



Effective Schoolwide Discipline

October, 2005
Volume I, Issue II

A newsletter for teams participating in Effective Schoolwide Discipline in Virginia:
A Statewide Initiative to Support Positive Academic and Behavioral Outcomes for All Students

Welcome ESD Team Members,

We would like to take this opportunity to offer our sincerest appreciation to all of you who are participating in the implementation of the statewide initiative *Effective Schoolwide Discipline (ESD)*. Through our statewide trainings, we have witnessed outstanding individuals who have come together to implement this important initiative. Your talent, commitment, and willingness to work collaboratively are truly remarkable. We know that the single most important factor in the success of our schools is our people. It is clear to us that the leadership in our schools has chosen the best of the best to facilitate this change.

Look for important announcements in the *It's Noteworthy* section of this newsletter regarding upcoming trainings and opportunities to receive additional funding for the Effective Schoolwide Discipline Mini-Grants. This opportunity will be available to all of our teams, regardless of previous application submission. Please be sure to read this information for further details.

We celebrate the commitment, efforts, and accomplishments of the ESD teams across the Commonwealth of Virginia. Wishing all of you the best for a successful school year!

Warmest Regards,

Dr. Patricia C. Abrams, Director
Special Education Instructional Services
Virginia Department of Education

Irene Walker-Bolton
Specialist
Virginia Department of Education

Dr. Robert A. Gable, Project Director
Effective Schoolwide Discipline Project
Old Dominion University

Jeff Phenicie
Specialist
Virginia Department of Education



It's Noteworthy!

- Hats off to.....

Many teams have reported wonderful noteworthy accomplishments to us using the "Are you on target?" insert of the July 2005 ESD newsletter. We would like to take a moment to recognize and share some of these team celebrations...

**Montross Middle School created an "Eagle Dollar" using a student contest*

**Freedom High School developed a student video called the "Freedom Incentive Program"*

**Martinsville Middle School has developed PAWS (Positive Actions Win Success)*

**Greer Elementary has notified parents about the initiative in their school*

**Watkins Elementary is using an Effective Team Meeting Process to facilitate and organize their work*

- Announcements.....

- Upcoming Trainings

- Effective Schoolwide Discipline: Part III

Region 1	November 17	Region 5	November 30
Region 2	November 18	Region 6	November 16
Region 3	November 29	Region 7	November 17
Region 4	November 15	Region 8	TBA

Pre-registration is required. If you have not registered your team, please contact Pat Woolard at pwoolard@odu.edu.

- Opportunity for *additional funds* through the ESD Mini-Grant

In light of the recent increase in costs for traveling, as well as, the need to obtain substitutes for ESD team members for training, we are increasing the mini-grant award from \$1,000 to \$1,500. Teams who previously submitted an ESD Mini-Grant Application will be awarded an additional \$500 installment. The application process will also be re-opened to allow teams who haven't applied for the ESD Mini-grant and who have attended the April, 2005 and the August/September, 2005 Regional Training another opportunity to receive the \$1,500 award. As with all correspondence, information regarding this funding and application process will be disseminated to team leaders.

- Family Corner

Do you have a family representative on your team? If not, don't forget to invite family members to join the ESD team within your school.

What's Next...

Phase / Step	Input Variables: <i>What do you need in place?</i>	Process Variables: <i>What will you do with the input variables that are in place?</i>	Outcome Variables: <i>What will be accomplished?</i>
<p>Phase II: Plan and Begin Schoolwide Support</p>	<p><i>Three to five behavioral expectations (and an acronym) and procedures for each expectation for each location in the school</i></p> <p><i>Dates and people to provide professional development for faculty/staff on how to give effective reinforcement</i></p> <p><i>Posters displaying student behavioral expectations and procedures in each location in the school</i></p> <p><i>A survey to determine student-preferred reinforcement</i></p> <p><i>A process to guide faculty to make decisions regarding the what, when, and how for immediate and delayed reinforcement</i></p> <p><i>A process for deciding upon the type of immediate reinforcement staff will provide students</i></p>	<p><i>Guide faculty to develop and adopt schoolwide behavioral expectations (and an acronym) and behavioral procedures for each location in the school</i></p> <p><i>Educate the faculty/staff about giving effective reinforcement and the three levels of reinforcement</i></p> <p><i>Use the expectations displayed as a reminder to staff to reinforce and students to demonstrate the behavioral expectations for each location in the school (a positive behavioral support)</i></p> <p><i>Use the survey to determine student-preferred options for reinforcement to be used schoolwide</i></p> <p><i>Guide faculty to decide upon immediate reinforcement to be used, how the reinforcement will be delivered, and how the logistics of the delayed reinforcement system will be managed</i></p> <p><i>Guide faculty to decide what immediate reinforcement will be given and how. Consider student age and preferences, durability, cost, ease of delivery by staff, and how to eliminate theft</i></p>	<p><i>Clearly defined behavioral expectations for each location of the school</i></p> <p><i>Schoolwide immediate, delayed and variable reinforcement systems</i></p> <p><i>All members of the school community (students, staff, families) will have a clear, consistent, visual reminder of behavioral expectations</i></p> <p><i>Items/activities to include in the delayed system of schoolwide reinforcement</i></p> <p><i>A schoolwide system of reinforcement</i></p> <p><i>A schoolwide, immediate system of reinforcement</i></p>

