Evidence Cluster #5:

School Culture and Safety Audit

by

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A paper submitted for

Add-On School Administration licensure portfolio requirements

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April 2013

Abstract

In order to be successful academically, students need to feel safe in their environment both physically and emotionally. Likewise, staff members need to feel safe and respected as professionals. Thus, school climate can have as much impact on student achievement as classroom instruction. While a six factor school building audit of Leeds Middle School does not illuminate any significant safety issues, due in part to a relatively new building, an analysis of both student discipline data and the NC Teacher Working Conditions Survey indicate a problem with both safety and school climate. For that reason, my action plan focuses on implementing the Positive Behavior Intervention and Support program that systematically creates school-wide expectations and emphasizes a focus on positive choices.

School Culture and Safety Audit

There is oft quoted adage that attributes character to what one is doing when no one is looking. While more concerned with the behavior of individuals, it can also apply to the character or culture of a school. What are the teachers and students doing when administration is nott looking? What are they saying in the parking lots and behind closed doors? Do they respect differences and embrace diversity, or do they avoid even productive conflict? Consequently, these behind the scenes actions reflect a school climate that leaders partially cultivate through their direct actions or what they allow from others. Likewise, the school's physical environment also contributes to school climate as the human brain constantly filters its surroundings for familiarity, safety, and friendliness and impacts a student's sense of well-being impacts academic performance, discipline, and absenteeism (Jensen, 2005; Marzano 2003). In other words, when people feel respected and cared for in their environment they will be more respectful and caring of others in that environment. Thus, given the impact of both the physical and social environment on morale and student achievement, Leeds Middle School (LMS) must be proactive to address various areas where climate and safety may be suffering.

Defining School Culture

The terms school climate and school culture are often used interchangeably and defined a myriad of ways. While Lindahl (2011) acknowledges at least twelve definitions of climate, Barth (2002) simply defines school climate as "the way we do things around here" (p.6). How do adults and students work together and treat one another? What traditions are openly valued, and what behaviors are ignored? Where do the school and the people inside spend their time and resources? When teachers share instructional ideas or concerns, how are they received by each other or by administration? How do staff members dress and present themselves to the

community and other stakeholders? What do the physical aspects of the building say about the

values of those who manage it? All of these elements contribute to school culture.

However, Peterson and Deal (1998) specifically acknowledge the power of the less overt

culture of a school. They define culture as "an underground stream of norms, values, beliefs, and

traditions, and rituals that has built up over time as people work together, solve problems, and

confront challenges" (p. 28). Are the school's mission and values only embraced when district

office is around? What expectations are simply understood without having being spoken? Barth

(2006) labels topics like administrative relationships with staff, race relations, and

underperforming teachers as "nondiscussables" (p. 8) that are rarely confronted within the

building but can consume private conversations. According to Barth (2002), fewer

nondiscussables mean a healthier school climate. Although this underground culture is defined

by informal or even unspoken expectations, Peterson and Deal (1998) maintain that it is still

powerful enough to shape what people do, say, or feel within the school climate.

LMS School Climate Physical Building & Safety Factors

A school's climate is affected by the physical environment because a school building is

more than just a building. Sanoff, Pasalar, and Hashas (2001) propose that "…the school mirrors

the ideas, values, attitudes, and cultures of the people within it" (p. 1). In other words, how well

the building is taken care of may reflect how well cared for the students inside are. In addition,

the physical learning environment is important because it can impact both student learning and

discipline because variables like physical resources, space, and lighting all impact student

achievement (Sanoff, Pasalar, & Hashas, 2001). Furthermore, Hebert (1998) argues that

buildings contribute to school culture by shaping students' self-esteem and sense of belonging.

She says that "when children experience a school obviously designed with their needs in mind,

they notice it and demonstrate a more natural disposition toward respectful behavior and a willingness to contribute to the classroom community" (p. 69). Marzano concurs by claiming when students and teachers feel safe they have increased "psychological energy for teaching and learning" (p. 53). Thus, in order for a school to positively impact student learning, it must also be a safe and nurturing environment for students.

Since it is only five years old, LMS does not have any major repair or structural issues at this time, and per Lincoln County School Board Policy 9210 (2008), it is the principal's job to routinely inspect the facility and the grounds and work with the district maintenance department. In fact, pursuant to North Carolina Public School Laws §115C-523, principals and teachers can be held financially responsible for failing to adequately monitor the physical well-being of the building. While an assessment of LMS using the Six-Factor School Building Checklist (Sanoff, et al., 2001) shows an overall safe building there are some design factors that can be approved upon for the sake of safety and school climate.

