td>
</tr>
<tr>
<td>☐ Possession of dangerous objects, firearms, explosives, arson</td>
<td>☐ Loss of privilege</td>
</tr>
<tr>
<td>☐ Fighting/assault/threatening</td>
<td>☐ Time in office</td>
</tr>
<tr>
<td>☐ Extortion</td>
<td>☐ Conference with student</td>
</tr>
<tr>
<td>☐ Cheating, plagiarism, falsification, theft</td>
<td>☐ Parent contact</td>
</tr>
<tr>
<td>☐ Chemical abuse</td>
<td>☐ Conference with student and parent</td>
</tr>
<tr>
<td>☐ Possession alcohol, drugs, drug paraphernalia, tobacco, medication</td>
<td>☐ Behavioral instruction</td>
</tr>
<tr>
<td>☐ Trespassing</td>
<td>☐ In-school suspension (___hours/___days)</td>
</tr>
<tr>
<td>☐ Vandalism</td>
<td>☐ Out of school suspension (___days)</td>
</tr>
<tr>
<td>☐ Reckless vehicle use</td>
<td>☐ Other</td>
</tr>
<tr>
<td>☐ Refusal to participate in ISS</td>
<td></td>
</tr>
<tr>
<td>☐ Initiating riot</td>
<td></td>
</tr>
<tr>
<td>☐ Computer crimes</td>
<td></td>
</tr>
<tr>
<td>☐ Hazing</td>
<td></td>
</tr>
<tr>
<td>☐ False alarm/fire alarm</td>
<td></td>
</tr>
<tr>
<td>☐ Sexual offenses</td>
<td></td>
</tr>
<tr>
<td>☐ Robbery/Burglary</td>
<td></td>
</tr>
<tr>
<td>☐ Dress code</td>
<td></td>
</tr>
<tr>
<td>☐ Leaving class without permission</td>
<td></td>
</tr>
<tr>
<td>☐ Class/school cutting</td>
<td></td>
</tr>
<tr>
<td>☐ Other/Specify:</td>
<td></td>
</tr>
</tbody>
</table>

Others involved in incident:
None  Peers  Staff  Teacher  Substitute  Unknown  Other

Number of students involved:_______

Comments:

Sent to parent on (date):_______________________________________________________

For Office Use Only:  DOE Required/Optional Code:_____;  Case Number:____________________
White copy to office      Pink copy to teacher
Distinguish between Minor Behavioral Incidents and Major Behavioral Incidents

**Purpose:** To keep students in class so they have opportunities to achieve; To have a unified approach to discipline; To have a communication system between home and school focusing on what happened and how it was dealt with positively (so that when a child gets sent to the office and a call is made to the child’s home, it’s not the first contact with the home). Also note that the office consequences include a range of positive approaches so faculty/staff understand that an office referral doesn’t necessarily mean a punitive consequence.

Decide which behaviors can be taken off the office referral form. Do this by reviewing the newly proposed behaviors and definitions to include on your new office referral form (based on the activity where you aligned the office referral form to the school’s *Code of Conduct*) and reach consensus on which behaviors the faculty/staff will respond to versus which behaviors the administration will respond to.

**Process:** Have faculty/staff break into small groups. Each group decides which behaviors can be dealt with by faculty/staff and which will be dealt with by administration. For minor behavioral incidents, faculty/staff identify a continuum of positive approaches to use (beginning with reminder of school expectations). Compile information groups agreed upon onto one form for review by faculty/staff.

**Review the Draft Charles City Middle School Student Intervention Form and revise by including the behaviors you have identified from the Code of Conduct as issues addressed by faculty/staff.**

For minor incident behaviors, identify a continuum of positive approaches to use in response to challenging behavior (beginning with reminder of expectations). See Appendix: Classroom Management Observation Form for ideas.

Students who are repeatedly referred to the office (e.g., 3 or more times) may need individualized behavioral intervention plans. Decide how many times students must be referred to the office before referring students to the ESD team. The ESD team may coordinate functional behavioral assessments for these students.

For major incident behaviors (those referred to the office), plan to identify alternatives to suspension. See Appendix—Alternatives to Suspension.
### Sample Secondary Student Intervention Form

<table>
<thead>
<tr>
<th>Location (please check)</th>
<th>Challenging Behaviors (please check)</th>
<th>Possible Motivation</th>
<th>Others Involved</th>
<th>Teacher Decision</th>
<th>Teacher Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>Abusive or inappropriate language</td>
<td>Tardy</td>
<td>None</td>
<td>Remind of PAWS expectations</td>
<td></td>
</tr>
<tr>
<td>Hall</td>
<td>Defiance/insubordination/non-compliant</td>
<td>Dress code violation</td>
<td>Peers</td>
<td>Develop specific behavior plan instruction</td>
<td></td>
</tr>
<tr>
<td>Bathroom</td>
<td>Harassment/tease/taunt</td>
<td>Property damage</td>
<td>Teacher</td>
<td>Conference with guidance counselor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disruption/Disruptive Behavior</td>
<td>Misrepresentation</td>
<td>Substitute</td>
<td>Self-monitoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Threatening</td>
<td>Unknown</td>
<td>Conference with student</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other</td>
<td>Conference with student</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Self-monitoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Conference with student</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Time out/Break</td>
<td></td>
</tr>
</tbody>
</table>

**PARENTS:**

Please review and sign this form. Keep the top portion for your records and return comments and signature section below by the next block period. You and your child will receive Paws for returning this form on time.

**Parent comments/suggestions/questions:**

Parent signature: Date:

White copy to office Yellow copy to parents Pink Copy in teacher file
Procedures for Dealing with Discipline

Charles City Middle School

Teachers complete student intervention forms or office referral forms each time students engage in challenging behavior. Copies of the student intervention forms go to parents and the office “Discipline Drawer”. Copies of the office referral form go to the principal.

Filing the form in the office involves two steps:

1) putting the completed form in the front office “Discipline Drawer” in the appropriate student file (e.g., every student will have a blank file in this drawer) and

2) completing the student summary form (located in the front of the drawer) by dating the entry by the corresponding student’s name on the student summary.

Teachers will complete office referral forms each time students engage in more problematic behavior. They may choose to simply do an “FYI” to the principal or they may request that the principal take action. The principal will file the office referral form in the “Discipline Drawer”. The principal will use a continuum of strategies to address the problem (with the goal being to keep the student in school).

Each month, the behavior support team will review the student summary form from the Discipline Drawer and office referral forms and compile the data. This data will be reviewed at faculty meetings and the faculty will develop schoolwide interventions to address the issues.

Students with excessive class conduct forms will be identified and the behavior support team will coordinate functional behavioral assessments and develop behavior intervention plans with faculty who work directly with these students. The goal is to develop a unified plan for each student.

Note: Faculty will receive training in proactive approaches to challenging behavior and using recognition and rewards with effective instructional strategies soon. Training and follow up in how to conduct an FBA and develop a BIP will occur later in the year (or at the beginning of next year depending on how we’re progressing with the model).
Designing Effective Professional Development

This Considerations Packet provides essential information to educators interested in improving professional development practices. Topics include standards for designing professional development activities and programs that lead to improved learning for all students. An overview of basic information about the major models of professional development and their effectiveness is followed by specific strategies for determining if a school or school division is a learning organization. Finally, key questions for identifying indicators of effective professional development are also offered.

The Changing View of Professional Development

The field of education is constantly evolving and is rapidly expanding its knowledge base. New content knowledge and information about how students learn best is continually being discovered. In addition, the No Child Left Behind (NCLB) Act of 2001 is requiring schools and school divisions to close the achievement gap between traditionally low-performing student groups, such as economically disadvantaged students, minority students, limited-English proficient students, and students with disabilities, and their peers. If education professionals are to keep pace with the knowledge needed to ensure that all students will achieve at high levels, they must be continuous learners throughout their careers (Guskey, 2000).

The traditional view of professional development as a series of three or four isolated workshop days in the summer, or as scattered events throughout the school year, limits learning opportunities for educators and makes it difficult to stay up-to-date with emerging information. In addition to the shift from isolated and unrelated events to a more comprehensive and strategic approach to delivering professional development, Sparks and Hirsh (1997) have identified the following changes that are occurring related to professional development:

Table 1
The Changing View of Staff Development

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual development</td>
<td>Individual and organizational development</td>
</tr>
<tr>
<td>A focus on adult needs and satisfaction</td>
<td>A focus on student needs and learning outcomes, as well as changes in teaching behaviors</td>
</tr>
<tr>
<td>Training conducted away from the job as the primary delivery model</td>
<td>Many forms of job-embedded learning opportunities</td>
</tr>
<tr>
<td>“Experts” sharing knowledge and skills</td>
<td>Study by teachers of the teaching and learning</td>
</tr>
</tbody>
</table>
Effective Schoolwide Discipline

A focus on general instructional skills | A combination of generic and content-specific instructional skills
---|---
Staff developers as trainers | Staff developers who provide consultation, planning, and facilitation in addition to training
Staff development provided by one or two departments | Staff development as a major function and responsibility of all administrators and teacher leaders
Staff development targeted primarily towards teachers | Continuous improvement in the performance of all who impact student learning (e.g., school board members, school and central office administrators, instructional and support staff)

(Adapted from Sparks & Hirsch, 1997)

Furthermore, Joyce and Showers (2002) propose that sustained professional development that focuses on student achievement (e.g., curriculum-area topics, teaching strategies) will result in improved student outcomes. Consequently, the first steps toward designing effective professional development are: (a) Adopting a broader view of what types of activities constitute professional development and (b) Making a commitment to focus the content of professional development activities on teaching and learning as it relates to improved student achievement.

**Standards for Professional Development**

The National Staff Development Council (NSDC) has developed a comprehensive set of standards to assist teachers and administrators in designing professional development that improves the learning of all students (National Staff Development Council, 2001). The guiding questions that follow are adapted from the context, process, and content standards developed by NSDC. “Yes” answers to the questions in Table 2 indicate that the professional development program or activity is aligned with the 2001 NSDC Standards for Staff Development.

