

*Elementary School Principals in Action: Resolving Case Studies in Leadership*  
Instructors Manual for Online Teaching  
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***Powerpoint Slides for Online Instruction***

These are summations of the Case Studies to be used for online learning.

Students read the case study in the book before coming to class.

Then, the instructor posts the following brief paragraph of the Case Study into a powerpoint for class or group discussion.

**Chapter One: On a Schooling Mission**

**Case Study**

Title: Duty Schedules; Suburban Elementary School Grades PK-5; Mission, Vision and Core Values 1c

Principal Lisa Ennis was beginning her third successful year at Eagleton Elementary. She was particularly skilled at developing teacher leadership skills. In the past she deployed several successful initiatives to develop leadership strengths. One of her best strategies was getting teachers to share the role of the grade level chairperson. This year, Ms. Ennis had a new project in mind. She wanted her teachers to develop their own instructional schedules. She gave them all the tools she thought they would need, including regulations and sample schedules. The teachers worked in grade level teams, but soon began bickering with each other. They could not agree on the best time slots for their conference periods or locations for duty. For the most part, the teachers set their schedules based on their own needs.

**Case Study**

Title: Survey Insights; Urban Elementary Charter School Grades PK-5; Mission, Vision and Core Values 1b, f

Principal Michaelson is the educational leader at Best Charter Elementary. He wants to administer a survey to all stakeholders in his school. Teachers, staff, parents and community members will have the opportunity to take the survey. The results will be used to set the mission and vision for the campus, based on shared core values. Just before Mr. Michaelson was about to send out the survey, the superintendent decided on a district-wide survey. The replacement survey was altered by central office administrators. The superintendent informed everyone that administrator evaluations would focus on the survey results. He also directed Mr. Michaelson to tell his campus teachers and staff to take the survey when away from work. The survey results were finally delivered, and the superintendent held a meeting with the principals to discuss the results. He was unhappy that the responses pointed to an overbearing, top down approach by central office. The superintendent becomes angry and storms out of the meeting.

**Case Study**

Title: Workroom Whispers; Suburban Elementary School Grades PK-5; Mission, Vision and Core Values,1c

The principal at Valleyview Elementary has created a supportive culture that embraces diversity among students, staff and the community. Parents love Mrs. White, the principal, and most of the teachers. Some of the other teachers are mean and spiteful. They use their lunch

periods and conference periods to bash many of the other faculty members. On one particular day, they discovered that the two new hires are gay. The teachers immediately begin making derogatory remarks. This continues for some time. Then one of them notices the teacher standing in the doorway. She goes to Mrs. White's office to make a complaint of sexual harassment. When the principal confronts the teacher, the teacher has no idea why what she said is so terrible.

### Case Study

Title: Viral Video; Urban Elementary School Grades PK-5; Mission, Vision and Core Values, 1g; Ethics and Professional Norms, 2d

Principal Stuart Blackwell hired Kindergarten teacher John Johnson because he would be a good role model. Mr. Johnson was young, energetic and black. He turned out to be a good teacher. The students and their parents liked him. Then he began taking off regular days, Fridays and Mondays, to have longer weekends. Once he forgot to call in to get a substitute. When Mr. Blackwell called to check on him, Mr. Johnson's voice was hoarse and raspy. By the following Monday morning, a video surfaced of Mr. Johnson. He had been at a protest, where he tried to incite the crowd into killing all white people and the United States President.irate and fearful parents want their children removed from Mr. Johnson's classroom.

### Case Study

Title: Fifth Grade Follies; Urban Elementary School Grades K-5; Ethics and Professional Norms 2b, d, e

Ms. Garcia, the principal at Lincoln Elementary, is anxious for the end of the year talent show. This annual event is a great stress reliever for everyone. Most people look forward to the show, especially the teachers who are happy that Miss Redman is willing to orchestrate the show. Miss Redman handles the auditions and rehearsals every year, and she allows children to rehearse at her home. This year Ms. Garcia told Miss Redman that all rehearsals must be held on campus. When Ms. Garcia saw one of the acts rehearse, she was appalled at how provocative it was. She directed Miss Redman to change the act. Ms. Garcia was ill on the day of the talent show and had to go home. She left her assistant principal in charge. Miss Redman's fifth grade girls performed the dance they were not supposed to perform, and Miss Redman wore an equally inappropriate dress to the show. Someone posted videos on social media sites.

