

## BUILDING STUDENT-STAFF RELATIONSHIPS

**CAMPUS**

Tolar Elementary School  
*Exemplary 2006-07*

**DISTRICT**

Tolar ISD

**INITIAL IMPLEMENTATION**

2004-05

**PROGRAM SUMMARY**

The **goal** of Tolar Elementary’s program is to improve staff-student relationships and student discipline.

**Key strategies** include a school-wide focus on building relationships and a monitoring structure to identify students having problems.

**Outcomes** include a decrease in discipline reports in the Texas Public Education Information Management System (PEIMS).

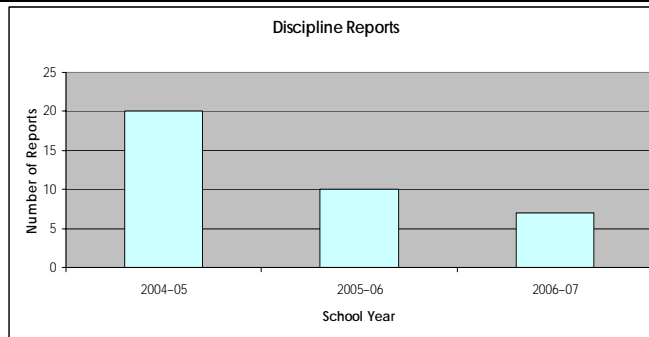
**EFFECTIVENESS**

*Before*

In 2004-05, the year the program was implemented, the campus reported 20 discipline reports, many of a serious nature, in PEIMS.

*After*

After full implementation of the program, discipline reports in PEIMS decreased to 10 in 2005-06 and 7 in 2006-07.



Source: Campus-reported data

**CONTEXT/IMPLEMENTATION**

*Demographics (2006-07)*

Grade Levels Served		EE-05		Campus Enrollment		246	
<b>Ethnic Distribution</b>				<b>Economically Disadvantaged</b>		63	25.6%
Hispanic	11	4.5%	<b>At-risk</b>		43	17.5%	
White	233	94.7%	<b>Mobility (2005-06)</b>		26	11.3%	

Source: AEIS

*Background*

- A new principal, who had been trained in the use of a commercial program to improve school climate, came to the campus in 2004-05.
- The principal observed that positive, “nurturing” staff-student relationships were not evident on the campus.

*Procedures*

- The principal articulated the expectation that staff would work to build positive relationships between students and staff and among students.
- The principal worked with small groups of teachers to explain the principles of building a positive relationships.
- The principal led a retreat for all teachers focused on team-building activities, goals for the year, a discussion of staff-student relationships, and expectations for implementing strategies to improve school climate.
- Teachers developed a staff social contract about their own relationships.
- Teachers developed social contracts with their students and posted the contracts in their classrooms.
- A monitoring system was set up that involved the principal, a counselor, and parents greeting students in the morning and reporting any observations that students were having problems.

**CAMPUS/DISTRICT STAFF****Paul Ryan, Principal**

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*The Texas Education Agency (TEA) is seeking feedback about the best practice summaries.*

*Please take one minute to answer the feedback survey (six questions).*

[Best Practices Feedback Survey](#)