**Table 2**

*Checklist for Alignment with NSDC Staff Development Standards*

<table>
<thead>
<tr>
<th>Context Standards</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Communities</strong>: Does the professional development activity or program organize adults into learning communities whose goals are aligned with those of the school and district?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leadership</strong>: Are there skillful school and district leaders who are guiding continuous instructional improvement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resources</strong>: Are there resources to support adult learning and collaboration?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Process Standards

<table>
<thead>
<tr>
<th>Process Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data-Driven:</strong></td>
<td>Is disaggregated student data used to determine adult learning priorities, monitor progress, and help sustain continuous improvement?</td>
</tr>
<tr>
<td><strong>Evaluation:</strong></td>
<td>Does the professional development activity or program prepare educators to apply research to decision making?</td>
</tr>
<tr>
<td><strong>Research-Based:</strong></td>
<td>Are multiple sources of information used to guide improvement and demonstrate the impact of the professional development activity or program?</td>
</tr>
<tr>
<td><strong>Design:</strong></td>
<td>Does the professional development activity or program use learning strategies appropriate to the intended goal?</td>
</tr>
<tr>
<td><strong>Learning:</strong></td>
<td>Does the professional development activity or program apply knowledge about human learning and change?</td>
</tr>
<tr>
<td><strong>Collaboration:</strong></td>
<td>Does the professional development activity or program provide educators with the knowledge and skills to collaborate?</td>
</tr>
</tbody>
</table>

### Content Standards

<table>
<thead>
<tr>
<th>Content Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equity:</strong></td>
<td>Does the professional development activity or program prepare educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement?</td>
</tr>
<tr>
<td><strong>Quality Teaching:</strong></td>
<td>Does the professional development activity or program deepen educators’ content knowledge, provide them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepare them to use various types of classroom assessments appropriately?</td>
</tr>
<tr>
<td><strong>Family Involvement:</strong></td>
<td>Does the professional development activity or program provide educators with the knowledge and skills to involve families and other stakeholders appropriately?</td>
</tr>
</tbody>
</table>

---

**Models of Professional Development**

Once the standards for effective professional development have been reviewed, administrators and other educators who design professional development experiences for their school or division should consider all of the major models of professional development before determining the most appropriate approach. The following models, adapted from Guskey (2000), are based upon the research of Sparks and Loucks-Horsley (1989) and Drago-Severson (1994) as cited in Guskey (2000).

- **Training:** This model of professional development is the one with which most educators are familiar. Training is typically presented in the form of a workshop, seminar, or some other form of large-group presentation. In order to ensure a meaningful presentation, presenters and those responsible for planning and facilitating the training should collaboratively develop the training objectives that will guide the content of the training.
  - **Keys to Success:** In order for training sessions to have a lasting impact, there must be additional follow up activities or sessions to allow for feedback and coaching as the newly learned skill is
implemented and refined. Such activities may involve peer observations or follow up sessions where participants meet again and assess the impact of the newly learned skill.

- **Observation/Assessment:** This model of professional development is based on the use of collegial observation and feedback to provide educators with information about a specific practice or skill. For teachers, such activities may involve peers observations of lesson design, instructional strategies, or classroom management. Administrators may choose to focus on the skills of master scheduling or instructional leadership. The model allows for both the observer and the person being observed to benefit from the observation and subsequent analysis of strengths and areas for possible improvement.
  - **Keys to Success:** For this model of professional development to be successful, it is important that the observation/assessment process be separate from the teacher evaluation process.

- **Involvement in a Development or Improvement Process:** Educators are often asked to serve on a curriculum committee or school improvement team. Such groups can provide a valuable source of professional growth as educators work collaboratively to solve a specific problem or review relevant research on a particular content area. Individuals working on development or improvement projects gain new knowledge and learn to appreciate different perspectives as they work with various people (e.g., administrators, parents, community members). Typically, educators involved in development or improvement processes have a strong interest in such projects and the work relates directly to their professional responsibilities.
  - **Keys to Success:** Those designing the process should make sure that participants have the information they need in order to make informed decisions. One way to do this is to create a knowledgeable team by including school-university partnerships or other collaborative relationships with representatives from institutions of higher education.

- **Study Groups:** Study groups expand upon the concept of the development and improvement processes by involving an entire school staff in finding solutions to common problems. Small groups of educators focus on different aspects of a problem or issue. Topics
should arise out of a careful study of school data. Study groups may decide to focus on issues such as schoolwide discipline or character education.

- **Keys to Success:** Designers should ensure that the groups are well organized with a clear focus and that group members have plenty of time to complete the tasks at hand.

- **Inquiry or Action Research:** In the inquiry or action research model, participants use a structured method to investigate how a change in a particular practice impacts teaching and learning. The inquiry/action research model characteristically includes five stages:
  - Identification of a problem or question of interest to all participants; meeting the needs of all learners by differentiating instruction for example.
  - Collection and analysis of information related to the problem or question, such as collecting student performance data in the classroom.
  - Reviewing the pertinent professional literature and research results for the problem or topic.
  - Determining action steps.
  - Implementing the action steps and evaluating the results.
  - **Keys to Success:** Individuals participating in this type of professional development must be willing to take initiative and commit time to the research. Knowledge of data-collection and analysis techniques, or guidance in the processes, also contribute to the success of this model of professional development.

- **Individually Guided Activities:** Educators involved in this model of professional development determine their own professional learning goals and select the activities they believe will lead them to successfully meet those goals. Steps in this process include:
  - Identification of a particular need or interest, such as improving integration of technology into instruction.
  - Development of a plan to address the identified need or interest.
  - Completion of learning activities.
  - Assessment of whether the learning fulfilled the identified needs or activities.
This model of professional development provides for a variety of flexible options that enable educators to individualize their professional growth experiences. Activities such as professional portfolios, reflective journaling, and video/audio self-assessment are examples of individually guided activities.

- **Keys to Success:** Educators involved with this model must make sure that they select challenging goals that are related to improving teaching and learning. They should also make sure that plans for specific opportunities for professional sharing are included.

- **Mentoring:** Mentoring as a model of professional development pairs experienced, successful educators with colleagues who are less experienced.
  - **Keys to Success:** Careful thought needs to be given to the mentor pair. Mentor teachers should be viewed as experts in their field and should have the ability and time to demonstrate, observe, and consult with new teachers regarding instructional issues. Finally, effective interpersonal and collaborative skills are also selection criteria that will help ensure a successful mentoring relationship (Virginia Department of Education, 2000).

Certain delivery models are more appropriate than others for a given professional development outcome. Collins (2000) estimated the effectiveness of five different models of professional development as they relate to desired outcomes. For example, training with follow up activities has the highest level of effectiveness if it is selected as a delivery model when the desired outcomes are mastery of a simple, specific teaching skill, implementation of a complex set of teaching strategies, or mastery of new classroom management skills. Similarly, inquiry is preferred when the desired outcome is gaining insight into how students learn or when solving a complex problem dealing with improving student achievement. Table 3 outlines a variety of outcomes for professional learning and their estimated effectiveness.
### Table 3

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Training</th>
<th>Observation/Assessment</th>
<th>Development/Improvement Processes</th>
<th>Inquiry</th>
<th>Individually Guided Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mastery of a simple, specific teaching skill</strong></td>
<td>Highest: Recommended components make it very effective</td>
<td>High: Adding peer coaching can increase application to 90%</td>
<td>Low: Better suited for broader outcomes</td>
<td>Medium: Less efficient than other models</td>
<td>Medium: Requires more time to plan than other models</td>
</tr>
<tr>
<td><strong>Implementation of a complex set of teaching strategies</strong></td>
<td>Highest: More complex outcomes make follow up more important</td>
<td>Medium: Harder to observe complex strategies</td>
<td>Medium: Less efficient than other models</td>
<td>High: Adding peer coaching can increase application to 90%</td>
<td>Medium: Less efficient than other models</td>
</tr>
<tr>
<td><strong>Gaining insight into how students learn</strong></td>
<td>Medium: Less efficient than other models</td>
<td>Low: Focuses on observing teachers’ behavior, not students’</td>
<td>Medium: Less efficient than other models</td>
<td>Highest: Effective in testing hypotheses</td>
<td>Medium: Includes professional reading, observation of students</td>
</tr>
<tr>
<td><strong>Mastery of new classroom management skills</strong></td>
<td>Highest: Recommended components make it very effective</td>
<td>High: Adding peer coaching can increase application to 90%</td>
<td>Low: Better suited for broader outcomes</td>
<td>High: Adding peer coaching can increase application to 90%</td>
<td>Medium: Less efficient than other models</td>
</tr>
<tr>
<td><strong>Implementation of new assessment procedures</strong></td>
<td>Highest: Recommended components make it very effective</td>
<td>Medium: Assessment procedures are not always observable</td>
<td>Medium: Less efficient than other models</td>
<td>High: Effective, but time-consuming</td>
<td>Medium: Includes collaboration with others</td>
</tr>
<tr>
<td><strong>Solving a complex problem dealing with improving student achievement</strong></td>
<td>Low: Better suited for supporting implementation than creating new knowledge</td>
<td>Low: Better suited for giving feedback than problem solving</td>
<td>Medium: Can be adapted to problem-solving tasks</td>
<td>Highest: Effective in solving complex problems; generates a great deal of learning</td>
<td>High: Flexibility allows activities to be designed specifically for this outcome</td>
</tr>
<tr>
<td><strong>Acquiring group leadership skills/working as a team to solve a problem</strong></td>
<td>Low: Better suited for supporting implementation than building leadership skills</td>
<td>Low: These skills developed outside the classroom, less observable</td>
<td>Highest: Leadership opportunities abound in this model</td>
<td>Medium: Less efficient than other models</td>
<td>Medium: Allows group members to learn what they need, when they need to know it</td>
</tr>
<tr>
<td><strong>Increasing knowledge of content or subject matter</strong></td>
<td>High: Effective in helping teachers acquire new knowledge, especially in applying it</td>
<td>Low: Focuses on teachers’ behavior, not content knowledge</td>
<td>Highest: Important element is acquiring new knowledge to solve a problem or meet a specific need</td>
<td>Medium: Less efficient than other models</td>
<td>Medium: Include professional reading and contact with subject matter experts</td>
</tr>
</tbody>
</table>

*Effectiveness Estimates for Five Models of Professional Development*  
(Adapted from Collins, 2000)
The Importance of Learning Organizations

Professional learning communities offer promise for initiating and maintaining the structures and culture needed to support effective professional development (DuFour & Eaker, 1998). Professional learning communities have at their core:

- Shared mission, vision, and values
- Collective inquiry
- Collaborative teams
- Action orientation
- Willingness to experiment
- Commitment to continuous improvement
- Focus on results

Guskey’s (2000) four principles of effective professional development—focus on learning and learners, an emphasis on individual and organizational change, small changes guided by grand vision, and ongoing, embedded professional learning—can all be met through the creation of professional learning communities.