### Case Study

Title: Sticks and Stones; Urban Elementary School Grades PK-5; Ethics and Professional Norms, 2e

Principal Thomas Franklin has a meeting with parents of a new student. The student is Mike, a fifth grader. Mumsford Elementary will be his third school this year. He left the other two because of bullying. Mike's parents, the Stanfords, arranged a meeting with the principal to explain Mike's situation. A foster child, the Stanfords adopted Mike at the age of four. Even that early, Mike identified as a boy, so the Stanfords quit calling their child 'Micaela,' which is still his legal name. They want Mike to feel free to use the gender identity he prefers. The principal arranges for a smooth first day of school for Mike, but his teacher is absent. The substitute calls Mike by his legal name and his classmates tease and bully him..

### Case Study

Title: Because I Said So; Urban Elementary School Grades PK-5; Ethics and Professional Norms 2a, b

Mr. Bruce Franklin is the principal of New Rockford Elementary. His goal is to be sure that no child fails at his school. In fact, Mr. Franklin wants all of his teachers to make sure no child fails. The teachers try to accomplish this goal, but some of them give excuses. Mr. Franklin will not accept excuses. He wants to measure campus success by subject passing rate. By the fourth six weeks, all students are passing all subjects. Quite a few students have 70s, but they are passing. The students take their state assessment exams. Half of them fail. The parents are irate because their children passed their classes all year long. Now they have failed the assessments. The parents want to choose another school for their children to go to.

### Case Study

Title: Not in My School; Rural Elementary School Grades K-5; Meaningful Engagement of Families and Community 8h, Mission, Vision and Core Values 1c, Ethics and Professional Norms 2f

Ms. Baumeister, the principal of a small rural elementary, has built a community of compassionate educators. Together with her faculty, the principal has made sure that their school is a strong and responsive community resource. The school changed several practices to align with parent and student needs. The community relies on the school for more than the education of their children. As a result, parents love and respect the teachers, who are kind and professional. When one parent arrives to pick up his children at the end of the day, Ms. Baumeister notices an open container of alcohol in his car. She stops the parent and asks him to find another driver. He is angry and accuses the school librarian of doing the same thing. Although he is willing to let his passenger drive, he also points out that everyone knows that the librarian drinks at work, too. Ms. Baumeister is stunned by this revelation.

## *Chapter Two: Instructional Leadership*

### Case Study

Title: Flu Epidemic; Urban Elementary School Grades PK-5; School Improvement, 10i, h

Principal Larry Gould doesn't believe in getting flu vaccines. His campus catches a flu epidemic. Attendance drops to 78%. It seems like everyone is getting ill. Mr. Gould decides to disinfectant the school himself. He sprays disinfectant throughout the building. The next day, an irate parent comes to see him. He explains to the principal that his daughter is home sick because of an asthma attack. The attack was triggered by the spray the day before. She had perfect attendance for all of elementary school up until this day. The parent wants the child marked present. The parent blamed the principal and is blackmailing him into lying about the child's absence.

