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Issue 12

Managing On-Site Discipline for Effective Learning (MODEL)

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It is unprofessional to implement a behavior intervention to address an academic deficit.

Creating Integrated Systems

Recent updates to federal law have changed the way schools are required to support at-risk students. Rather than initiating the intervention process at the individual level, schools are expected to create structures which are preventative and proactive in nature. Once such structures are in place, the system will have the capacity to identify and support individual needs.

Response To Intervention (RTI) and Positive Behavior Supports (PBS) provide the means for districts to build preventative and proactive structures.

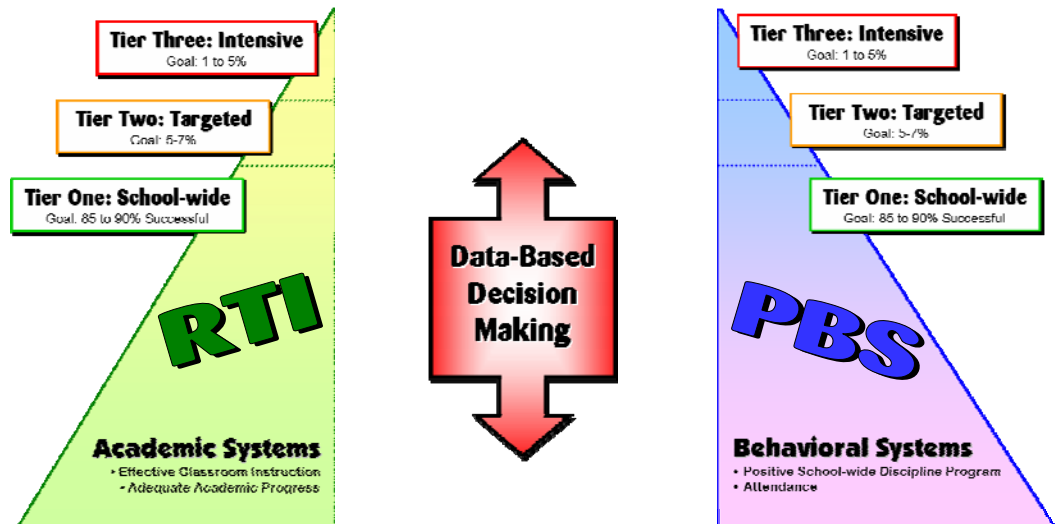
Response To Intervention (RTI) is defined as: "a) the practice of providing high quality instruction and interventions matched to student need, b) monitoring progress frequently to make decisions about changes in instruction or goals,

and c) applying child-response data to important education decisions." (Batsche et. al, 2005).

"Positive Behavior Support is a process that is consistent with the core principles of Response To Intervention. Similar to RTI, PBS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems" (Sandomierski, Kincaid, Algozzine, 2007).



This issue of the *SuperModel* will focus on the importance of integrating the academic and behavioral support structures in order to meet the needs of all students. ■



Ruling Out Structural Deficits

As part of the prevention process, academic and behavior teams must routinely review their school and class-level data to determine the overall health of their learning environments. It is only after high-quality academic/behavior instruction and interventions are established at both the school-wide and classroom levels, that teams will be able to identify students who require additional individual services. Thus, problem-solving teams should be skilled in ruling-out structural deficits in order to correctly identify the needs of individuals. ■

School

Step One: Rule-Out SCHOOL-WIDE Structural Deficits

(Academic/Behavioral)

- Conduct universal academic screenings to identify skill deficits
- Establish a master schedule responsive to school-wide academic data
- Establish Tier 2 supports within the school day
- Systematically teach/practice the behavioral expectations
- Establish a school-wide community which consistently acknowledges and corrects student behavior
- Proactively address trends identified through review of school-wide data
- Ensure active supervision practices are in place across all common areas



Classroom

Step Two: Rule-Out CLASSROOM Structural Deficits

(Academic/Behavioral)

- Review data to identify at-risk classrooms
- Ensure effective instruction is in place:
bell-to-bell instruction, high rates of student engagement, differentiated instruction
- Ensure proactive classroom management practices are in place:
organized room environment, positive climate, defined behavioral expectations, proactive behavior interventions, systematic procedures
- Provide targeted support to identified classroom teachers:
training, observational feedback, mentor/coach
- Modify classroom interventions based on progress monitoring data



Student

Step Three: Identify Appropriate INDIVIDUAL Supports

(Academic/Behavioral)

- Compare individual data to school-wide data
- Ensure the student has received targeted group intervention (Tier 2)
- Review data collected from all Tier 2 interventions
- Conduct a Functional Behavioral Assessment (FBA)
- Address identified contributing factors: functional/environmental
- Modify individual interventions based on progress monitoring data



Response to Intervention in SBCUSD

SBCUSD is in the process of creating academic support structures at both the elementary and secondary levels through two separate initiatives: the Professional Development Project, and the Secondary Literacy Initiative.

Professional Development Project (PDP)

Completing its first year, the San Bernardino City Unified School District's Professional Development Project (PDP) has adopted the basic tenets of Professional Learning Communities (PLC). The following schools are working to center their efforts around the three big ideas of a Professional Learning Community: focus on learning, establish a culture of collaboration, and focus on results.

Alesandro
Jack Oakes, Principal

Anton
Debra Fields, Principal

Highland Pacific
Brad McDuffee, Principal

Kendall
Armine Der-Karabetian, Principal

Kimbark
Karen Hoag, Principal

Parkside
Kevin Goodly, Principal

Thompson
Christopher Tickell, Principal

Team Resource Teachers at each site guide the cycle of establishing team norms, setting SMART goals, clarifying learning targets, and creating common assessments. In doing so, the schools have moved to become a PLC, where the goal isn't just about implementing a program or fleeting initiative, but changing the overall climate and environment.