Ten Ways to Tell If a School Is a Learning Organization

Administrators and teachers in charge of designing effective professional development for their schools can ask the following questions to determine if their school is a learning organization. Presented together, these elements indicate a school that is operating as a learning organization:

1. Does the school have an incentive structure that encourages individuals to adapt their behavior?

2. Does the school have challenging but achievable goals that are shared by the stakeholders?

3. Can members of the school accurately communicate the changes they are trying to make and where they are in the process?

4. Does the school gather, process, and act upon information in a variety of ways that are appropriate for the purpose at hand?

5. Is there an institutional knowledge base at the school and are processes in place for creating new ideas?

6. Does the school share information with parents and community stakeholders?

7. Does the school receive feedback on how it is serving students and parents?
8. Does the school constantly refine its basic processes such as communication, gathering and using data, creating new ideas, etc.?

9. Does the school have a supportive organizational culture in place that includes warm relationships, collaborative opportunities, and the needed tools and support for teachers?

10. Is the school an “open system” that is sensitive to the surrounding environment, including social, political, and economic contexts? (Adapted from Brandt, 2003)

Key Ideas for Effective Professional Development

Educators should keep the following key ideas in mind as they evaluate current professional development activities and pursue new initiatives (adapted from Collins, 2000):

- Adult learners learn best when they work with colleagues to develop solutions to collective concerns. When support is provided after implementation, adult learners are able to achieve at high levels.

- Change is not a one-time event but a process, and individuals progress through change in a predictable sequence. Effective professional development provides support to individuals based upon their immediate concerns. Beninghof and Singer (1998) recommend following the Concerns-Based Adoption Model (CBAM) developed by Hall, Wallace, and Dossett (1973). This tool identifies an individual’s need for staff development from the awareness stage to the refocusing stage, allowing the most appropriate staff development activities to be determined. Following is a list of the stages of concern:

  **Stage 0/Awareness** – Very low level of involvement. This is the staff member who has not heard of the word **inclusion**.

  **Stage 1/Informational** – General awareness and interest, but still relatively uninvolved. This is a staff member who realizes that something to do with inclusion is going on in the building or district, but does not believe it will affect him or her.

  **Stage 2/Personal** – Beginning consideration of the personal impact of the innovation. This is the staff member who is
beginning to worry that he or she may be asked to include students with disabilities in his or her classroom.

**Stage 3/Management** – Concern focuses on efficient and effective methodologies. This is the staff member who has been given a class list that includes several students with disabilities and who now is determined to find out what to do.

**Stage 4/Consequence** – Attention to student outcomes and accountability. This is the staff member who, after including students for a short period, begins to raise questions about outcomes, fairness, progress, evaluation, and/or success.

**Stage 5/Collaboration** – Focus on working with others involved with the change. This is the staff member who recognizes that colleagues, especially those with inclusion experience, may be able to help.

**Stage 6/Refocusing** – Interest in refinement, improvement, and innovation. This is the staff member who, with some successful experience behind him or her, is ready to make the situation even better.

- Content for professional development pursuits should be thoughtfully selected. Selection should be based upon:
  - A proven research base that shows improvement in student learning
  - A review of the program or practice to ensure that it makes sense to teachers
  - The content’s suitability for meeting student and teacher needs
  - The content’s fit with practices, programs, and policies already in place in the school division

- The models of professional development each have strengths and weaknesses. No matter which model is selected, the activities should:
  - Focus on narrowing the gap between actual and desired levels of student achievement
  - Involve stakeholders in identifying content and objectives
  - Help participants understand both the theoretical and the practical aspects of the new learning
  - Integrate follow up and support
  - Be part of a larger change process that focuses on improving student achievement
Effective collaboration is more likely to occur when colleagues share responsibility for major teaching and learning tasks, support one another using coaching strategies, view their work as meaningful and challenging, and accept the fact that groups become more effective over time.

Educators should use data throughout the process to identify an area of improvement, select a solution, implement it, and assess the results.

Professional development activities that enhance teacher learning, and in turn student achievement, provide opportunities for teachers to be involved in leadership roles that expand personal responsibility for professional learning and contribute to a collective responsibility for improved student achievement. Activities such as peer coaching, study groups, and action research all provide ways for teachers to act as leaders and contribute to the development of a professional learning community.

Additional time is needed for participation in high-quality professional development activities. Stakeholders should look for creative ways to build in blocks of uninterrupted time for job-embedded inquiry.

Teachers, administrators, and school divisions share the responsibility for professional development and should work together to ensure that plans are connected across levels and across initiatives in order to make them more effective and successful.
Conclusion

The strategies shared in this Considerations Packet provide those responsible for designing professional development experiences the means to ensure that teachers and administrators engage in sustained professional learning that specifically focuses on the improvement of the teaching and learning process rather than jumping on the latest educational bandwagon. Schmoker (2002) states that the formula for improving school and student performance is really quite simple. According to Schmoker, positive results are nearly unavoidable when teachers:

- Use the assessed standards as their focal point
- Review student achievement data to set a small number of measurable achievement goals in low-scoring areas
- Regularly work in a collaborative fashion to design, adapt, and assess instructional strategies targeted directly at the low-scoring areas

Effective professional development activities and programs help teachers to learn about effective instructional strategies and then design, adapt, and assess the success of the strategies in their particular setting, thus ensuring that the academic needs of all students are being met.
References


Additional Resources

The following resources on professional development are available for loan through the T/TAC W&M library. Call 1-800-323-4489 and select the Library option to request
material. Visit our web site at http://www.wm.edu/TTAC for a complete listing of all of our materials, which can be requested on-line. Select the Library link off the home page. Enter Staff Development or Administrative Leadership/Reform as the subject of your search.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Call Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Circles: Creating Conditions for Professional Development</td>
<td>Collay, M., Dunlap, D., Enloe, W., &amp; Gagnon, G.</td>
<td>ST95.1</td>
</tr>
<tr>
<td>Planning Together: Professional Development for Teachers of ALL Students</td>
<td>Bull, B., &amp; Bueschler, M.</td>
<td>ST51</td>
</tr>
<tr>
<td>The Best of Dennis Sparks</td>
<td>Sparks, D.</td>
<td>ST88</td>
</tr>
<tr>
<td>The Dance of Change</td>
<td>Senge, P., et al.</td>
<td>ST94</td>
</tr>
<tr>
<td>Tools for Growing the NSDC Standards</td>
<td>Richardson, J., &amp; Hirsh, S. (Eds.)</td>
<td>ST75</td>
</tr>
<tr>
<td>What Works in the Elementary Grades</td>
<td>Killion, J.</td>
<td>ST117</td>
</tr>
<tr>
<td>What Works in the High School Grades</td>
<td>Killion, J.</td>
<td>ST118</td>
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<td>What Works in the Middle</td>
<td>Killion, J.</td>
<td>ST101.1</td>
</tr>
<tr>
<td>Why Can’t We Get it Right?</td>
<td>Speck, M., &amp; Knipe, C.</td>
<td>ST100</td>
</tr>
</tbody>
</table>

This Considerations Packet was prepared by Lee Anne Sulzberger, July 2003
How to Interpret Schoolwide Behavioral Data

1. Consider collecting discipline data from the following sources:
   - Office referral forms (e.g., location of referral, teacher making referral, student referred, type of incident) and type of consequence
   - Suspensions
   - Classroom conduct forms
   - Out of class time outs

2. Consider summarizing your data monthly by:
   - number of referrals
   - number of referrals by location
   - number of referrals by type of infraction
   - number of referrals by consequence
   - number of students representing the total referrals
   - number of referrals by teacher (note: not by teacher name but rather by number of teachers with low referrals and number of teachers with high referrals)
   - number of referrals per student
   - number of classroom conduct forms per student

   Summarize the information on simple bar graphs. To make the data comparable from month to month when there are different days in each month, determine the average number of incidents per day per month. In order to determine the average rate of referrals and/or suspensions for each day compile the data for each month and identify the number of days students attended school in each month. Divide the number of incidents by the number of days. Also keep a running record so that you may identify the total number of referrals and suspensions at the end of the year.

3. Consider sharing and responding to behavioral data monthly with faculty.
   - If the data indicates high office referrals rates are coming from a schoolwide location (e.g., hall, cafeteria, restroom) other than the classroom then plan to guide the faculty to develop a schoolwide intervention.
   - If the data indicates high office referral rates are coming from multiple classrooms then plan to guide the faculty to develop classroom supports.
   - If the data indicates high office referrals are coming from a few teachers then plan professional development for these teachers.
   - If the data indicates high office referrals are coming from a few students then plan to provide individual supports.