The school's rural but residential setting ideally isolates the students from the busy downtown areas and is surrounded by open farmland that allows good visibility of the school grounds. The school itself has a sun-like layout with a central section that houses the media center, most elective classes, and administrative
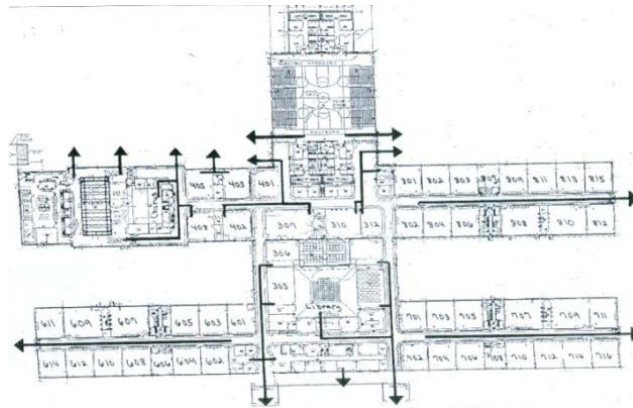

Figure 1. Schematic drawing of LMS. Reprinted from 2012 faculty handbook.

offices. The grade level hallways, cafeteria, and gym serve as spokes from the center. The building looks unified and is fully accessible through inside hallways. The long straight hallways

and single-floor design also minimize nooks and crannies that could encourage misbehavior (McLester, 2011). Clear sightlines allow teachers to stand at one end of the hallway and see all the way down to the opposite end. The classrooms are clearly marked with teacher name and room number, and spacious hallways easily allow for the flow of traffic and clear sightlines.

However, the school's layout also contributes to the grade-level segregation of the faculty and students which hinders a cohesive sense of community and negatively impacts school culture. Each hallway is self-contained with students only leaving to attend elective courses. Since those electives occur when other grade levels are in class on their separate hallways, it means there is almost zero interaction between different grade levels, including among teachers. Likewise, there are no social spaces for either students or teachers. Students are only allowed in the library with their teacher or by an occasional individual library pass, and all outdoor fields are strictly reserved for athletic events in order to maintain playing fields. While there is a central courtyard, it is completely empty and unused. Likewise, each grade level hallway has its own teacher workroom which minimizes the opportunity for different grade levels to interact.

LMS School Climate Organizational & Social Factors

LMS's physical segregation mirrors its social segregation. I have worked at LMS for the last 14 years, 12 of which have been under the current principal. In that entire time there have been less than a handful of student assemblies and even those are usually confined to curriculum related topics like guest speakers. Other than athletic events and the one or two fund-raiser dances that are held each year, social events for students are limited. Similarly, faculty social events are limited to monthly faculty meetings, PLCs, or the occasional unofficial faculty baby or wedding shower. There is very little coordinated effort to build a sense of community.

Yet, with its diversity, students and staff alike could benefit from building more personal relationships. With just under 670 sixth, seventh, and eighth grade students and 55 certified and classified staff members LMS is just as diverse as the community that surrounds it. According to 2012 School Improvement Plan data Caucasian students barely comprise 53% of the student body while African-American and Hispanic students account for 16% and 25% of the student body, respectively. In addition, almost 13% of the students are classified as Exceptional Children who need modifications and IEPs in order to be successful in the classroom. That percentage also does not include many other students with 504 documents and academically/intellectually gifted education plans. Although our district no longer accepts Title I funds for our middle school, 72% of the students still qualify for free and reduced lunch. In the past, our diversity has meant eight different sub-groups and as many as 32 indicators under the No Child Left Behind and Adequate Yearly Progress school accountability program, making us the most diverse middle school in the district and one of the top in the state (Principal, personal communications, February, 22, 2013). Thus, our diversity requires careful consideration when designing any school action plan.

When our school vision statement was revised in the fall of 2011, diversity was a central focus from both an academic and school climate perspective. As written in the school planner and hung in the front office, our vision is "Leeds Middle School strives to have each and every student achieve his or her individual potential in a safe, positive, and nurturing environment." We recognize that students are all different and that they need a safe and positive environment in order to maximize their achievement.

Yet, despite our profession that diversity is important, we lack effective policies, procedures, and programs that celebrate student diversity and create an effective school climate that enhances social justice. While there is a student code of conduct, it mirrors the district

policies that can be found at all of the county's middle schools. A district-wide student code of conduct is important to ensure consistency across all four middle schools, but the policy only guides administration on how to address student discipline issues after they happen. It is not proactively tailored to the LMS building, students, or staff. Instead, teachers individually set their own classroom procedures and expectations. With eight different teachers on a hallway there could potentially be eight different sets of classroom rules, even among teachers on the same team. Of course, it is encouraged that teams and grade levels collaborate to create consistency among procedures and expectations, but it is not officially required by administration. In fact, teachers do not even have to provide administration with copies so often they are unaware until there becomes a student discipline issue and policies and procedures are called into question.