### Case Study

Title: Data Matters, Rural Elementary School Grades 3-5, Curriculum, instruction and assessment; Standards 4f, g

Mr. Zabek is in his second year as the principal of Wrenfield Elementary. Historically, the campus state assessment scores have been poor. Mr. Zabek initiated Curriculum-Based-Assessments (CBA), and the scores improved. The 5th grade teachers, however, are still struggling with their scores. Mrs. Albertson is the lead teacher in fifth grade. She teaches only

the top quartile of students and refuses to mentor new teachers. Mr. Barrera teaches the second highest group of students. This year Mrs. Cody is teaching the second lowest group. Mrs. Davis is the new teacher on the fifth grade team, but she is not new to teaching. She has been assigned the lowest-performing student group. Her students consistently performed poorly on their CBAs. Mr. Zabek directed her to observe Mrs. Albertson's practices. Mrs. Davis discovers that the 5th grade teachers assist students during the assessments and assign the graded CBA to students for homework, asking them to make corrections. Mrs. Davis wrote a more aligned CBA and her students passed it. Mrs. Albertson took credit for the alignment. Now both Mrs. Albertson and Mrs. Davis want to meet with Mr. Zabek.

### Case Study

Time: Story Time; Suburban Elementary School Grades PK-5; Curriculum, Instruction and Assessment, 4b, d

Principal Imelda Wise has been trained in curriculum through the Crawley School District, and so have her teachers. Crawley is known for excellent curriculum and instruction practices. They are also well known for their professional development for their teachers. The teachers want for nothing because all resources are provided. Miss Flynn, however, is a second grade teacher who has asked for additional resources in the form of supplemental readers. When given permission, she purchases five books to add to her classroom library. It is not until Mrs. Wise reads about parent complaints in social media that she learns what the books are about. They explain the LGBTQIA community. Miss Flynn sees nothing wrong with her choices of materials. She has even told her students about her own sexual preferences.

### Case Study

Title: More Than a Day on a Calendar; Suburban Elementary School Grades PK-5; School Improvement, Curriculum, Instruction and Assessment, 4b, d

Principal Valerie Leon liked to plan the entire school year at once. She was good at it, too. She scheduled a variety of multicultural events throughout the year. Festivities included student participation, costumes and food. To make room for these events, Mrs. Leon did away with traditional events, such as Halloween, Christmas and Valentine's Day. She referred to these observances as outdated "white man" holidays. The parents were surprised that the school was not decorating for any traditional holidays. They banded together and notified the local news media of the challenge at Crestview Elementary. The media called out the principal for being a Grinch. The superintendent wanted to meet with her immediately.

### Case Study

Title: Someone Like Me; Urban Elementary School Grades PK-5; School Improvement, Curriculum, Instruction and Assessment, 4a; Community of Care and Support for Students, 5d

Principal Bradford learned of an incident that happened on her campus through social media. During the day, one student agitated the others in class, encouraging them to shout, "Black Lives Matter." The shouting quickly got out of hand. Another teacher reported the classroom noise, and assistant principal Greg Upton came to the rescue. He entered the classroom and called the students names. Then he physically dragged one student out of the classroom, suspending the child on the spot for three days. Another student took a video of the incident. Then he posted it online. The principal saw the video that night, when a teacher alerted her to it. The next day, Principal Bradford intended to meet with Mr. Upton right away.

### Case Study

Title: They Read Just Fine; Urban Elementary School Grades PK-5; School Improvement, 10c, e

Principal Mark Roberts was adding a reading specialist to his faculty because student data indicated a need for reading intervention. The campus teachers were as excited as their principal. These needs were likely due to an increase in the ELL population from foreign countries. When the principal introduced the reading specialist at a PTA meeting, one parent became upset by whom she would be serving. Her primary focus would be to work with immigrant students needing intensive intervention. The parent thought this was an unfair use of tax money. He wanted his children to get any special services first. When another parent explained that everyone in this country is an immigrant, the first parent became irate. He threw a punch at the first parent and missed. He hit the principal instead. Other parents recorded the incident and uploaded several videos of it onto social media sites.

### Case Study

Title: Change Begins Now; Suburban Elementary School Grades PK-5; School Improvement, 10i, j

Principal Clark King was an outstanding teacher and assistant principal. There is every likelihood that he will also be an outstanding principal. When he arrives at Sweetwater Elementary, he cannot move into his new office because the outgoing principal is still there. She likes to attend free luncheons hosted by potential vendors. She also likes to have a few glasses of wine with them and go home early. The teachers are glad to be getting a new principal. They invite him to a Saturday afternoon get-together, and he attends. The teachers decide they like him, and post their opinions on social media. Finally, Mr. King is able to move into his office. When he places a photo on his shelf, the teachers learn something else about their new principal. The photo is of the new principal with his boyfriend.