4. Consider evaluating the effectiveness of your interventions in the following way:
   - Outcomes of schoolwide interventions (e.g., pre and post office referrals by location)
   - Outcomes of classroom interventions (e.g., pre and post office referrals by teacher, type of incident)
Outcomes of individual interventions (e.g., acquisition of replacement skills, decreases in challenging behavior, pre and post office referrals by student)
Alternatives to Suspension In School Suspension Form

NAME____________________________DATE_________________

<table>
<thead>
<tr>
<th>WORK TO DO NOW</th>
<th>CHECK IT OFF!</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Entered the ISS room in a controlled fashion.</td>
<td></td>
</tr>
<tr>
<td>Gave the ISS documentation to teacher.</td>
<td></td>
</tr>
<tr>
<td>Proceeded quickly to the designated desk when directed to do so by the teacher.</td>
<td></td>
</tr>
<tr>
<td>Accepted assignment and materials appropriately from teacher.</td>
<td></td>
</tr>
<tr>
<td>*Worked quietly for ___ minutes.</td>
<td></td>
</tr>
<tr>
<td>Raised hand for teacher to accept completed work.</td>
<td></td>
</tr>
<tr>
<td>Appropriately accepted Behavior Debriefing Form.</td>
<td></td>
</tr>
<tr>
<td>*Completed Behavior Debriefing Form.</td>
<td></td>
</tr>
<tr>
<td>Raised hand and give Behavior form to teacher.</td>
<td></td>
</tr>
<tr>
<td>*Discussed Behavior Debriefing Form with teacher in a calm manner.</td>
<td></td>
</tr>
<tr>
<td>Returned to the classroom in a controlled manner with “Work to Do” form and gave to teacher.</td>
<td></td>
</tr>
<tr>
<td>Points Earned in ISS (Maximum of 5)</td>
<td></td>
</tr>
</tbody>
</table>
Developing Schoolwide Interventions

1. In an ESD team meeting, analyze the office referral data and prepare to meet with the faculty to develop a schoolwide behavioral intervention plan.

   • Review the discipline data (e.g., number of referrals per day per month; number of referrals by location; number of referrals by type of infraction; number of referrals by consequence; number of students by number of referrals).

   • Look for patterns in the data resulting in high referrals to the office.

   • Summarize the information on a graph to reveal patterns regarding high referrals to the office.

   • Pick one location to focus on first. Identify the setting events, antecedents and consequences surrounding the behavior occurring in that location.

   **NOTE:** If needed, gather more information. Decide who will collect the information and when it will be collected. Identify the setting events that set the stage for the behavior of concern to occur. Ask about the broader context that sets the stage for behavior. Ask people about the problem and what currently is and is not working (e.g., during the time of month/day, in the location). If relevant, do a direct observation of students (e.g., in the location) to identify the antecedents, behavior and consequences.

   • Complete the Schoolwide intervention summary form and make an overhead or copies for the faculty meeting.

2. Have a faculty meeting to analyze the results, identify the functions of the behavior of concern, and develop a schoolwide behavior intervention plan.

   Using a structured meeting process:

   • Review the completed schoolwide intervention summary form.

   • Gain consensus in the faculty meeting as to why the students are using the behavior and identify the functions (e.g., purposes) of that behavior.

   • Brainstorm ways to prevent the behavior from recurring and give students’ replacement behaviors to use that serve the same functions as the behavior.

   • Reach consensus on a schoolwide intervention plan.

   • Complete the Schoolwide Intervention plan and determine who will do what and by when to implement the plan.

   • Add an agenda item to the next faculty meeting: Review how the plan is working.
## SAMPLE SCHOOLWIDE INTERVENTION

<table>
<thead>
<tr>
<th>Setting Event Changes</th>
<th>Antecedent Changes</th>
<th>Replacement Skills</th>
<th>Reinforcement</th>
<th>People Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th and 5th grade teams to submit bathroom décor designs. Students vote on best design. Winning team designs/implements plan. Team gets budget, materials, and time to work during lunchtimes.</td>
<td>White board on wall in bathroom. Poster by design team with bathroom expectations, etc.</td>
<td>Write notes on the white board in the bathroom. Keep the bathroom clean.</td>
<td>Design teams gets Gators for participating. Winning team gets additional Gators. Students get gators for respecting the newly decorated bathroom.</td>
<td>Competition announcement and voting/4th and 5th grade level chairs; all 4th and 5th grade teachers to give time for teams to make design entries, schoolwide PBS team to provide a budget/materials.</td>
</tr>
</tbody>
</table>
Appendix B
### PHASE I: Plan for and Begin Schoolwide/Universal Supports

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Page Number</th>
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<tbody>
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<td></td>
<td>Sample Brochure</td>
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<td></td>
<td>Connecting Incentive-based Programs to ESD</td>
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<td>Praise: How to Use It in ESD</td>
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<tr>
<td></td>
<td>Sample Fundraising Ideas</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Sample Faculty Expectations</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Survey to Teachers to Identify Booster Session Content</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Special Event Protocol</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>Sample ESD School Improvement Plan</td>
<td>52</td>
</tr>
</tbody>
</table>
**The PAWS Model**

A core team from Charles City Middle School is partnering with Virginia Commonwealth University’s Training and Technical Assistance Center to offer a schoolwide positive behavior & academic support model. **PAWS** stands for:

**Positive Attitudes With Style**

Students are taught academic and behavioral expectations listed in this brochure by:

- watching what to do
- practicing what to do
- receiving praise.

The model also incorporates the use of token incentives. Faculty members give tokens, in the form of wildcat ‘PAWS”, when students demonstrate the expectations. These tokens are never taken away from the students. PAWS are redeemed for student preferred items. Students also use their PAWS to attend special events and participate in school activities.

Parents also earn PAWS for their active participation at Charles City Middle School.

**Students earn POWER PAWS for participation in the following events.**

<table>
<thead>
<tr>
<th>Event</th>
<th>POWER PAWS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieving honor roll</td>
<td>1 Power Paw to be put in drawing first time and then 2 the next, etc.</td>
</tr>
<tr>
<td>Honor roll bound (2.5-2.9, no F’s)</td>
<td>1 Power Paw</td>
</tr>
<tr>
<td>Having perfect attendance for 9 weeks</td>
<td>See above (honor roll)</td>
</tr>
<tr>
<td>Participating in extra curricular activities: (art contests, science/math fairs, band, choir, mind games, Odyssey of the Mind, geography bee)</td>
<td>1 Power Paw for participation</td>
</tr>
<tr>
<td>Community involvement</td>
<td>1 Power Paw</td>
</tr>
<tr>
<td>Tutoring</td>
<td>1 Power Paw</td>
</tr>
<tr>
<td>Accelerated Reading</td>
<td>1 Power Paw for each book</td>
</tr>
<tr>
<td>Pass all four end of year Physical Education Tests</td>
<td>1 Power Paw</td>
</tr>
<tr>
<td>Sports participation</td>
<td>1 Power Paw (for each sport)</td>
</tr>
<tr>
<td>Wise Guys, Peer Mediators</td>
<td>1 Power Paw (at end of year)</td>
</tr>
<tr>
<td>PTA attendance with guardian</td>
<td>1 Power Paw</td>
</tr>
</tbody>
</table>
Students enter their POWER PAWS in an end-of-year drawing.

PAWS
A Positive Behavior &
Academic Support
Model

Charles City Middle School
10035 Courthouse Road
Charles City, VA 23030
804-829-9252

PAWS

P Positive actions earn respect
A Attitudes are everything
W With hard work comes success
S Style involves self control

Classroom
P Listen when teachers and peers speak
Take care of school property
A Always say “I can”
Be on time, aspiring for excellent
attendance
Use words of respect when addressing
staff and peers
W Ask for help when needed
Complete assignments
Have completed homework and supplies
Have and use your agenda
Keep student pledge in own binder
S Wait to be recognized by the teacher
before talking
Keep hands and feet to self
Keep area neat and organized
Follow directions the first time they are
given

Library/Auditorium
P Listen to the speaker/staff
Enter quietly
Put chair and materials in appropriate
place
A Follow staff directions
Enter only with a pass
Sit in appropriate area
Use designated entrance/exit
W In library and computer lab use internet
for school work only

Cafeteria
P Talk quietly
A Be courteous to cafeteria staff
Move through the line quickly and quietly
W Have I.D. number or money ready for
manager
Return tray to proper location
Leave area clean
Slide chair under table when leaving
S Sit six to a table
Leave food and drinks in the cafeteria
Keep hands and feet to self
Return to the table after returning trays
to proper area

Halls
P Keep hallways clean and free of litter
Show courtesy to your peers and staff
Use your locker only
A Close lockers quietly
Respect school displays/property
Follow staff directions
W Keep lockers clean and organized
Go promptly to your designated area
S Speak quietly
Walk to the right in hallway
Keep hands and feet to self
Office/Clinic

**P** Enter only with a pass  
Knock when the door is closed  
Be respectful of office/clinic property

**A** Explain why you are there  
Keep voice tone low  
Follow staff directions

**W** Share or receive health information  
Wait at the counter until you are assisted

**S** Use the front office to enter the clinic

Gym/Locker Rooms

**P** Respect each person’s privacy  
Keep lockers and locker room clean and neat  
Use gym equipment safely and return to the appropriate place  
Offer help to encourage positive participation

**A** Follow staff directions  
Always say “I can”  
Exit the area in an orderly manner

**W** Wear your gym uniform only  
Contribute positively in class  
Play fair  
Dress out to show your active participation

**S** Remain in assigned area  
Keep hands and feet to self  
Keep self and others safe with appropriate actions

Bus

**P** Talk quietly  
Stay seated  
Submit note for bus pass before 1st/2nd block

**A** Be courteous  
Inform driver if there is a problem

**W** Keep bus clean  
Report to the bus stop on time

**S** Leave food and drink off bus
Connecting Incentive-based Programs to ESD

<table>
<thead>
<tr>
<th>Activity</th>
<th>Reward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieving honor roll</td>
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</tr>
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</table>
Faculty Meeting Agenda to Develop Guidelines

SOAR Review
Cheat Sheet

Faculty Expectations (Jamie)

Why a SOAR Team? (Jamie)
  • Current suspension data (OH)
  • LRP application (HO)

Overview of Schoolwide PBS (HO)

SOAR Expectations (Barbara)

Review guidelines 1, 2, 3 (Monte)

Review guidelines 4, 5 & 6 (Ed)
  
  Show Pledge & Pouch
  Activity: Which Pouch is You?