Student Discipline Data

Student discipline is understandably an area of concern for teachers and could be a symptom of school culture issues. Although 90% of the teachers feel safe at LMS according to the 2012 NC Teacher Working Conditions Survey (NC TWCS), there was a decline in the item under the "Managing Student Conduct" section between the 2010 and 2012 surveys (see Figure 2 in Appendix B). Not only do teachers feel that students disregard school rules and policies, they likewise feel that their colleagues and administration inconsistently recognize them. While the results show they have more confidence in their colleagues than administrators for enforcing rules, the dissatisfaction with student conduct is further amplified by survey results that show only 69% of teachers feel supported by administration on discipline issues. Indeed, this dissatisfaction may contribute in part to a teacher turnover rate that was 21% at the end of 2011-

2012, a whole 7% higher than both district and state averages according to the 2012 NC School Report Card.

Student discipline data supports that student conduct is an appropriate area of focus. We use an online data management tool called Educator's Handbook (see Appendix C). Teachers enter discipline referrals into the computer as they happen and then an email alert is sent

Figure 3. Grade level discipline data for 2009-2012. This data comes from Educator's Handbook.

to an administrator showing the teacher, student, time, and nature of the infraction. According to Educator Handbook data for the last three years, student discipline referrals have been significant but there was a dramatic increase in 2011-2012 (see Figure 3). Referrals jumped from 854 in 2010 to 647 in 2011 and 1503 in 2012. Interestingly, the 2011-2012 referral data showed that 47% of the whole student population had at least one referral while 24% of the population had at least three or more referrals. Thus, discipline issues are not isolated to a few individuals. However, most of these referrals, 54%, only resulted in one period of LCU or one period of LCU and lunch detention because they were for minor offenses as defined by the student code of conduct. According to school policy, students sometimes receive two periods of LCU for repeat offenses or multiple minor offenses in one day, but more serious offenses like fighting, theft, and possession of contraband receive in-school (ISS) or out-of-school suspensions (OSS) per school board policy. A further analysis of the data shows that classroom behavior was cited for 56% of
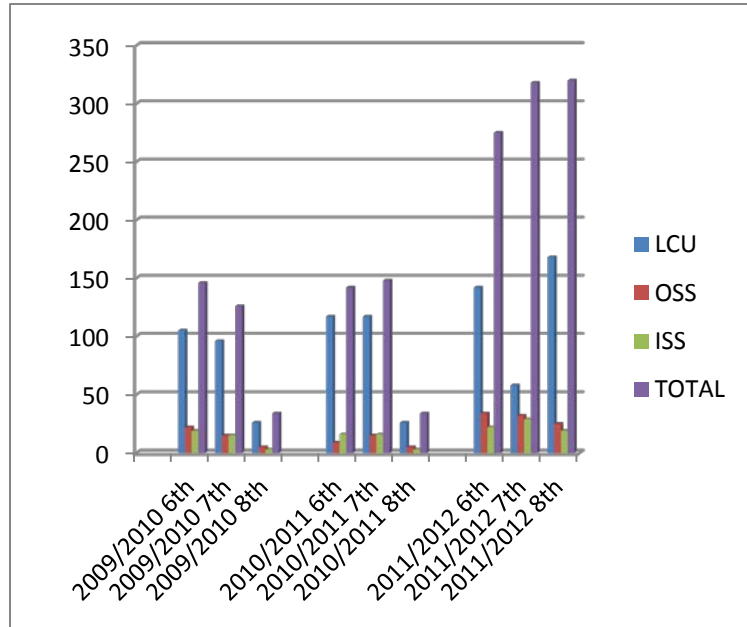
the referrals, but the hallway and lunchroom were the second and third place for the most referrals, followed by the gym and the bus. Not surprisingly, referrals increased as the week progressed with the most referrals occurring on Friday. Similarly, a significant number of referrals occurred at eight a.m. and between noon and two p.m., with the most common reason being refusal to follow directions or disruptive behavior.

