



Fall, 2005
Issue 4

Managing On-Site Discipline for Effective Learning (MODEL)

What is MODEL? Four Key Concepts

Managing On-site Discipline for Effective Learning



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MODEL is a positive school-wide discipline program which is built around four key concepts, each of which are introduced below:

◆ MODEL is Guided by a Framework

The MODEL program is defined by a 16 category, three-stage rubric entitled *Framework for a Positive School-wide Discipline Program*. Short and long term goals are derived from review of the *Framework* on a regular basis.

Evidence:	COMMITMENT Stage 1	IMPLEMENTATION Stage 2	DURABILITY Stage 3
Framework for School-Wide Change	<input type="checkbox"/> The site admin is responsible for evaluating a positive school-wide discipline program. <input type="checkbox"/> A Behavior Team (BT) is formed to use the framework as a guide to implement school-wide change. <input type="checkbox"/> The framework is discussed and posted by all staff to review. <input type="checkbox"/> 100% of staff agree to school-wide change.	<input type="checkbox"/> The team selects priorities from the framework to implement school-wide change. <input type="checkbox"/> Outcomes are assigned based on agreed priorities. <input type="checkbox"/> Progress toward goals is regularly documented and shared with staff.	<input type="checkbox"/> The BT continues to set priorities and monitor progress toward goals based upon regular review of the framework. <input type="checkbox"/> New staff members are trained on the framework and implementation of the positive school-wide discipline program.

Framework Excerpt

◆ MODEL is Site-Based

MODEL provides a systematic way to address site specific needs. No two MODEL schools implement the program in exactly the same manner.



DVMS MODEL Team Members:
Malik Gbenro, Teacher &
Char Messner, Rec. Aide Leader

where the entire staff works together to change their discipline system.

◆ MODEL is Data Driven

Data provides the foundation for sites to move from reactive to proactive problem solving.

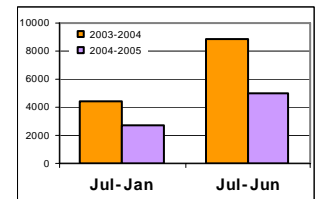
Sites are encouraged to routinely analyze

- ✓ referral information
- ✓ suspension reports
- ✓ expulsion reports
- ✓ attendance patterns

in order to establish targeted interventions. ■

◆ MODEL is School-wide

Implementation of a new program typically begins and ends with administration and/or the classroom teacher. MODEL aims to create an environment



"If we don't model what we teach, then we're teaching something else."

Send Us Your Newsletter Contributions

The *Super MODEL* newsletter provides quarterly information and showcases the positive school-wide changes being implemented by district MODEL schools.

Please submit MODEL articles / photos / ideas to:

- suzy.johns@sbcusd.com
- jackie.patrick@sbcusd.com

Framework: School-wide Trainings

More than twenty PowerPoint presentations are available to assist sites in the process of school-wide change.

This issue highlights “Minor / Major Infractions & Interventions Grid.”

Presentation Overview:

Consequences must be consistently enforced and acknowledged across campus, in order for student behavior to change.

Presentation Content:

- Discuss the difference between classroom managed vs. office managed misbehaviors

- Provide definitions / examples of classroom managed misbehaviors (minor)
- Present a menu of suggested classroom interventions



- Provide definitions / examples of office managed misbehaviors (major)
- Present the district’s *Progressive Discipline Matrix*

Audience:

All staff — certificated / classified

Length of Presentation: 25 min

Activity:

Distribute and review the *Minor / Major Infractions & Interventions Grid* created by the site MODEL Team. ■

Framework: School-wide Interventions & Consequences

Minor / Major Infractions & Interventions Grid

In order to provide consistent consequences across campus, all staff members must share a common understanding of the difference between classroom vs. office managed misbehaviors. The *Minor / Major Infractions Grid* is one tool used by MODEL schools to clearly define behaviors and interventions.

Classroom Managed Misbehaviors (Minor Infractions)

Minor Infractions are misbehaviors the site agrees should be addressed within the classroom setting. Suggested interventions for these misbehaviors are generated by the staff. Examples of minor infractions include, but are not limited to, the following:

- ♦ Inappropriate Language
- ♦ defiance / disrespect / disruption
- ♦ tardy to class
- ♦ property misuse
- ♦ physical contact
- ♦ dress code violations
- ♦ lying / cheating, etc.

Class Interventions
<ul style="list-style-type: none"> • Clearly state and post the rules / expected behaviors. • TEACH and ROLE-PLAY the expected behavior(s). • Increase praise to students who are demonstrating the appropriate behavior. • Increased proximity – move closer to the student(s) who are not demonstrating the appropriate behavior. • Restate the behavioral expectation(s). “Respect is one of our school rules. We talk respectfully to others here at our school by...” • Use a prompt / reminders -Provide a pre-arranged cue to the student. • Use Pre-correction – Specifically discuss WHAT the expected behavior will look like prior to doing it. “In two minutes we will break for lunch. I expect everyone to put away all materials before leaving, push in their chair and quietly leave the room.” • Give a warning – “Because I had to remind you of the rule. Consider this a warning. If I see or hear this problem again, I will _____.” • Take the student aside – discuss how their behavior specifically violated the school rule(s). Check for student’s understanding. • Have the student complete a “Making Choices” Sheet. • Remove the student from situation. • Write a Low Level Referral. • Call home – discuss the specific manner in which the student violated the school rules.