## **Chapter Three:** Multicultural Issues and Cultural Competence

### Case Study

Title: Ticket to Fun; Urban Elementary School Grades PK-5; Equity and Cultural Responsiveness 3a, d, e

Principal Rex Rogers was a firm disciplinarian at Polk Elementary. He hired many teachers who shared his philosophy of student discipline. Rogers felt students needed strong consequences, especially those who lived at one of the poorest neighborhoods in the Polk Elementary attendance zone. Mrs. Bidwell, one of his teachers, agreed. She liked targeting students, and created an incident that caused Rogers to be put on leave. The new interim principal brought a positive behavior support program with her. She allowed the teachers to select the model they felt best fit their students' needs and development. In its early stages, the teachers and students seemed to respond well to the change, and many students were excited about being recognized for being good. Mrs. Bidwell refused to recognize positive behavior or give out tickets. The parents in her classroom quickly became upset that their children were left out.

### Case Study

Title: Rainy Day Recess; Rural Elementary School Grades PK-5; Equity and Cultural Responsiveness, 3b; Meaningful Engagement of Families and Community, 8b

The principal of Cook Elementary has to make do with what he has for holding class. Principal Wallace's school has a cafeteria, a library and full classrooms. There is no gym. Students have PE outdoors, and sometimes they use the pavilion. During inclement weather, the students have PE in their classrooms. These days are called Creative Days. Teachers allow for fun activities, usually done in centers. Miss Woodward is especially creative. She allows her students to take risks and explore non-traditional gender roles. One boy is dressed in a tutu and a feather boa when his father walks into the classroom. The father threatens to have the teacher fired.

### Case Study

Title: Bullying on the Bus, Urban Elementary School Grade 5, Equity & Cultural Responsiveness and Student Care & Support, Standards 3a, d, g; 5e

Booker T. Washington Elementary is a well-respected school for urban students in grades 1-5. Several prominent alumni have gone to this school. Even the superintendent of schools sends his son to this campus. Booker T. Washington Elementary has just received its first Muslim student, Keylie Pirani. Almost immediately upon her enrollment, she has been bullied because of her name, her ethnicity and her religion. Only her two best friends, Michelle and Olivia know about the bullying. They know several bad photos of Keylie have appeared on Snapchat but said nothing. The bus driver has also seen the bullying on his bus, but he too has said nothing. The Piranis learn from their daughter that several boys on the bus are bullying Keylie. Not only have they called her names, but they have also pulled her hijab off from her head and walked on it. The Piranis are now in Principal Jackson's office, demanding that she put into writing what consequences the boys will receive. If she does not comply, they will retain an attorney from CAIR (Council on American Islamic Relations).

### Case Study

Title: Sanctuary School; Urban Elementary School Grades PK-5; Equity and Cultural Responsiveness, 3a, c, g

After the election of President Trump, immigrants in the United States have been worried about their futures. They are afraid they will be deported. Principal Cruz has received a directive from his superintendent to treat his campus as a sanctuary school. After a principal's meeting, Mr. Cruz returned to his campus, and he sent a superintendent's letter home with every child. The letter assured parents and the community that the schools in the district will be safe for children and the adults within them. Mr. Cruz held a faculty meeting at the end of the day to explain what was going on. He reviewed the superintendent's letter with his teachers. The letter clearly took a side in the debate. One teacher passionately expressed her viewpoint, which was opposite of the superintendent's. The faculty broke into a heated argument over the issue.