Review guidelines 7 & 8 and shopping schedule (Jennifer)

Review guideline 9 (Jennifer)

Review guideline 10 (Barbara)

Review guideline 11 & 12 (Jamie)

Parent Involvement in SOAR (Barbara)
Faculty Meeting Agenda to Develop Guidelines

**SOAR Review**

Faculty Expectations

Why a SOAR Team?
- Current suspension data
- Top concerns of the school
- LRP application

Overview of Schoolwide PBS

SOAR Expectations

Review guidelines 1, 2, 3

Review guidelines 4, 5 & 6

Activity: Which Pouch is You?

Review guidelines 7 & 8 and shopping schedule

Review guideline 9

Review guideline 10

Review guideline 11 & 12

Parent Involvement in SOAR
Faculty Meeting Agenda to Develop Guidelines  
The SOAR Program  
Date/Time  
Cheat Sheet

11-11:05  Introductory Activity (  )

Directions:

Review Faculty Expectations (  )

11:05-11:15  Review Revisions to Guidelines (  )

Review Revisions to Brochure (if any)

Activity:  Revisit class discipline/office referral form.

Purpose:  To keep students in class so they have opportunities to achieve; To have a unified approach to discipline; To have a communication system between home and school focusing on what happened and how it was dealt with positively (so that when a child gets sent to the office and a call is made to the child’s home, it’s not the first contact with the home). Also note that the office consequences include a range of positive approaches so faculty understand that an office referral doesn’t necessarily mean a punitive consequence.

12:30-1:15  Lunch

1:15-1:30  Finish class discipline/office referral activity

1:30-1:35  Overview of Student Training Week (  )

Review handout of training schedule (attached)

1:35-2:45  Activity:  Develop the Skits

Provide skit guidelines, brochures, and planning form (attached). Whole faculty develops one skit for the classroom. Volunteers (who have agreed to do skits for the students) practice in front of the whole faculty. **Remind groups to model what to do, what not to do, and benefits of doing expectations.
Effective Schoolwide Discipline

Split into two groups. Each group develops three additional skits. **Include how students may try to abuse system and how staff will respond positively by reminding of expectations, asking student to read the pledge in at least one skit.

Volunteers practice skits.

2:45-3:00 Activity: Review the rotating practice schedule (  )

Following each assembly, students will rotate between locations, practice the expectations, and obtain SOAR

3:00-3:15 Giving Reinforcement during the Training Week (  )

Tangible Reinforcement on T, W, TH, FRI –Time?
Special Event on Friday
Drawings on Friday

3:15-3:30 Next Steps (Phyllis and Tracy)

SOAR agenda item in faculty meetings: Review office referrals and develop interventions to reduce office referrals

Small group targeted instruction
FBAs/PBS plans

Drawing

Evaluation
Faculty Meeting Agenda to Develop Guidelines
Chesterfield Community High School
The SOAR Program

11-11:05 Introductory Activity
   Review Faculty Expectations

11:05-11:15 Review Revisions to Guidelines
   Review Revisions to Brochure

11:15-12:30 Activity: Revisit class discipline/office referral form
   **Goals:**
   - To keep students in class so they have opportunities to achieve
   - To have a unified approach to discipline
   - To have a communication system between home and school focusing on what happened and how the teacher responded positively
   - To have reliable data in order to make program improvements

12:30-1:15 Lunch

1:15-1:30 Finish class discipline/office referral activity

1:30-1:35 Overview of Student Training Week

1:35-2:45 Activity: Develop the Skits

2:45-3:00 Activity: Review the rotating practice schedule

3:00-3:15 Giving Reinforcement during the Training Week

3:15-3:30 Next Steps

Drawing

Evaluation
WAYS TO PRAISE

**Directions:** List as many ways as you can think of to highlight a student's effort when praising him/her.
Praise: How to Use It In ESD

1. Specify what skill was observed.

2. Use words that highlight the student's accomplishment versus your pleasure with the behavior (e.g., you remembered to raise your hand versus I like the way you raised your hand).

3. Use words that specify the particulars of the behavior (e.g., you remembered to bring your pen, paper, and books to class).

4. Show spontaneity, variety, and other signs of credibility (e.g., high five for remembering, pat yourself on the back, take a deep sigh of relief, feed proud of what you did, you feel better when you're prepared).

5. Make the student aware of the thinking, problem-solving and emotional control he/she used (e.g., you figured it out, you thought it through, you solved your own problem, you stuck to it until you figured it out).

6. Use the student's prior accomplishments as the context for describing present accomplishments (e.g., because you read the poster, you remembered to walk in the hall).

7. Verbally reward effort (you're standing in line patiently, this is very hard and you're keeping at it, you took a break and then came back to solve this problem, you realized you had left your materials in your locker and quickly got them).

8. Orient the student to his/her feeling while accomplishing the task (e.g., you're working hard because you enjoy the challenge, you're sticking to it because you want to learn how to balance your checkbook).

9. When the task or event is over, remind the student about the external rewards he/she experienced while exhibiting the expectation.

10. Make sure much of your individual praise is done in private versus in front of the large group.
How to Recognize Student Effort

1) Teach students directly that their effort will increase their achievement.

- Elicit examples from students of how continued practice resulted in learning a difficult task (e.g., tying shoes, bike riding, performing stunts on a skateboard);

- Elicit family stories from students (e.g., persistence resulted in a college degree, a successful business);

- Provide examples of people in sports (e.g., Olympic athletes) (Marzano et al., 2001);

- Share stories of how task-relevant behavior resulted in success (e.g., Rudy, Little Engine that Could) (Marzano et al., 2001).

2) Show students how their effort is connected to their achievement rate.

- Use student rubrics- ask students to rate their effort exerted on particular tasks (Marzano et al., 2001);

- Clearly acknowledge effort when giving praise to students (e.g., orient students toward their own task-relevant behavior; use student’s prior accomplishments as the context for describing present accomplishments; attribute success to effort and imply that similar successes can be expected in the future (Brophy, 1981);

- Show students the relationship between effort and achievement- Ask students to rate their effort on a rubric and score it, then chart their effort score and their grade on an assignment (Marzano et al., 2001) (see Table 1).

References


Secondary Student Reinforcement Menu

Name: ________________________________
Grade: ____________________________

Please check off those items you would like to be able to obtain in the school store.

☐ Blank CDs
☐ Disposable Camera
☐ Chapstick
☐ Salty Snacks
☐ Sweet Snacks
☐ School Supplies
☐ Gift Certificate to Target
☐ Gift Certificate to Wall Mart
☐ Gift Certificate to a Fast Food Restaurant
☐ Hair clips, Scrunchies, etc
☐ Basketball
☐ Football
☐ Frisbee
☐ Small stuffed animals
☐ Note Cards (Birthday, Blank)
☐ Other: Please Specify
## Store Price List

**CHESTERFIELD COMMUNITY HIGH SCHOOL**  
**SOAR STORE PRICE LIST**

### School Supplies

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pencil Box</td>
<td>70</td>
</tr>
<tr>
<td>Pens</td>
<td>10</td>
</tr>
<tr>
<td>Pencils 10</td>
<td></td>
</tr>
<tr>
<td>Composition Book</td>
<td>15</td>
</tr>
<tr>
<td>Journals</td>
<td>100</td>
</tr>
<tr>
<td>Push Pins</td>
<td>150</td>
</tr>
<tr>
<td>Portfolio</td>
<td>50</td>
</tr>
</tbody>
</table>

### Toiletries

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shampoo</td>
<td>100</td>
</tr>
<tr>
<td>Deodorant</td>
<td>100</td>
</tr>
<tr>
<td>Toothpaste</td>
<td>100</td>
</tr>
<tr>
<td>Hairbrush</td>
<td>150</td>
</tr>
<tr>
<td>Keyrings</td>
<td>100</td>
</tr>
<tr>
<td>Flashlight</td>
<td>200</td>
</tr>
</tbody>
</table>

### Jewelry

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bracelet</td>
<td>150</td>
</tr>
<tr>
<td>Necklace</td>
<td>150</td>
</tr>
<tr>
<td>Earrings</td>
<td>200</td>
</tr>
<tr>
<td>Toerings</td>
<td>100</td>
</tr>
</tbody>
</table>

### Stuffed Animals

<table>
<thead>
<tr>
<th>Size</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>200</td>
</tr>
<tr>
<td>Medium</td>
<td>300</td>
</tr>
<tr>
<td>Large</td>
<td>400</td>
</tr>
</tbody>
</table>
Bring a Stuffed Friend to School for the Day

Choose the Story

for Snack

___ Bucks

___ Bucks

Choose the Story

for Snack

Play on Lower Play Ground

___ Bucks
Time on the Classroom Computer

___ Bucks

Read to the Teacher
During D.E.A.R. Time

___ Bucks

Show and Tell

___ Bucks

Choose the Story
for Snack

___ Bucks
Read to Another Class

___ Bucks

Free Homework Night

___ Bucks
Pick From the Candy Bag

___ Bucks

Free Ice Cream

___ Bucks

Bring a Toy or Game from Home

Free Soda & Treat from Goody Jar

___ Bucks
Effective Schoolwide Discipline

Have Snack with a Buddy

[Image of children snacking]

___ Bucks

Eat Lunch with a Teacher

[Image of teacher and student]

___ Bucks

Have Lunch with a Buddy

[Image of children eating]

___ Bucks

New School Supply from Closet

[Image of various school supplies]

___ Bucks

June 2007  Section 9

21
Extra Outside Time

___ Bucks

Pick from Treasure Chest

___ Bucks
Effective Schoolwide Discipline

Line Leader
for the Day

Homework Pass
(select items not included)