How School Leaders Impact Culture

Culture, overt or hidden, can be positive or toxic, and is the direct result of the policies, actions, and non-verbal messages of school leadership (Barth, 2002, 2006; Lindahl, 2011; Peterson & Deal, 1998). Does administration stay visible, openly interacting with the school community? Does administration respond respectfully and fairly during moments of conflict with staff, students, parents, or other stakeholders? Does the administration know the staff and students on a personable level, aware of their social and emotional needs? Does administration have consistently high expectations for students and staff? What behaviors does administration reward or celebrate? Administrators need to model the behaviors they want from the staff and students as they "communicate core values in their everyday work. Their words, their nonverbal messages, their actions, and their accomplishments all shape culture" (Peterson & Deal, 1998, p.29). Barth (2002) concurs that school leadership must exhibit specific behaviors in order to build a positive climate and positively impact student learning. He maintains that "collegiality, experimentation, high expectations, trust and confidence, tangible support, reaching out to the knowledge bases, appreciation and recognition, caring celebration and humor, involvement in decision making, protection of what's important, traditions, and honest and open communication" (p.7) all dramatically impact climate and student learning.

Although school leadership plays a significant role in creating the school climate, they cannot change it alone. Positive relationships are essential to changing climate because whatever relationship exists between administrators and teachers will filter down to students and teachers or teachers and parents (Barth, 2006). At the center of any positive climate are people who feel valued, heard, and successful. They feel they are integral parts of a school climate that "protects everyone's need for dignity, belonging, and respect" (Bluestein, 2011, p. 30). In essence, people are inclined to treat people how they are treated. By engaging stakeholders in shared goals to improve student learning, respectful treatment of all stakeholders, healthy traditions and celebrations, administrators may be able to rebuild even the most toxic cultures.

Action Plan Process

School climate cannot be improved by sheer will alone. It must happen with the full support of school stakeholders, particularly the teachers and students who must live it every day. Sterrett (2012) insists that relationships are key to improving climate but also discipline. He describes how teachers and school leaders cannot just talk about change; they must examine their assumptions about students and enact proven strategies that will make students successful. For that reason, my plan focuses on implementing a Positive Behavior Intervention and Support (PBIS) program at my school. PBIS has been embraced by both the North Carolina Department of Instruction (NCDPI) and Lincoln County Schools with the goal of having all schools trained. Maximizing the resources and support provided by both is important to my plan.

Because teachers and students are essential to a positive school climate, they must be actively engaged in the process. While school improvement team involvement is initially important for defining problem areas, my plan also empowers teacher leaders by creating a separate PBIS team who will plan, implement, and monitor the program. While administration

and select school improvement team members will be part of the team, the rest of the team will be comprised of teachers who both initially support the program and those who are more skeptical. I think it is important to include voices from both sides because addressing their concerns and issues in the planning process will make implementation more successful. Furthermore, I will also include students in the process by using their feedback to guide both the development and implementation of PBIS. No matter how hard the team works, it will not be successful unless students are on board.

Action Plan Narrative

While analyzing school improvement plan data with SIT during the summer 2012 internship, discipline data indicated a clear problem. As SIT identified problem areas, it was clear that consistency was the real issue. With a rotating duty schedule and a general lack of clear expectations, teachers were not holding students to the same standards. In some cases no one even knew what the standards were. Thus, we worked together to create clearly defined expectations for students, focusing specifically on transition times (see Attachment D), and I was tasked with typing them up into a document to be presented at the opening faculty meeting. While doing so, I realized that defining expectations for students wasn't enough because some of the issues also stemmed from teacher behaviors. So, when I presented the SIT with their draft student expectations, I also provided a copy of teacher expectations (see Attachment E). SIT and administration worked with me to revise and both sets of expectations were shared with teachers and students when school started in August. Additionally, poster versions were hung around the building in order to be a visual reminder for both students and staff.

While I am glad I was able to participate in the creation of student expectations and that SIT adopted my teacher expectations, if I was an administrator, those would only have been the

initial steps towards a broader program aimed at improving school relationships and culture.

PBIS is a nationally recognized program that focuses on strategies that create a positive learning

environment in order to positively impact both student learning and school climate. According to

NCDPI (2012), "The North Carolina Positive Behavior Intervention and Support (PBIS) sites are

working to integrate their Safe Schools Plans, Character Education efforts and strategies, and

discipline efforts in order to make schools caring and safe communities for learning" (4th para).

In other words, PBIS takes a whole school approach to improving school climate and discipline

by using a data-based decision-making and a team approach to helping all students be successful.

The tiered approach uses proactive behavior expectations across all school settings and a reward

system to meet the needs of 80% or more of the student body while taking a more individual

approach to the helping the most difficult students (NCDPI, 2012).

Thus, my next action steps would be developing a team of teacher leaders to create a

PBIS implementation team to attend PBIS team trainings offered by my district and complete the

initial PBIS implementation inventory which helps the team determine our school's current level

of readiness and identify areas of need in order to meaningfully incorporate the program into the

school improvement plan rather than a superficial adoption. My action plan focuses on the first

year and the development of essential components. Besides analyzing discipline data and setting

school-wide expectations across all settings, teachers must also be trained in the difference

between minor and major discipline incidents and their consequences so that all teachers "speak

with one voice on how discipline should be addressed" (Marzano, 2003, p. 98).