### Case Study

Title: Not in My Classroom; Rural Elementary School Grades PK-5; Equity and Cultural Responsiveness 3f, g

Mrs. Longmire, a second grade teacher, has found her niche with this grade level of students. She is loving and compassionate. She also displays Bible verses in her classroom. Principal Mary Judson has repeatedly directed her to remove them because of the separation

between church and state. Mrs. Longmire complied. When the second grade teachers taught a unit on the religions of the world, Mrs. Longmire refused to teach one of the assignments. The assignment required students to memorize a prayer from the Quran and say it in school the next day. Several parents were furious. They refused to have their child do the assignment. They even wanted to transfer their child to Mrs. Longmire's classroom because she refused to have the students do the assignment. When asked why she wasn't teaching the assignment, Mrs. Longmire told the principal that she could speak to her attorney.

### Case Study

Title: Left Behind; Rural Elementary School Grades PK-5; Community of Care and Support for Students 5a, b, c

The principal of Grove Elementary, Ms. Vanessa Cantu, developed an initiative in which she and her teachers would ride the school buses home with their students for one week. The purpose of this initiative was to help with supervision on the buses, make sure new students got home okay, and begin to be a presence in the community. Riding the buses at the end of each day was tiring. The routes in this rural school district were long. Everyone agreed, however, that it was time well spent. Only a few weeks later, a five-year-old student went missing after school. The transportation department insisted that it was not their fault the student never made it home. They placed the blame on the school. So did the parents. All of the teachers had gone home for the day. Ms. Cantu checked the kindergarten classrooms, but there was no sign of the missing child. The transportation department found the student asleep on one of their buses at the bus barn.

### Case Study

Title: Restroom Pass, Urban Elementary Campus Grades 3-5, Care and support for students, Standards 5a, b; 7b; 8i

Sunrise Elementary is a model urban school for children in grades 3-5. Although the school is housed in an antiquated building, the elementary school has become a paragon of how to support the social, emotional and physical needs of its diverse student populations. The parents and the community have been pleased with the results. They have been especially happy about the way transgender restroom privileges have been dealt with.

As a result, Sunrise Elementary has several gender-fluid students. The school has made a name for itself among parents of gender-fluid children because of the way in which the administration and faculty have created and adopted supportive policies. Recently, a nine-year-old student named Alan decided to use the girls' restroom, stating he was "gender-fluid." Each day he was gone for a long time, but the teacher did not notice how much time had passed. Over the weekend, several of the 4th grade girls confided to their parents that Alan was spying on them in the restroom, maybe worse. Now the parents are in the principal's office demanding that (1) the transgender restroom policy be revoked and (2) they be allowed to press charges against Alan.

### Case Study

Title: The Red Sweater; Urban Elementary School Grades PK-5; Community of Care and Support for Students 5a, b

Student Sarah B. Jones despised school. Her dislike of school likely developed in response to being bullied about a second-hand red sweater she wore. The sweater embarrassed

her so much that she sometimes chose not to wear it and be cold instead of being bullied. The worst two bullies in the class were Billy Buford and the teacher Ms. Grouse. Mrs. Grouse yelled at her students, especially at Sarah. The custodian Frank noticed that Sarah did not seem to want to go back to the class after visiting the restroom. When the toilet in the girls' restroom backed up and overflowed, he knew what happened. Frank went to get the principal. Principal Chris Conway heard Mrs. Grouse yelling at students. She asked Mrs. Grouse to take a quick break and then return to the classroom. Ms. Conway saw Billy make faces at Sarah, so she invited Sarah to her office to talk about what was going on.

### Case Study

Title: The Field Trip, Urban Elementary School Grade 2, Academics v. behavior, Standards 5a, 8b, c

The 2nd grade teachers want to take their students on a field trip to the zoo. They plan to leave students with the most severe behavior problems behind; most of the students identified with problems have 504 Plans, are in special education, and they have specific behavior plans in their IEPs. The principal wants to meet with parents and teachers to reevaluate the newly adopted behavior plan. He must also decide whether or not to approve all or any part of the field trip as recommended.