Secondary Literacy Initiative

The Secondary Literacy Initiative is SBCUSD's systematic approach to the mandates of Response To Intervention (RTI). The initiative, which will initially target grades 7 and 9, is founded upon one very basic premise: reading instruction is largely ignored at the secondary levels while many students continue to have gaps in the basic reading skills. The Secondary Literacy Initiative seeks to identify those students and diagnose their specific reading deficits as well as build the capacity of secondary teachers to assist students with reading challenges. Through a sustained commitment to improving student literacy, SBCUSD will not only meet the mandates of RTI, but also develop a more confident and capable community of learners better prepared for academic and life challenges. ■

Contributed by: **Ruth Cook**, Program Specialist/Trainer & **Ronnie Henderson**, Secondary LA Coordinator.

Positive Behavior Support in SBCUSD

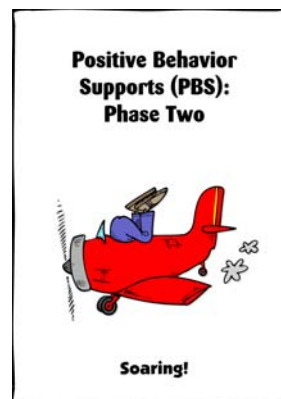
The Youth Services Department has created a series of implementation manuals and staff trainings to support schools who make the commitment to building Positive Behavior Supports. PBS is currently a district mandate in eight of the nine middle schools and will be available to all schools in 2008-2009.

Year One



- District PBS Structure
- PBS Team
- Communication Systems
- Staff Commitment
- School-wide Expectations
- School-wide Behavior of the Week
- Referral Forms (Low Level/Office)
- Progressive Discipline Matrix
- Office Referral Database
- Classroom-Managed Misbehaviors
- Incentive Programs—Staff/Student
- Program Reviews
- PBS Staff Trainings

Year Two



- Developmentally Appropriate Social Skills Instruction
- Guest Teacher Packet
- Data Analysis
- SMART Goals
- Active Supervision & Monitoring
- Staff & Student PBS Handbooks
- Communication Systems
- Behavior Emergency Procedures
- Student PBS Team
- Internal Audits
- PBS Staff Trainings
- PBS Student & Parent Trainings

For more information contact Suzy Johns or Jacquelin Patrick @ Youth Services, 880-6809.

Curtis Middle School's Safety Net

Curtis Commits to Building a "Safety Net"

At Curtis Middle School, we are currently in the planning stages of answering question 3 of a Professional Learning Community; *What do we do when students don't learn?*

After facing the brutal facts about our test scores and grade reports, teachers at our school were asked to consider the following scenario and questions: After the first three weeks of school, twenty of your 200 students are receiving "F" grades. How does the school currently respond? What are the interventions for students not completing their work?

We learned that until now, it has been up to teachers and teams alone to try to figure out what to do with these failing students. After much reflection we decided that we needed a systematic school-wide plan that goes beyond the regular reading and math support classes offered on our site.

In response to this challenge, we created the Curtis Safety Net, a unique intervention plan designed to make learning mandatory. The basic idea, based on Rick Dufour's intervention model developed at Adali Stevenson High School, is to identify a manageable group of about 100 students who are receiving the highest number of failing grades in the school and place them in the Curtis Safety Net.

Students start out in Level One of the net and must meet specific criteria in a three week cycle in order to earn their way out of the Safety Net. During each three week increment, students who fail to improve, receive increased mandatory interventions which results in the reduction of school-wide privileges. For example, within the first level of the system, students are required to complete all assignments, turn in weekly progress reports, and attend mandatory lunchtime tutoring. If these requirements are not met in 3 weeks, students are moved to Level Two. Some Level Two interventions include: counselor meetings, assigned mentors, lunchtime tutoring, and mandatory after school tutoring two days a week. Once students improve their grades and make progress, they begin to work their way out of the Safety Net which reduces the required mandatory interventions, and increases the privileges lost. As our program specialist who was involved in the initial planning states it, "The big idea is for kids to be held accountable for their learning and to ultimately accept that learning is not an option."

To assist with the intense monitoring of these students, a full time "Net Keeper" will be trained to continuously track the progress of the students by collecting progress reports, communicating with teachers and parents, gathering the

data charts, and moving students in and out of the Safety Net. The Net Keeper also has the responsibility of physically moving students' names up and down a large wall replica of our Safety Net so students can visually see their current placement on the net.

Consistent with any challenge given to a true Professional Learning Community (PLC), we realize that creating our Curtis Safety Net will require a continuous cycle of inquiry: planning, implementing, studying results, and making necessary adjustments. Curtis science teacher, Lynn Neighbours, also involved in the planning of the Safety Net stated, "As teachers we value our students and are willing to put in the effort and time."

Additionally, as we begin to work on this unique style of intervention, we will take the advice of the PLC experts and continue to work on good teaching practices and further developing our school culture.

"Finally, no system of intervention will ever compensate for bad teaching. A school that focuses exclusively on responding to students who are having difficulty without also developing the capacity of every administrator and teacher to become more effective will fail to become a Professional Learning Community" (Dufour, Whatever It Takes). ■

Marlene Bicondova,
Curtis Middle School Vice Principal



The administrative team, led by principal Steve Perlut, presents Safety Net concepts to staff

PBS Support Personnel

Narciso Cardona, Assistant Superintendent
Ray Culberson, Director Youth Services
Suzy Johns, PBS Coach
Jacquelin Patrick, PBS Coach

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