Once discipline infractions and positive expectations have been defined, the PBIS team

will develop a systematic student and teacher reward system that supports positive choices. The

team will need a budget for providing some rewards but there are also free opportunities to

reward students. Possible rewards may include free entry to school events, early release social events, lunch buddy passes to sit with another student, public recognition on the website or newsletters, and even school spirit wear. While some people may argue that rewards are simply a bribe, Bluestein (2011) argues that rewards simply create "win-win" situation that "can foster a cooperative school climate" (p.30). He goes on to explain that a win-win situation avoids domination and satisfies the needs of both parties. By being more focused on catching students being good instead of catching them in mistakes, we are teaching them responsibility and positive behaviors. Of course, once all the foundational elements have been decided, they must be communicated to students, staff, and parents, or the plan will not be successful.

Additional action steps include fundraising to support the program and progress monitoring the implementation in order to maximize implementation and long-term success. By using the official PBIS Team Implementation Checklist from NCDPI (2012), the PBIS team can make sure they are implementing PBIS with fidelity. However, stakeholder input is also essential to continuous improvement. By surveying teachers on both their feelings about the program and their personal level of commitment, the PBIS team can refine policies and procedures (see Attachment F). Likewise, student acceptance of the program will be judged by the number of students qualifying for the reward program. Procedures may periodically need clarification or rewards adjusted to keep students engaged. The student council can also be used to gain specific feedback or ideas on how to improve either the reward system or general relationships between teachers and students. Realistically, it will take several years to make PBIS an integral part of the culture and at the end of each year, the PBIS team will need to re-analyze the data and consider stakeholder feedback in order to entrench PBIS into the school.

Reflection

School climate and safety are as important to academic as any other school improvement efforts. Marzano (2003) maintains that even the smallest differences in school climate can account for difference and student achievement, and "a school that does not attend to this factor risks undermining all other efforts" (Marzano, 2003, p. 54). In addition, middle school is a time of transition for many students. As Boyd (2012) points out, "their hormones and their emotions can wreak havoc on sensitive adolescents' souls, and the best support we can give them is a school environment that is physically and psychologically safe" (p. 63). He elaborates that a student's feeling of safety is a direct result of the ability of the adults around them to create order, mediation, and justice. PBIS creates order and social justice by creating a positive environment that makes it easy for students to make the right choices because they are motivated by not only the reward system but also by the relationships they have with their peers and with the adults in the building. However, my plan only addresses year one, and future years will be challenged with developing strategies that work with the top tier students who are not motivated by the school-wide program. Since there is no such thing as unmotivated behavior, the team must simply find what will speak to those students, "whether it's an interest in the activity, a general love of learning, a good grade, or merely a desire to get a task out of the way so that you can go on to something better" (Bluestein, 2011, p. 32). PBIS provides students those choices and creates a climate that helps them develop positive relationships that will make more successful academically and socially.

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/pubs/sanoffassess.pdf

Appendix A

Leeds Middle School Action Plan

School Improvement Goal: To improve school behavior and promote a positive learning environment
Objective: • Have at least 80% of the student population qualify for an LMS Stars Card • Improve the NC Teacher Working Conditions Survey data to about student conduct to the state average **Strategies:** • Implement a school-wide positive behavior support program (PBIS)

Action Step	**Persons Responsible**	**Resources Required/Budget**	**Potential Barriers**	**Due Date**
Analyze discipline data and policies/ procedures for immediate problem areas	School Improvement Team; Administration	NA		Summer 2012
Create school-wide procedures for identified problem-areas and present to staff	School Improvement Team; Administration	NA	Ensuring that all staff will consistently enforce new procedures	Summer 2012
Train students on new procedures	All Staff	• Copies of expectations for student handbooks • Expectation posters		August 2012
Develop PBIS team to lead PBIS implementation (to include some members of SIT)	Administration	NA		August 2012
Train PBIS team in PBIS implementation (stage 1)	NCDPI	$100 a day for 3 substitutes (2days) = $600 (County Office pays)		September 2012
Complete a PBS Implementation Inventory assessment of school with input from various stakeholders	PBIS Team	PBIS Self-Assessment Document http://www5.milwaukee.k12.wi.us/dept/rti/files/2012/02/SAS-staff-survey.pdf		September 2012
Refine discipline data collection procedures for tracking PBIS impact	PBIS Team	Educator Handbook Reports		September 2012
Define major and minor discipline incidents and their consequences	PBIS Team	NA	Coming to a consensus when defining discipline issues	October 2012
Develop school-wide expectations for all school settings	PBIS Team	Cost of printing expectations for posting in all areas of the building		October 2012

