



# Task Responsibility Worksheet

School: \_\_\_\_\_ Date: \_\_\_\_\_ Name: \_\_\_\_\_

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| <b>Functions or Tasks</b>   | <b>How important is this function or task for this school?</b> | <b>Is this task performed in your school now?</b> | <b>Person or group responsible?</b> | <b>Changes needed?</b>    |
|---|--|---|-------------------------------------|---------------------------|
| <b><i>I. CREATING A SAFE &amp; RESPONSIVE CLIMATE</i></b>   | <b>1=Not at all<br/>3=somewhat<br/>5=very important</b>        | <b>Yes/No<br/>Explain</b>                         | <b>Name<br/>Position</b>            | <b>Yes/No<br/>Explain</b> |
| Insuring that bullying prevention is implemented by educators, and to plan training and data gathering. |  |   |                                     |                           |
| Defining and teaching behavioral expectations and monitor behavioral issues within a building.          |  |   |                                     |                           |
| Establishing school-wide rules of conduct; Establishing school-wide positive behavioral expectations    |  |   |                                     |                           |
| Insuring that all parents and students are provided information about the school's code of conduct.     |  |   |                                     |                           |
| Providing supervision related to behavior in hallways, lunchrooms and school grounds.                   |  |   |                                     |                           |
| Providing consultation & support to classroom teachers regarding management & behavior problems.        |  |   |                                     |                           |
| Identifying school security issues, and offering suggestions to improve school security.                |  |   |                                     |                           |
| Others? (Specify.)  |  |   |                                     |                           |
| <b><i>II. EARLY IDENTIFICATION &amp; INTERVENTION</i></b>   | <b>1=Not at all<br/>3=somewhat<br/>5=very important</b>        | <b>Yes/No<br/>Explain</b>                         | <b>Name<br/>Position</b>            | <b>Yes/No<br/>Explain</b> |
| Responding to students sent to the office for discipline  |  |   |                                     |                           |
| Notifying parents of inappropriate behavior by their children   |  |   |                                     |                           |

|  |   |                           |                          |                           |
|--|---|---------------------------|--------------------------|---------------------------|
| Receiving, classifying and responding to threats made by students or others related to school.   |   |                           |                          |                           |
| Notifying parents, and possibly social service agencies of excessive absences or tardiness.  |   |                           |                          |                           |
| Implementing an early screening, identification & intervention program for inappropriate behavior  |   |                           |                          |                           |
| Others? (Specify.)   |   |                           |                          |                           |
| <b>III. EFFECTIVE RESPONSES TO INAPPOPRIATE BEHAVIOR</b>   | <b>1=Not at all<br/>3=somewhat<br/>5=very important</b> | <b>Yes/No<br/>Explain</b> | <b>Name<br/>Position</b> | <b>Yes/No<br/>Explain</b> |
| Conducting a functional analysis related to a student's behavior and developing and supervising the implementation of an individual behavior plan. |   |                           |                          |                           |
| Engaging in a process of assisting families to create support networks and to coordinate services.   |   |                           |                          |                           |
| Responding and helping process crisis situations when they occur in schools.   |   |                           |                          |                           |
| Planning overall school readiness for various potential safety risks or hazards in school.   |   |                           |                          |                           |
| Managing the in-school suspension or other similar programs in the school including detention or Saturday school if applicable.                    |   |                           |                          |                           |
| Insuring that any student suspended or expelled receives appropriate Due Process, and that parents are appropriately notified.                     |   |                           |                          |                           |
| Insuring that special education students received appropriate additional due process procedures as mandated by federal law.                        |   |                           |                          |                           |
| Others? (Specify.)   |   |                           |                          |                           |