## **Chapter Four:** Human Resource Management

### Case Study

Title: Social Media Mavens; Urban Elementary Charter School Grades K-5; Professional Capacity for School Personnel 6a, b

Principal Wendy McClure oversees an urban charter school. It's located in a high crime area, and the school is a Title I school in a tiny district. Ms. McClure finds it difficult to hire qualified teachers. Many that she does hire leave the campus, often with little notice when they find a new job. When she interviews two teachers who are sisters looking to work in the same grade level, Ms. McClure is ecstatic. She hires them, but notices as the semester goes on, they often fall asleep in class. They tell the principal they had to take a second job. The campus registrar alerts the principal that the teachers are working as strippers at night. They post their "work" pictures on social media sites, and the parents have been making comments about the teachers. The sisters are engaging in the online dialogue too.

### Case Study

Title: Custodial Calamity, Rural Elementary School Grades PK-5; Professional Capacity of School Personnel 6b, c, h, i

Ducindra Connor has been the head custodian at Rock Springs Elementary for more than a decade. She's a favorite among the custodial staff across the district because she does her job with ease and under budget. Her aspirations include moving to a central office management position someday. The retiring principal has allowed Ducindra to clean the building the way she wants. The incoming principal, Mr. Johnson, however, immediately notices that the building smells. He discovers that the smell is coming from the mop water. Ducindra uses the same water all week long. Mr. Johnson directs her to change it, and she defies him. Later, she slips and breaks her ankle, only to end up on leave through FMLA. During her leave, a new custodian

steps in and cleans up the building. Mr. Johnson learns that the new head custodian is displaying lewd pictures in the custodial room. Ducindra fails to return from FMLA.

### Case Study

Title: Time for Professional Development; Urban Elementary School Grades PK-5; Professional Capacity of School Personnel 6g, h, i

Principal Jenny Wyatt has been the instructional leader at T. Clifford Elementary for a long time. She's been in education long enough to see trends come and go. During the process, though, the one thing she has done well is to provide professional development for her teachers. She meets regularly with them, in a variety of forums to elicit what they need. The teachers think of her as a "mom" because she is so good to them. Mrs. Wyatt also calls the teachers after hours to chat about ideas she has. Unfortunately, she calls at any moment, whether it is late at night or early in the morning. No teacher has told her to stop. The only thing Mrs. Wyatt has stopped is going to any professional development of her own. She refuses to leave the campus, instead putting in overly long hours.

### Case Study

Title: Legendary Lothario; Suburban Elementary School Grade K-5; Professional Community for Teachers and Staff 7c, 6e

Logan Keith, the current assistant principal of Earhart Elementary wanted to be a principal. When the principal of his school finally retired, Keith applied for the position. A candidate with less experience was chosen for the position. Mrs. Amy Black is the new principal. The superintendent warned her that not every will be her supporter. When she meets with Mr. Keith, he says he will support her initiatives on campus. He would, however, like to supervise the instructional assistants. On the first day of school, Mr. Keith hands out roses to certain female employees. In addition, he is seen speaking exclusively to one instructional assistant above all others. Now he wants to take her off campus during lunch, with the principal's permission.

### Case Study

Title: Playing Possum, Rural Elementary Campus Grades PK-5, Operations and management, Standards 9c, d.

Possum Valley Elementary is a rural campus of 400 students in grades PK-5. The surrounding and outlying community is made up of three distinct types of people: urban migrants seeking a slower pace, low socioeconomic families that live in manufactured housing, and farmers who own large tracts of land. Students travel long distances on the buses. Even in the town's more heavily populated areas, a variety of wildlife regularly are seen in peoples' yards. During a classroom visit, Principal Smith noticed an unpleasant smell in Mrs. Willacy's classroom. Over a week's time, the odor grew worse. Finally, Mrs. Willacy refused to stay in the room with her students. After poking a hole in the drywall, Mr. Smith was able to identify the smell's source. A possum had gained access to the building, fallen between the studs of a wall and died. Mr. Smith wrote a check from the student activity fund to pay for repair materials even though the district had a maintenance request system in place. Mr. Smith used a second check to pay for his dinner that night, and he intended to write a third check for Mrs. Willacy's husband when he corrected Mr. Smith's work.