		($1.50 a poster x 25 posters)		
Develop a systematic student and teacher reward system (LMS Stars)	PBIS Team Student Council	Cost of laminated card-stock student reward ID cards (Stars Cards) ($100)	Setting a reasonable initial plan that is effective yet achievable without overwhelming the team and resources	October 2012
Train students and staff on discipline definitions, consequences, rewards, and school-wide expectations	PBIS Team Student Council	• PBIS handouts, materials	Maximizing student and staff	October 2012
Inform parents about school-wide expectations and rewards system	PBIS Team	• Informational brochures • Website notices	Involving parents in the process and getting their support	October 2012
Conduct fundraisers or collect donations to support the PBIS reward system	PBIS Team; Parent-Teacher-Student Association	• Community donation letters • Fundraiser advertisements	Maximizing fundraising efforts without overwhelming staff and community support in the process	November 2012 January 2013 March 2013
Conduct periodic PBIS Team Implementation Checklist reviews to monitor PBIS activities	PBIS Team	Copies of the Checklist from http://www.pbis.org/evaluation/evaluation_tools.aspx		December 2012 February 2013 April 2013
Survey staff about PBIS implementation	PBIS Team	Copies of Staff Survey		May 2013
Define action plan for year 2 implementation	PBIS Team			May 2013

Evidence of Success:
- Decrease in discipline data
- Visible school-wide expectations in all areas
- Student and teacher rewards and celebrations
- Positive staff surveys

Evaluation Process:
- Student and staff feedback interviews
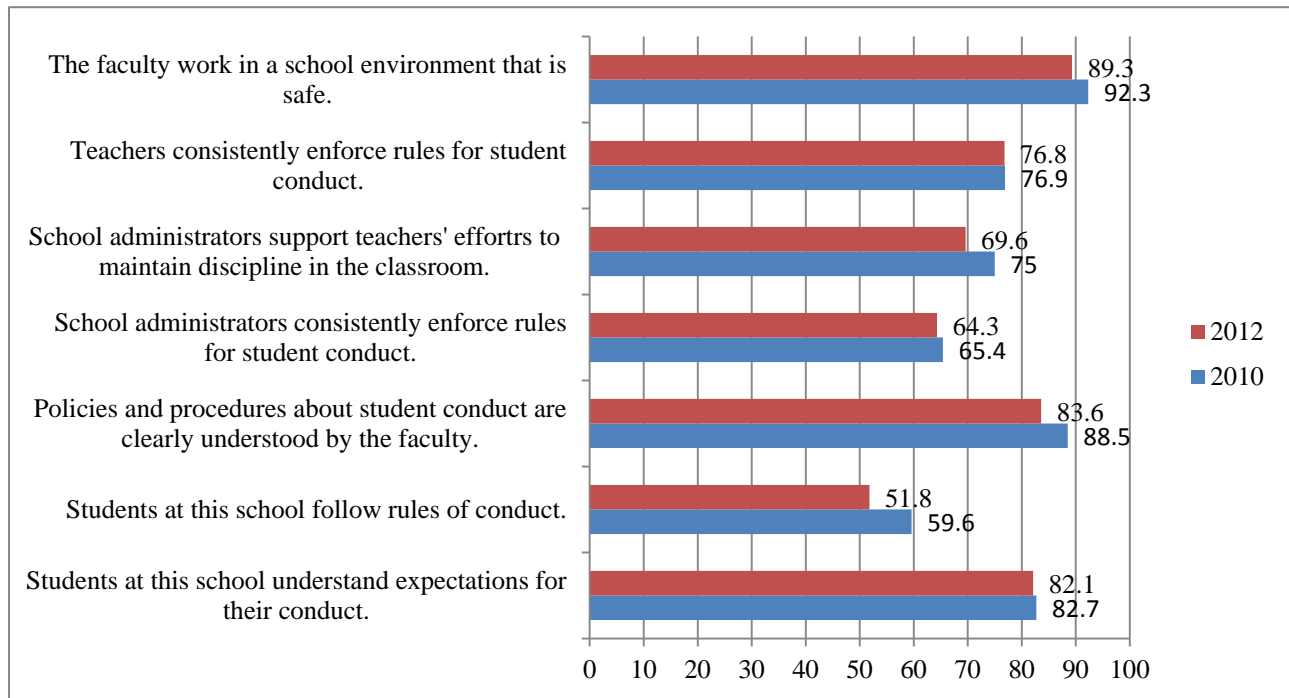- Monitoring discipline data (number of referrals and incident analysis)