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<p>Phase II: Plan and Begin Schoolwide Support</p>	<p><i>A survey to identify what programs provide reinforcement, what students earn, and how faculty could use the new immediate reinforcement system with these programs</i></p> <p><i>A plan for involving families in fundraising that doesn't conflict with other fundraising in the school</i></p> <p><i>A list of student-preferred reinforcement items/activities and a budget</i></p> <p><i>A process for guiding faculty to identify how they will inform students of their role in the ESD model</i></p> <p><i>Ideas to include in a brochure about the model</i></p> <p><i>Recommendations regarding how often to provide immediate reinforcement</i></p>	<p><i>Identify all programs where students receive reinforcement. Reach faculty consensus on how students will obtain the same type of immediate reinforcement in these other programs</i></p> <p><i>Identify two+ fundraising activities for families to coordinate <u>yearly</u></i></p> <p><i>Identify a person (or two) to develop an inventory, prices, a menu of items/activities and costs to provide to students, a process for re-ordering supplies, etc.</i></p> <p><i>Guide faculty to identify the student role (e.g., only trading in one's own immediate reinforcement, not leaving immediate reinforcement at home on the days it is to be turn in for delayed reinforcement, only turning in one's own immediate reinforcement) and how it will be explained to students (e.g., a pledge card signed by family and student)</i></p> <p><i>Use the brochure to educate key stakeholders about the ESD model</i></p> <p><i>Guide faculty to determine how often they will give immediate reinforcement</i></p>	<p><i>A unified, immediate reinforcement system</i></p> <p><i>Monies to sustain the ESD model</i></p> <p><i>A schoolwide delayed reinforcement system</i></p> <p><i>Well-defined expectations regarding student participation in the ESD model</i></p> <p><i>A resource to educate key stakeholders about the schools' ESD model</i></p> <p><i>A positive school climate</i></p>

Effective Schoolwide Discipline Initiative, Virginia Department of Education

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Regional TTAC Locations:

Region 1

TTAC Virginia Commonwealth University
10 East Franklin Street, Suite 200
Richmond, VA 23219
(804) 828-6947 (800) 426-1595

Region 2 and Region 3

TTAC Old Dominion University
Child Study Center, Room 224
Norfolk, VA 23529
(757) 683-4333 (888) 249-5529

and

TTAC The College of William and Mary
School of Education
P.O. Box 8795
Williamsburg, VA 23187
(757) 221-1925 (800) 323-4489

Region 4

TTAC George Mason University
4400 University Drive MS 1F2
Fairfax, VA 22030
(703) 993-3670 (800) 333-7958

Region 5

TTAC James Madison University
TTAC, MSC 9002, James Madison University
Harrisonburg, VA 22807
(540) 568-6746 (888) 205-4824

Region 6 and Region 7

TTAC Radford University
6226 University Park Drive, Suite 1300
Radford, VA 24142
(540) 831-5333 (877) 544-1918

and

TTAC Virginia Tech
112 Lane Hall
Blacksburg, VA 24061-0254
(540) 231-5167 (800) 848-2714

Region 8

TTAC Virginia Commonwealth University
Pickett Park
440 QM Circle South
Blackstone, VA 23824
(434-292-3723 (866) 465-0412

Effective Schoolwide Discipline

T-TAC ODU

Old Dominion University

Child Study Center, Room 224

Norfolk, VA 23529-0164

Are you on target?



You may wish to use this form to guide team discussions/meetings, develop action plans, and/or collaborate with other school teams in your region. Please see note at the bottom of this insert for further directions.

Where are you with....

October 2005

	Completed	Work in Progress	We need assistance with this
... revising your office referral form with your faculty?			
... guiding faculty to distinguish between classroom verses office referral discipline issues?			
... aligning office referral with code of conduct?			
... conducting a needs assessment to determine what ESD strategies are already in place and which ones are priorities			
... assessing and developing a school climate to support the use of ESD?			
... providing professional development to prepare faculty/staff to create a positive learning environment?			
...guiding faculty to create an acronym and behavioral expectations for the ESD model?			
...explaining how to give effective reinforcement and providing professional development about reinforcement to the faculty/staff?			

What other team accomplishments would you like to share? _____

Comments: _____

School: _____ Team Leader's Name: _____

District: _____ Email _____

Phone Number: _____ Fax Number: _____

Please fax this form to Kim Yanek at T-TAC ODU (757-683-3115) within two weeks after the November Effective Schoolwide Discipline Part III Training event.