### Case Study

Title: A failure of leadership. Professional Standards 9.a and 9.j.

A new teacher is coaching students for standardized end of year state assessments.

Mrs. Jimenez is the school principal of Green Acre Elementary School. She is due for a promotion after 30 years of service. There have been issues with some of the younger teachers in the school. Miss Barrett had been performing well but now a serious issue has emerged. She has been accused by a colleague of coaching her students on state assessments. This means that the students' actual academic abilities are not reflected in the standardized tests. Miss Barrett's former students are struggling academically.

If Mrs. Jimenez draws attention to Miss Barret's actions this may mean that the principal does not get a much sought after promotion. How should Mrs. Jimenez proceed?

### Case Study

Title: High Mobility, Low Tolerance; Urban Elementary School Grades 3-5; Operations and Management 9 i, j, k

Miss Atwell is the new principal at Eastside Elementary, where she hopes to make a difference. Traditionally, the community has been reserved about coming to the school, but Miss Atwell and her faculty is changing that. Approximately one week before high stakes state assessment is to take place, Miss Atwell notices they are receiving many new enrollees. Initially the principal is pleased at the response to her work at building relationships in the community, Miss Atwell learns that the new students are enrolling because of other reasons. The first enrollee was a discipline problem at an elementary outside the district. The next several children are from a transient family that places little value on education and lesser value on hygiene. They move frequently. The other enrollees are coming from other schools within the district. These students are unlikely to pass state assessments that will be given in one week. The other elementaries make it a habit every year to force these students to withdraw so that their campus scores will be high.

### Case Study

Title: When It Rains, It Pours; Rural Elementary School Grades K-5; Operations and Management 9d, e, h

Mrs. Donna Fishman is the principal of Newell Elementary. Newell is the flagship campus in the district, and it is named after a beloved community member. The campus and the district takes great pride in this honor. The teachers have worked hard to become a Blue Ribbon school, and when selected for this prestigious award, prepared for the award ceremony. The night before the ceremony, a storm hit the area, wreaking havoc with everything from phone service to the doors of the school and more. Both the principal and head custodian were called to the school to check on an alarm that a door was open. Mrs. Fishman took her dog with her to the school. When she and the head custodian arrived, they discovered that the cafeteria was flooded, and the water was still coming from the kitchen. The water shut off valve was in the kitchen. Neither had a key to the kitchen doors.

### Case Study

Title: Stroller Moms; Suburban Elementary School Grades PK-5; Meaningful Engagement of Families and Community, 8b, f, Operations and Management 9e

Principal Belinda Smith is a first year principals and Brookside Elementary. She is eager to involve parents in her school. She and her teachers invite the parents to the school for the first two weeks of instruction. The parents are even allowed in the classrooms. When their presence becomes too much for the teachers, the parents are asked to wait in the hallway. When they are still a distraction, they are asked to leave their strollers at home. Finally, the teachers cover up their door window so that the parents cannot keep peering into the classrooms. The parents become irate and post their feelings on social media. They also post pictures of their child's classmates, and they make ugly remarks about the other children. Now an attorney for one of the parents has called to say that this parent is suing.

### Case Study

Title: Celebratory Gunfire; Rural Elementary School Grades PK-5; Operations and Management 9 c, d, k

Principal Mandy Longview likes being the instructional leader of Starville Elementary. She has also learned that she must look out for her building. One of the challenges she faces is that the roof leaks. Most of the holes in the roof are over the computer lab. When it rains, water leaks into the lab, and the faculty must place trashcans and buckets in strategic locations to catch the water and protect the computers and other equipment. Ms. Longview learned that the holes in her school's roof were made from "celebratory gunfire." The community celebrated the New Year by discharging firearms in the air. The falling bullets damaged the roof. To make the community aware of the dangers of celebratory gunfire, Ms. Longview held a safety meeting. At the meeting she learned that one of her teachers and the assistant principal also discharged their guns toward the school.