___ Bucks

Sunglasses All Day

__ Bucks

Read Aloud Time

___ Bucks
Free Ice Cream

___ Bucks

Choose from the Prize Bucket

___ Bucks

Puppet Time

___ Bucks

Lunch Alone with the Teacher

___ Bucks
Cap for the Day

___ Bucks

Say the Pledge in the Office

___ Bucks

Lunch with Dr. Garber

___ Bucks

Sit at the Teacher’s Desk for the Day

___ Bucks
Candy Pass
(pick from the Big Jar)
___ Bucks

Bubble Gum Pass
___ Bucks

Classroom Computer Time
(15 mins.)
___ Bucks

Choose Your Seat for the Day
___ Bucks
Effective Schoolwide Discipline

Pick a Lunch Partner

Be the First to Eat for 2 Days

___ Bucks

___ Bucks

Read a Story to a First Grader (during bellwork)

Go to Lunch With Another Class

___ Bucks

___ Bucks
Free Milk or Juice

___ Bucks

Choose Any Class Job for a Week

___ Bucks

Put on a Puppet Show

Homework Pass

___ Bucks

___ Bucks
Effective Schoolwide Discipline

**Chew Gum in Homeroom**

___ Bucks

**No Bell-Work**

for 2 Mornings

___ Bucks

**Sit in Homeroom**

*Comfort Zone*

for 3 Days

___ Bucks

**Water Bottle in Class**

___ Bucks
**New Seat**

for the Day

___ Bucks

---

**Lunch with a Friend**

___ Bucks

---

**Extra Recess**

on Wednesday

___ Bucks

---

**Stay in at Recess**

(with 1 or 2 friends)

and

**Play a Game**

(that you brought from home)

___ Bucks
**Extra Outside Time**

(while others run laps or do stretches)

**Come Straight to the Classroom @ 8:00**

*for 2 Mornings*

___ Bucks

**Design a Row**

For a Week

___ Bucks

**Have Lunch with Your Brother or Sister**

*in another grade*

___ Bucks
Invite **All the Girls**

or **All the Boys**

to Have Lunch with you at a

Private Table

---

**Move Your Desk**

for one week

---

Keep a Stuffed Animal / Action Figure on

Your Desk

---

**Bring in a CD for Art**

---

June 2007
Use Your Gameboy

During Bellwork

Choose a Game for Recess and be the Game Leader

Have Ms. Sunshine on Your Desk for a Day

Math Teacher for the Day

___ Bucks
Choose Art Activity

For the class

Choose Center Activity

Extra Gym Time
(at the end of the day)
*Pre-Approved by P.E. Teacher*

___ Bucks

*Ink Pen in Class*

___ Bucks
Bring a Stuffed Friend to School for the Day  ___ Bucks

Buddy Read During D.E.A.R. Time  ___ Bucks

Choose Outside Game During Recess  ___ Bucks

Take a Classroom Book Home for the Night  ___ Bucks
Be the Leader of a Class Game

___ Bucks

Help Mrs. Briggs Bake Bread

1 Morning

___ Bucks

Play on Lower Play Ground

___ Bucks
Sample Guidelines for an ESD Model

Overview of the Charles City Middle School PAWS Model

The Charles City Middle School PAWS model involves providing unified support to students throughout the school. Through the PAWS model, staff is prepared and supported to: promote positive work habits, reinforce skills and behaviors demonstrated by students and teach new forms of behavior to replace inappropriate behavior.

The PAWS expectations are designed to teach students skills so that students understand that:

- **POSITIVE** actions earn respect
- **ATTITUDES** are everything
- **WITH** hard work comes success
- **STYLE** involves self-control

4 Phases of PAWS

**PHASE 1:** Through surveys and faculty responses the PAWS team defines schoolwide expectations and the skills needed to meet these expectations in each location throughout the school.

**PHASE 2:** Faculty develops skits to demonstrate the skills students must display to meet the PAWS expectations and learns how to provide guided practice for students. The faculty also decides how they will recognize the positive skills and behaviors that the students demonstrate. They also plan how the school store, special events, and booster sessions will be conducted.

**PHASE 3:** During the first week of school, the faculty takes their students to different assemblies on two different days to learn about the PAWS model. Skits are performed by the faculty to teach the expectations. Students are asked to sign a pledge and are given zipper pouches (to store PAWS they earn). Then the faculty provides additional training for students in each location of the school to further teach the PAWS expectations. Follow-up lessons are conducted during class time.

**PHASE 4:** On an ongoing basis, the faculty acknowledges students for using the skills by giving PAWS and emphasizing to students what skills they used. Students write their names on the PAWS and store them in zipper pouches they keep in their notebooks. At various times throughout the week, different classes of students turn in the PAWS for student-preferred items at the school store. Special schoolwide events are provided for students earning enough PAWS. Students who do not have enough PAWS participate in a booster session to further learn the PAWS expectations and skills needed to meet the expectations. These students receive PAWS for attending and participating in the session. Over time the items at the school store will increase in “price”. Students also have the opportunity to place PAWS in a monthly drawing. In addition, PAWS are collected and drawings are held for faculty members to reinforce the distribution of PAWS to students by faculty.
Charles City Middle School: PAWS Guidelines

REMINDERS:

- The PAWS model is separate from your classroom management system.
- The PAWS model is proactive, not punitive; it is about recognizing specific, positive behavior, not punishing the lack of that behavior.
- PAWS are earned and never taken away.
- All students are worthy of PAWS.
- Only staff give out PAWS.
- These guidelines, like the PAWS model, as a whole will be evaluated on a monthly basis.

1. WHEN DO YOU PASS OUT PAWS?

Immediate reinforcement is the first level of reinforcement in the PAWS model.

When you see specific behavior that matches the expectations that we have agreed upon you immediately pass out PAWS. The top three areas we as a faculty have identified students need to improve in include: achievement, respect and self-control. These are our target areas where we hope to see the most improvement in behavior.

Achievement: We are striving to reduce the number of referrals to the office for inappropriate behaviors so that students have more opportunities to learn in the classroom setting. This can be accomplished by giving PAWS to students who are exhibiting any behavior listed under “With hard work comes success.”

Respect: We can reinforce students for being respectful by giving them PAWS and stating that the student is exhibiting any behavior listed under “Positive actions earn respect.”

Self-Control: We can reinforce students for maintaining self-control by giving them PAWS and stating that the student is exhibiting any behavior listed under “Style involves self-control.”

Other Target Areas for PAWS:
Behavior is more likely to change if we reinforce every student in every setting in the school. You can give out PAWS to any student any time you see them exhibiting the expectations listed in the following locations: library, clinic, gym, locker room, science lab, cafeteria, bathrooms, hallways, bus, office, and the classroom.

2. HOW MANY PAWS SHOULD BE PASSED OUT EACH WEEK?

A lot. The PAWS committee came to an estimated figure of about 200-500 a week. On the surface this appears outrageous, but it is not. The whole idea of this model is to recognize specific, positive behavior, and that’s what we’re going to accomplish.

3. WHAT DO YOU SAY WHEN YOU PASS OUT A PAWS?

The key is to recognize and emphasize the behavior that earned the PAWS and not to focus on your (teacher) pleasure over that same act. In short, “You were smart to bring a pass to
the clinic” works better than “I like the way you brought your pass to the clinic.” Here’s a helpful tip: Start with “you” and you’re set to go. See PRAISE handout.

While the students are receiving a physical (extrinsic) form of immediate reinforcement (the PAWS), the overall goal is that they will realize they are getting a reward because they are doing the right (intrinsic) thing.

4. WHAT IS THE STUDENT PLEDGE?

Students will sign the following pledge and keep it in their zipper pouch.

The Charles City Middle School
PAWS Student Pledge

1. I will be responsible for writing my name clearly on the back of each of my PAWS and will keep track of them in my Wildcat pouch.
2. I will be responsible for my PAWS and understand that I will need my PAWS to enter special events and make purchases in the PAWS store.
3. I will only use PAWS that I have earned. I understand that PAWS cannot be traded with other students.
4. I understand that lost PAWS will NOT be replaced.
5. I understand that the teacher is responsible for giving out PAWS. Asking for PAWS will result in not getting them.
6. I understand that I must obtain a PARTY PAW to attend a special event. PARTY PAWS are obtained by showing the school store keeper that I have earned enough PAWS.

Student Signature:___________________________________________
Parent Signature:____________________________________________

You will receive the pledges prior to students’ return to school. Students should obtain these after the first PAWS assembly during the first week of school. Teachers will do spot checks to make sure that students keep their pledge in their binder.

5. WHERE ARE THE PAWS STORED?

Teachers will choose what type of pouch to use to carry their PAWS. However you carry your PAWS, make them visible.

Students will use zipper pouches for PAWS storage. Following the first assembly, students should put their Student Agreements in their pouches. Pouches are to be stored in students’ 3 ring notebooks. When students receive PAWS, they must put their names on the PAWS and put them in their pouches. When PAWS are earned outside of class (e.g., in the gym office), students must carry their PAWS back to class and store them properly in their Wildcat pouches.
6. **HOW WILL TEACHERS OBTAIN AND DISTRIBUTE PAWS?**

Teachers will receive a master copy of PAWS to sign. Each master copy will be kept in the front office. Front office staff will copy the master onto goldenrod paper when teachers request. Teachers will cut out PAWS and give them out daily.

7. **HOW WILL THE SCHOOL STORE WORK?**

Students will receive delayed reinforcement as the second level of reinforcement in the paws model.

The PAWS store will be located in Room 103. Items in the store will be displayed with prices in the library display case. Teachers will receive a price list and updates when prices change. They will review the prices of items with their students. Students will purchase items from the school store on a weekly rotating schedule. (See attached schedule). Team teachers will coordinate supervision of students who are and are not shopping on a given day.

Students should know what item(s) they will be purchasing and have their PAWS stapled in packs of ten when they come to the PAWS Store. The “price list” will change periodically as items become more expensive and will be displayed in the showcase with items.

Used PAWS will be put into drawings periodically. Staff and students will have opportunities to win items through the drawings.