Appendix B

The faculty work in a school environment that is safe. — 89.3 (2012), 92.3 (2010)

Teachers consistently enforce rules for student conduct. — 76.8 (2012), 76.9 (2010)

School administrators support teachers' effortrs to maintain discipline in the classroom. — 69.6 (2012), 75 (2010)

School administrators consistently enforce rules for student conduct. — 64.3 (2012), 65.4 (2010)

Policies and procedures about student conduct are clearly understood by the faculty. — 83.6 (2012), 88.5 (2010)

Students at this school follow rules of conduct. — 51.8 (2012), 59.6 (2010)

Students at this school understand expectations for their conduct. — 82.1 (2012), 82.7 (2010)

Figure 2. Comparison of 2010 and 2012 NC Teacher Working Conditions Survey results for the Managing Student Conduct section.

Appendix C

Discipline Report for Lincolnton Middle School
Lincolnton, NC 28092 (08/27/2011 - 06/30/2012)

Most Frequently Referred

Student	Total	Last
	24	Jun 1
	23	Jun 1
	22	Feb 17
	21	May 4
	18	Jun 7
	18	Jun 7
	18	Mar 21
	17	Jun 8
	17	Jun 5
	17	Jun 4

School Summary

47% of enrolled students have **1** or more referrals

24% of enrolled students have **3** or more referrals

1503 referrals

7 referrals per day

Instructional cost: **62.2 days**

Offense Distribution

Disruptive behavior (L... 16% (132)

Violation of safety pr... 14% (120)

Refusal to follow dire... 13% (113)

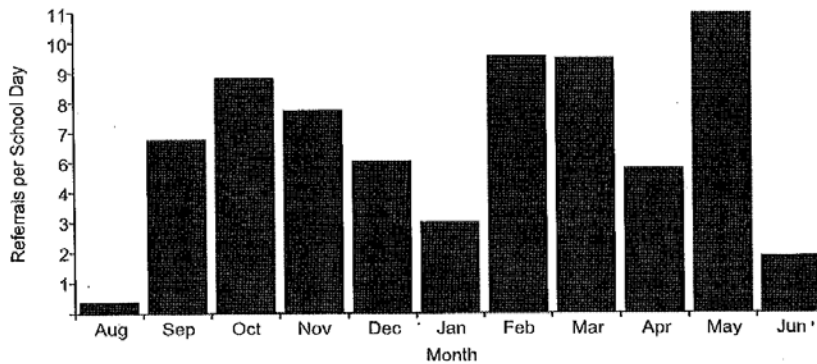Failure to follow clas... 12% (100)

Disruption of class (L... 7% (63)

Location Distribution

Classroom 56% (770)

Hallway 11% (157)

Lunchroom 7% (99)

GYM 7% (92)

Bus 11 3% (48)

Referral Trending

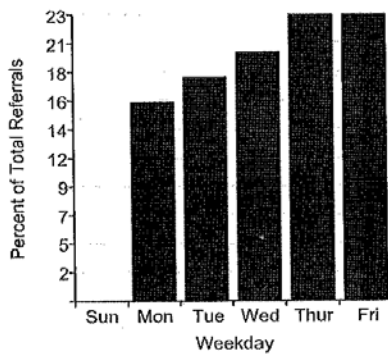**Action Distribution**

LCU 1 period 40% (576)

LCU 1 period/1 day sil... 14% (204)

Out Of School Suspensi... 12% (171)

In-School Suspension f... 9% (131)

LCU 2 periods 6% (91)

Weekday Analysis

Time Analysis

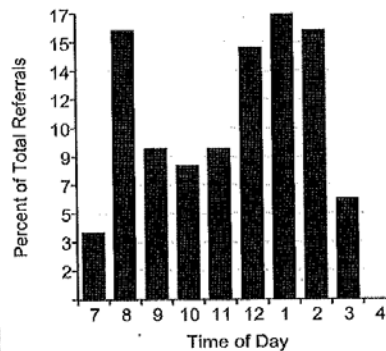*Figure 3*. LMS Discipline Data Summary 8/27/2011-6/30/2012. Reprinted from
https://discipline.educatorshandbook.com/