## *Chapter Five: Family and Community Engagement*

### Case Study

Title: I Gotta Be Me; Rural Elementary School Grades PK-5; School Improvement, Professional Community for Teachers and Staff, 7e

Principal Donna Bates often helps Central Office retrain employees as a favor. This time, she will help 4th grade teacher Mr. Mulweather. Although Mr. Mulweather has poor boundaries, he cheerfully accepts feedback when told what he cannot do. Mr. Mulweather appears to have several issues, but one stands out. He likes to cross-dress. The children call him Ms. Mulweather on those days. The day the principal and the HR visit his classroom is one of those days. He is dressed in women's clothing when they arrive. The students are 100% engaged in their activities, and they seem to like "Mrs. Mulweather" even better than "Mr. Mulweather." Even so, Mrs. Bates tells Mrs. Mulweather that she must come by the office for a serious discussion.

### Case Study

Title: Same Old, Same Old; Rural Elementary School Grades PK-5; Professional Community for Teachers and Staff, 7f, g

Principal Bill Blighton and his faculty are attending the Pleasant Valley School District training before school starts. All of the schools in the district are required to be present at this three-day event. The training is the same training year after year. At first, Mr. Blighton goes to the sessions to be with his teachers. Then his attendance tapers off. By the last day, he spends his

time hanging out with the other principals. When Mr. Blighton and his faculty return to their own campus, he collects the attendance sheets. Every sheet indicates that the teachers attended every session. Then Mr. Blighton discovers that his teachers posted on social media that they were not present. They also made fun of the superintendent and the principal.

### Case Study

Title: Don't Drink The Water; Rural Elementary School Grades PK-5; Professional Community for Teachers and Staff, 7b, c, d

Principal Larry Huston is at his third campus as an elementary principal. He is known for organizing systems and creating efficient processes. He also encourages all of the employees at his campus to find ways to lead in their positions. He helps his faculty and staff find solutions to their own problems and then put them in place. He inherited most of his faculty and staff, but they want to stay with him at the campus because they enjoy learning about leadership. The school nurse has a concern one morning, but Mr. Huston is too busy and brushes her off. While he is at a district meeting, she posts signs on the water fountains, saying that the water is contaminated. The campus secretary calls him out of the meeting. When Mr. Huston returns to the campus, picketing parents swarm him for answers to their questions. They film his response and take it out of context.

### Case Study

Title: Where's My Kid; Rural Elementary School Grades PK-5; School Improvement 10a; Meaningful Engagement of Families and Community, 8j

Principal Maggie Hernandez has a large illegal immigrant population at Garcia Elementary, and she knows it. So do all of the teachers. They hate the idea that their school is "overrun" with these children. The state and the federal governments provide funds for their education, but the teachers think the money would be better spent on legal residents. So do many of the parents, especially those who saw the video posted by one of the teachers. The video showed the license plates of the illegal parents as they dropped their children off to school. The principal had told the teacher to stop taking the video. A parent whose child was removed from school by child protective services is now complaining that her child was taken from campus when it should be the other children who are removed. What should the principal do?

### Case Study

Title: When Push Comes to Shove; Suburban Elementary School Grades PK-5; Meaningful Engagement of Families and Community, 8 a, b

Principal Betsy Russ and her faculty revised the Littleton Elementary behavior management system. They moved to a more positive approach, and only a few teachers disagreed with its philosophy. One of these teachers, Mrs. Dinsley, had a bullied student in her classroom. This student was called names because of her unusually tall height. Mrs. Dinsley told the boys to "stop it" when they called their victim names. The girl's parent came to the school to complain to the principal. The principal said she would take care of it, but forgot. When she did follow up, she did not talk to the bullies. The following week, the victim shoved one of the boys into a water fountain. He was going to need stitches.