8. **HOW WILL SPECIAL EVENTS WORK?** (see attached planning sheet)

Special Events will occur during the first week of the second semester and every 9 weeks thereafter. The PAWS team will plan the first 2 special events. The other events will be planned by the faculty during the staff development day. Special events will not cost the students. Rather, students may attend special events 4x a year if they have a balance that equals the predetermined cost of that event. Tickets to attend special events will be obtained by students at the school store.

9. **WHAT DO STUDENTS DO WHEN THEY DO NOT HAVE ENOUGH PAWS FOR THE SPECIAL EVENTS?**

Booster sessions coincide with special events. Booster sessions are held for the student whose behavior is developing. A student may need a booster session to help him/her meet any one of the PAWS expectations. The PAWS team will develop booster sessions based on the teachers’ feedback regarding the needs of the students attending. Reverend James Johnson and Susan Grainer will facilitate the booster sessions. The facilitators will keep attendance.

<table>
<thead>
<tr>
<th>A BOOSTER SESSION IS:</th>
<th>A BOOSTER SESSION IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive/Affirmative</td>
<td>Negative</td>
</tr>
<tr>
<td>A Shot of Encouragement</td>
<td>Punishment</td>
</tr>
<tr>
<td>Specific, Directed</td>
<td>A Time to Write the PAWS Expectations 10 times</td>
</tr>
<tr>
<td>Behavior-Oriented</td>
<td>Time-Out, Jail, In School Suspension</td>
</tr>
</tbody>
</table>

June 2007
Teacher Directed/Interactive

If a student does not have the balance needed to attend the special event, he/she attends the booster sessions (this is not a choice). Students may earn up to 5 PAWS while attending booster sessions. They earn these incrementally (e.g., PAW outlines are distributed. When a student displays an expectation, the booster leader places an orange circle shaped sticker on a PAW pad. When five stickers cover the entire PAWS, a student earns a PAW).

10. HOW CAN EXTRA PAWS BE EARNED?

Variable reinforcement will be the third level of reinforcement in the PAWS model.

POWER PAWS can be earned for the events listed below. We will determine the amounts to be earned for each event during the pre-school week. Earned Power Paws will be placed in end of year drawing.

<table>
<thead>
<tr>
<th>Event</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieving honor roll</td>
<td>1 Power Paw to be put in drawing first time and then 2 the next, etc.</td>
</tr>
<tr>
<td>Honor roll bound (2.5-2.9, no F's)</td>
<td>1 Power Paw</td>
</tr>
<tr>
<td>Having perfect attendance for 9 weeks</td>
<td>See above (honor roll)</td>
</tr>
<tr>
<td>Participating in extra curricular activities: (art contests, science/math fairs, band, choir, mind games, Odyssey of the Mind, geography bee)</td>
<td>1 Power Paw for participation; 1 additional Power Paw for winning</td>
</tr>
<tr>
<td>Community involvement</td>
<td>1 Power Paw</td>
</tr>
<tr>
<td>Tutoring</td>
<td>1 Power Paw</td>
</tr>
<tr>
<td>Accelerated Reading</td>
<td>1 Power Paw for each book</td>
</tr>
<tr>
<td>Pass all four end of year Physical Education Tests</td>
<td>1 Power Paw</td>
</tr>
<tr>
<td>Sports participation</td>
<td>1 Power Paw (for each sport?)</td>
</tr>
<tr>
<td>Wise Guys, Peer Mediators</td>
<td>1 Power Paw (at end of year)</td>
</tr>
<tr>
<td>PTA attendance with guardian</td>
<td>1 Power Paw</td>
</tr>
</tbody>
</table>

11. HOW WE WILL ENCOURAGE PARENT INVOLVEMENT?

Parents will receive florescent yellow PAWS for parent participation. Parents will pick up PAWS at the sign-in notebook when they enter the school. Parent drawings will occur at PTA meetings, on parent-teacher conference days, and sporadically for volunteers.

12. THAT'S LIFE CLAUSE

The PAWS are to be used as a reward, not a punishment. Issues will arise concerning PAWS distribution, and also bending of the guidelines. A student who misses a few days of school for family matters, such as a funeral, vacation or due to an extended illness, will not be able to receive PAWS on those particular days. When these issues come up, emphasize that staff must see the behaviors to give out PAWS. Also remind parents/students that these life obstacles can easily be overcome if a student saves several PAWS for unforeseen and uncontrollable events.
SKIT PLANNING FORM

Directions: Develop a skit that demonstrates what behaviors are expected of students in the location, a few behaviors that are not acceptable, what staff will do when they see students demonstrating the expectations (e.g., say “You are …., give student token), what students will do when they get tokens (e.g., sign back, put in pouch), and how students will redeem tokens by looking at the tokens store inventory and counting out bundles of ten tokens to have ready to take to the store. **In at least two skits, include examples of ways teachers will encourage students to demonstrate the expectations (e.g., “I’m sure everyone will remember to ….”, Teacher reviews expectations as students enter room and then gives out tokens as soon as she/he sees expectations).

Location:

Characters:

Materials Needed:

Script
**SKIT PLANNING FORM**

**Directions:** Develop a skit that demonstrates what behaviors are expected of students in the location, a few behaviors that are not acceptable, what staff will do when they see students demonstrating the expectations (e.g., say “You are …, give student token), what students will do when they get token (e.g., sign back, put in pouch), and how students will redeem token by at looking the school store inventory and counting out bundles of ten token to have ready to take to the store. **In at least one skit, include examples of how students may try to abuse the system (e.g., ask for tokens, sell tokens) and how faculty will respond by asking them to read their pledge.**

**Location:**

**Characters:**

**Materials Needed:**

**Script**
Booster Session Protocol

Booster sessions are only for students who have not earned enough tokens for the special event.

Booster sessions occur in small groups for 15 students or less per group.

Teachers are asked to identify the reasons why students have not earned enough tokens to attend the special event.

Booster session lessons are developed by the ESD team.

The ESD team develops expectations for the booster session and makes posters for each group (e.g., Listen to each other, Use quiet voices when talking, Raise your hand before speaking, Contribute to the group, Participate in the activity, Wait to use the bathroom/see the nurse/see a staff member until after session).

The ESD team reviews the list of booster session attendees and assigns students to different groups.

The booster session students meet in one room. Teachers tell students where to report for the booster session. Students are given name tags with codes on their tags showing which group they are in. Students and booster session teachers go to the different locations where their groups are meeting.

Each group meets in a different room. Groups rotate each 15-20 minutes.

A person is assigned to float between booster sessions/supervise the halls during the booster session.

Students are given name tags and asked to sign an attendance sheet upon entry into the booster session.

A set of materials (e.g., pencils, materials for activity) is available for each student at the onset of the activity.

The teacher reviews the posted booster session expectations and goals of the lesson.

Students earn up to three tokens during the booster session. Teachers use incremental reinforcement (e.g., they give out a sticker each time a student demonstrates an expectation, when a student earns five stickers, he/she turns this in for one token).

The teacher gives bathroom/hall passes to students? (Or the teacher calls the hall supervisor if someone leaves the session?)
Training Week Agenda
Charles City Middle School
The PAWS Model
November 5, 2002, 9-3:30

Cheat Sheet

Overview of Student Training Week

Show handout of training schedule

Day 1: Kick off assembly, review phases of PAWS, show pledge/pouch/bucks, One skit
Day 2: One skit
Day 3 & 4: One skit

Activity: Preparing to Teach the Expectations

Count off by 4s. Teams create skits for each location and practice in front of the whole faculty. (Need corresponding expectations for locations and sample skits for each group). Remind groups to model what to do, what not to do, and benefits of doing expectations. *Also include in a skit how students may try to abuse system and how staff will respond positively by reminding of expectations, asking student to read the pledge.

Lunch

Practice Skits

The Itinerary for the First Week of School

Activity: Review the rotating practice schedule

Following each assembly, students will rotate between locations, practice the expectations, and obtain tokens

Giving Reinforcement during the Training Week

Cart in halls T, W, TH, FRI from 2:30-3:00
Dance on Friday
5 drawings on Friday
Agenda for Stakeholders about ESD

Name of School
Name of Model
Date
Cheat Sheet

Who is on the ESD Team? (introduce team members)

Why a ESD Team?

   Top three concerns of the staff (share survey results)
   Office referral and suspension data for last year (share data, do month to
   month average per day per month)

What will the ESD team do?

   Overview of ESD model (share article, explain model)
   Benefits of an ESD model (share data from other schools)

Next Steps:

   Share how ESD Model is incorporated in the School Improvement Plan
Sample Fundraising Ideas

Penny drive for the school
Little Caesar’s Pizza
Pepsi Sale
Yard Sale
Bake Sale
Selling Entertainment books
Proceeds from sales at McDonald’s
Kripsy Kreme Doughnuts
Faculty Expectations

Faculty Meeting Expectations

Come to meetings on time
Only bring materials needed for the meeting
Participate in meetings
Ask questions for clarification
Offer solutions to problems
Listen to what others have to say

Classroom Teacher Expectations

Carrying BUCKS visibly
Giving BUCKS to students who demonstrate the expectations
Stating the expectations as BUCKS are given
Acknowledging the student’s accomplishment
Giving out BUCKS for a variety of expectations
Giving out BUCKS with genuine enthusiasm
Using effective instruction
Faculty Expectations

➢ Carry GATORS visibly

➢ Give GATORS to students who demonstrate the expectations

➢ Acknowledge the student’s accomplishments when GATORS are given

➢ Give GATORS for a variety of expectations

➢ Give GATORS with genuine enthusiasm
Survey to Teachers to Identify Booster Session Content

PAWS TEAM SURVEY RE: BOOSTER SESSION

Dear Teachers,

As we prepare for our special event/booster session on _______, we need to gather some information from you.

1. How many of your students do you think will be in the booster session (because they will not have earned _______ PAWS in the past nine weeks to attend the special event)?