Appendix D

❀ ✿ ❀ ✿ ❀ ✿ LMS Expects the Best... ❀ ✿ ❀ ✿ ❀ ✿

from Students

Morning (before 7:45)	Homebase/SSR
• Get breakfast on the way down the hall • Stay seated in your assigned area • Do not go to your locker or in classrooms • Keep electronics and cellphones put away • Keep voices low and conversations limited to the people sitting next to you • Raise your hand for the bathroom pass • Keep your trash until it is collected	• No restroom breaks between 7:45 & 8:00 • Do not leave the room without permission • Be seated and quiet during announcements • No running errands or trips to the library during SSR • Complete reflection log at the end of SSR • Read a variety of genres
Hallways	Cafeteria
• Walk on one line on right side • No talking in the hallways • Keep hands and feet off the walls and lockers • Do not interrupt other classrooms • Go straight to your designated area	• Stand four students in the serving line at a time • Keep conversations limited to the students sitting next to you • Sit in your assigned seat • Do not get up from your table without permission (this includes going back to the cafeteria line for any reason) • Stay seated until your table is dismissed by your teacher • Clean up your own tray and any messes you make • Do not take food or drink out of the cafeteria
Bathrooms	Dismissal
• Keep bathrooms clean by placing trash where it belongs • No more than three students in the bathroom at a time	• Follow teacher directed locker procedures • 1st load – go straight to your bus by your assigned route • Car riders – remain seated in their designated areas • 2nd load – go straight to your locker and designated classroom

Appendix E

❀ ❀ ❀ ❀ ❀ LMS Expects the Best... ❀ ❀ ❀ ❀ ❀

from Teachers

Morning (before 7:45) • Enforce student expectations and review periodically • Be on duty by 7:20 at the latest! • Post morning expectations on the wall • Assign homebase areas and/or seats • Identify two students to collect trash collected at 7:35 • Constantly monitor your area (do not try to monitor from your classroom!) • Use morning duty bathroom passes (no more than 2 at a time)	**Homebase** • Enforce student expectations and review expectations periodically • Limit bathroom breaks during homebase and SSR to emergencies • Keep students seated in the room **SSR** • Encore teachers on duty at 7:55 • Do not allow students to go to the library or run errands during SSR • Designate an area in the room for conferencing • All teachers should be conferencing (informally and/or formally) • Encourage a variety of genres • Read aloud is acceptable once a week
Cafeteria • Enforce student expectations and review periodically • Designate one line per class (classes can split only if lines are backed up and a teammate is on duty in the other line) • Monitor your entire class through the lunch line • Allow only four students in the serving line at time • Enforce assigned tables and use assigned seats at teacher discretion • Dismiss one table/one class at a time & monitor trash pick-up on and under the tables • Do not leave table washers and sweepers behind • Silent lunch can use assigned tables or take groups of 5 or more back to a classroom	**Hallways (General)** • Enforce student expectations and review periodically • Practice appropriate procedures during first days of school and as needed afterwards • Stop class along the way or return to classroom if behaving inappropriately **Electives/Class Transitions** • Grade level teachers need to be on duty outside their classrooms between core classes and elective transitions • Encore teachers need to be on duty outside their classrooms during transition times • Encore teachers walk students back to their hallway at the end of electives • Grade level teachers walk students as a class to electives & make a loop around the library

Bathrooms	Dismissal
- Enforce student expectations and review periodically - Take your entire class to the restroom (no students left behind in the classroom for any reason) - Monitor bathroom cleanliness before and after class enters or assign student monitors	- Enforce student expectations and review periodically - Dismiss 1st load bus riders and car riders (top lockers) at 2:45 - Dismiss 1st load bus riders and car riders (bottom lockers) at 2:48 - Dismiss 1st load and car riders when announced - Dismiss 2nd load bus riders to their lockers AND 2nd load areas when announced First Load: - Designate some teachers to walk students to 1st load while others monitor in the hallway 6th grade—exit at end of hallway, unless raining 8th grade—exit out of cafeteria doors 7th grade—exit out of small gym hallway

Gum
- Do not give gum as an incentive
- Do not personally chew gum around students
- Do not send students to LCU for gum—give warnings, silent lunch, parent contact THEN send to LCU for insubordination

Appendix F

PBIS Teacher Satisfaction Survey

	Strongly Agree	Agree	Disagree	Strongly Disagree
I use PBIS strategies on a regular basis (teaching and referring to school-wide expectations/teaching matrix, referral procedures).				
Our PBIS initiative offers appropriate short and long-term incentives to recognize appropriate student behavior.				
I regularly receive information about behavior concerns across school (data shared at staff meetings, newsletters, etc.)				
I would like to receive additional information/training on reducing general problem behaviors in the classrooms.				
I would like to receive additional information/training on working more effectively with my most problematic students.				
Overall, PBIS is having a positive impact on our school environment.				
List any concerns regarding student behavior that you would like the PBIS team to address next year.				
List any additional feedback you have about our PBIS program.				