2. What do you think they need help with in the booster session?

Organization
Practice on classroom expectations
Anger management
Conflict resolution
Understanding what is appropriate/inappropriate school behavior
Other (please specify)

Please return this survey to _______________________________. THANKS!
Special Event Protocol

The special event, location, time of event, and cost of event are advertised in several ways prior to the event. If food is provided, this is included in the advertising.

Students who have enough tokens to attend the special event may choose to attend an alternate event (e.g., study hall).

Students who have enough tokens to attend the special event may not go to the booster session.

Tickets for the special event are sold in the school store for several weeks prior to the event.

Ticket sales end three days before the event.

A record is kept of students who have purchased tickets.

The ESD team makes an attendance sheet.

On the day of the event, teachers give out purchased tickets during a specified time period.

Several staff members are assigned to supervise different zones in the special event and study hall.

One staff person supervises the halls/bathroom during the special event.
**Sample Effective Schoolwide Discipline School Improvement Plan**

**School:** ______________________  **Year:** _________________

**Goal:** By the end of the 2008-2009 school year, 95% of all students will have an incident-free discipline record for that year

**Objective 1:** By the end of the 2005-2006 school year, school-wide policies and practices exist to support a school-wide ESD model

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Code</th>
<th>Projected Time Frame</th>
<th>Person(*s) Responsible</th>
<th>Financial Resources Needed</th>
<th>Other Resources Needed</th>
<th>Evidence of Implementation of the Strategy</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP: FORM AN EFFECTIVE SCHOOLWIDE DISCIPLINE TEAM AND PREPARE THEM FOR THEIR ROLE</strong></td>
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<tr>
<td>Action: Form a school-based effective schoolwide discipline team</td>
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<tr>
<td>Action: Educate the ESD team about the collaborative team meeting process to be used throughout the phases</td>
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<tr>
<td>Action: Educate the ESD team about the effective schoolwide discipline model</td>
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<td>Action: Visit a school using an ESD model</td>
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<tr>
<td><strong>STEP: COLLECT EXISTING BASELINE DATA</strong></td>
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<td>Action: Collect baseline office referral and suspension data for the past year</td>
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<td>Action: Ask faculty to identify their top three concerns in the school</td>
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<tr>
<td>Action: Conduct needs assessment to determine what ESD strategies are already in place and which ones are priorities</td>
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<tr>
<td><strong>STEP: INFORM KEY STAKEHOLDERS ABOUT THE ESD MODEL</strong></td>
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<tr>
<td>Action: Introduce your school-based ESD team to key stakeholders</td>
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<tr>
<td>Action: Keep a record of events of steps taken to develop model to share with various stakeholder groups</td>
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</table>
### Effective Schoolwide Discipline

<table>
<thead>
<tr>
<th>STEP: COLLECT ENHANCED BASELINE DATA NEXT YEAR WHILE PLANNING FOR THE ESD MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action: Align discipline definitions with the school Code of Conduct</td>
</tr>
<tr>
<td>Action: Guide faculty to distinguish between classroom versus office referral discipline issues</td>
</tr>
<tr>
<td>Action: Revise the office referral form</td>
</tr>
<tr>
<td>Action: Collect enhanced baseline data while planning for the ESD model</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEP: CREATE A CLIMATE TO SUPPORT THE USE OF THE ESD MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action: Assess and develop a school climate to support the use of the ESD model</td>
</tr>
<tr>
<td>Action: Provide professional development to prepare the faculty/staff to create a positive learning environment which promotes effective student and staff interaction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEP: DEVELOP GUIDELINES/MATERIALS FOR SCHOOLWIDE SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action: Guide faculty to develop an acronym and behavioral expectations for the ESD model</td>
</tr>
<tr>
<td>Action: Explain how to give effective reinforcement and the three levels of reinforcement to the faculty:</td>
</tr>
<tr>
<td>• Immediate: tokens, praise, points, gift certificate, movie tickets, coupons, etc.</td>
</tr>
<tr>
<td>• Delayed: deposit into school bank, marble in jar, spending in school store, etc.</td>
</tr>
<tr>
<td>• Variable: Special events, drawings, auctions, surprise announcements, etc.</td>
</tr>
<tr>
<td>Action: Tie immediate reinforcement to other incentive programs</td>
</tr>
<tr>
<td>Action: Decide how to display the expectations for student behavior</td>
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<td>Action:</td>
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</tbody>
</table>
Objective 2: By the end of the 2006-2007 school year, school-wide policies and practices are used to support a school-wide ESD model

<table>
<thead>
<tr>
<th>STEP: CONDUCT STUDENT TRAINING WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action: Meet with staff to review guidelines and prepare for the training week with students</td>
</tr>
<tr>
<td>Action: Conduct the training week with students</td>
</tr>
<tr>
<td>Action: Develop and begin using a reinforcement system for staff to encourage them to consistently give immediate reinforcement to students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEP: BEGIN SCHOOLWIDE SUPPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action: Give immediate reinforcement to students</td>
</tr>
<tr>
<td>Action: Share information about the ESD model with families</td>
</tr>
<tr>
<td>Action: Engage parents in diverse ways to support the ESD model (e.g., volunteer activities, fund raising)</td>
</tr>
<tr>
<td>Action: Conduct fundraising activities</td>
</tr>
<tr>
<td>Action: Develop reinforcement system for staff</td>
</tr>
<tr>
<td>Action: Keep records of delayed reinforcement obtained by students, attendance at special events and booster sessions</td>
</tr>
<tr>
<td>Action: Guide faculty to plan special events</td>
</tr>
<tr>
<td>Action: Plan booster sessions</td>
</tr>
<tr>
<td>Action: Add a way to include feedback on use of ESD in existing teacher evaluation process</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEP: DEVELOP A PLAN FOR ONGOING DATA COLLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action: Develop a plan for collecting, summarizing, and guiding the faculty to respond to behavioral data at specific intervals throughout each year.</td>
</tr>
</tbody>
</table>

| STEP: ENHANCE THE DATA COLLECTION SYSTEM WITHIN THE SCHOOL |
**Effective Schoolwide Discipline**

**STEP: COLLECT AND RESPOND TO SCHOOLWIDE DATA ON AN ONGOING BASIS**

<table>
<thead>
<tr>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a system for summarizing the data for the team and sharing with the faculty</td>
</tr>
<tr>
<td>Align the data base system with the new Office Referral Form</td>
</tr>
<tr>
<td>Review and share data with faculty</td>
</tr>
<tr>
<td>Develop alternatives to suspension for office referred behavior and add as consequences on the office referral form</td>
</tr>
<tr>
<td>Develop and implement schoolwide interventions</td>
</tr>
</tbody>
</table>

**STEP: MAKE PROGRAM REVISIONS BASED ON FEEDBACK FROM PARTICIPANTS**

<table>
<thead>
<tr>
<th>Action</th>
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<tbody>
<tr>
<td>Periodically ask families, faculty, and students how they feel about the ESD model and what suggestions they have for enhancing the model.</td>
</tr>
</tbody>
</table>

**STEP: PLAN FOR CLASSROOM SUPPORTS**

<table>
<thead>
<tr>
<th>Action</th>
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</thead>
<tbody>
<tr>
<td>Identify staff needs regarding instruction and classroom management strategies they want to learn</td>
</tr>
<tr>
<td>Develop professional development plan to support the use of effective classroom strategies</td>
</tr>
<tr>
<td>Guide faculty to develop class procedures for class beginnings, transitions, interruptions, care of materials/equipment, group work, seat work, teacher-led activities, etc.</td>
</tr>
</tbody>
</table>

**STEP: DEVELOP A CLIMATE TO SUPPORT THE USE OF CLASSROOM SUPPORTS**

<table>
<thead>
<tr>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a school climate to support the use of research-based classroom interventions</td>
</tr>
</tbody>
</table>

**STEP: BEGIN CLASSROOM SUPPORTS**
<table>
<thead>
<tr>
<th>Action: Conducting ongoing assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action: Guide faculty to develop class-wide behavioral interventions based on data</td>
</tr>
<tr>
<td>Action: Prepare faculty to engage students in meaningful activities during the entire class period</td>
</tr>
<tr>
<td>Action: Develop individualized small group supports (anger management, social skills, drugs, other) for students who are repeatedly referred to the office</td>
</tr>
</tbody>
</table>

**STEP: PLAN FOR INDIVIDUAL SUPPORTS**

| Action: Develop a process for referring students with re-occurring challenging behavior to the ESD team |
| Action: Prepare a school-based team to coordinate FBAs and develop/implement BIPs with direct service staff for students with re-occurring challenging behavior |
| Action: Develop a coordination system to conduct FBAs, develop BIPs and follow up |

**STEP: DEVELOP A CLIMATE TO SUPPORT THE USE OF INDIVIDUAL SUPPORTS**

| Action: Develop a climate to support use of Functional Behavioral Assessments and Behavioral Intervention Plans |

**STEP: BEGIN INDIVIDUAL SUPPORTS**

| Action: See Phase on conducting ongoing assessments |
| Action: Coordinate FBAs |
| Action: Coordinate the development of BIPs |
| Action: Add a way to include feedback on use of BIPs to existing teacher evaluation process |

**STEP: MAKE YOUR MODEL A PROGRAM WITHIN THE SCHOOL**

| Action: Include information about the model in school policies, handbook, etc. |

**STEP: MAKE YOUR MODEL A PROGRAM**
### WITHIN THE SCHOOL

**Action:** Include information about the model in school policies, handbook, etc.

**STEP: DEVELOP AN ORIENTATION PROCESS FOR NEW STAFF AND STUDENTS**

**Action:** Develop orientation materials for students

**Action:** Develop orientation materials for staff

**Action:** Identify who will orient new staff and students

**STEP: CONTINUE TO IMPLEMENT YOUR MODEL**

**Action:** Identify steps in the implementation and the data collection phase to repeat yearly

**STEP: INVITE OTHERS TO LEARN ABOUT YOUR MODEL**

**Action:** Create a system to disseminate information about your model

**Action:** Share information about your model with stakeholder groups within your system as well as with other schools