Menu of Classroom Interventions

Office Managed Misbehaviors (Major Infractions)

Major Infractions are documented chronic minor infractions or violations of the California Education Code (48900 A-V). These violations are addressed by site administration in accordance with the district’s *Progressive Discipline Matrix*. ■

Education Code 48900 A-1 Fighting Administrative Action
<p>First: Counsel Student SIP: Parent Contact Conflict Resolution</p>
<p>Second: OCS to 3 Day Suspension SIP: Parent Contact Counselor Intervention Anger Management Contact School Police</p>
<p>Third: 3-5 Day Suspension SIP: Parent Conference Parent to Attend School Counselor Intervention Anger Management Contact School Police Student Study Team (SST)</p>

Excerpt from the District’s *Progressive Discipline Matrix*

MODEL School Highlights: Monterey's MOD Squad

Monterey Elementary's MODEL Team developed a program to assist new students — *The MOD* (Managing On-Site Discipline) Squad.

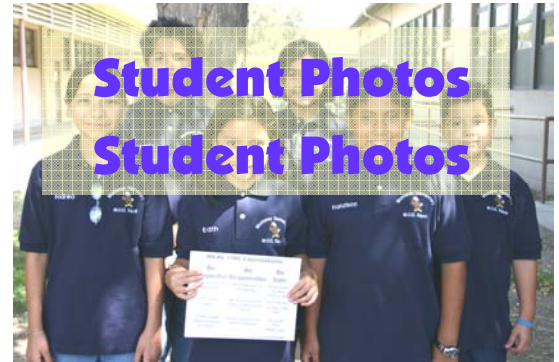
In order to be selected, students must demonstrate rule-abiding behavior as well as leadership skills. Duties include, welcoming new students, sharing school-wide expectations and wearing Squad shirts on Wednesdays & Fridays.

MOD Squad member, **Jason**

stated, "I just think that every school should have a team of students to help new kids learn the rules. New students get lost and teased so we are there to help them out."

The MOD Squad is trained and led by fifth grade teacher and MODEL Team member, **Katherine Burcio**.

For more information regarding *The MOD Squad*, contact Monterey Principal, **Ernestine Landeros** at 388-6391. ■



Back Row: Alberto, Monica, Jason
Front Row: Andrea, Edith, Franzisco

MODEL School Highlights: Arrowview Restructures OCD

Guidance Room at Arrowview

Arrowview MS administration, in conjunction with the MODEL Team, is in the process of restructuring their On Campus Detention Program.

This year students receiving an Office Referral for chronic minor infractions and non-violent major infractions will report directly to the Guidance Room, rather than the office. Once there, students will meet with a designated administrator to discuss appropriate interventions and consequences for their behavior.



VPs: Suzy Keidel, Carmen Beck, Ross Mack
Principal: Arwyn Wild

The goal of this new program is to:

- ♦ provide a structured setting to address chronic minor infractions
- ♦ support teachers' enforcement of the school-wide rules
- ♦ serve as a deterrent for future inappropriate behavior
- ♦ reduce the number of students in the office for disciplinary action

For more information, contact **Arwyn Wild**, Arrowview Middle School Principal at 881-8109. ■

MODEL Highlights: Riley Makes a Display

Board of Education Display

In celebration of completing their first year of the MODEL Program, Riley counselor, **Michael Partida**, decorated a display case at the Board of Education.

Highlights include:

- ♦ School rules
- ♦ *Bear Bucks* & *Bear-Y Good* slips
- ♦ Staff and student testimonials
- ♦ Graphs highlighting the reduction in Office Referral rates

- ♦ *Safety Patrol* equipment — badges, vests, cones, etc.

As Riley enters their second year of MODEL implementation, site goals include: 1) systematically analyzing referral / suspension data, 2) establishing a staff training schedule, 3) building a problem solving / progress monitoring Student Success Team.

For more information regarding Riley's successes, contact MODEL Team Leader, **Brenda Freshwater** at 388-6460. ■



Display Case at the Board of Education

MODEL Developments: Coaches' Perspective

The MODEL Program is growing by leaps and bounds — far beyond what either of us dreamed was possible when we first decided to create a positive school-wide discipline program. The success of MODEL is the result of the hard work and support of many people.

MODEL Schools: First, we must thank our site teams and their team leaders. They have gone above and beyond by donating their time and effort to make the MODEL Program a success.



Jacquelin Patrick
MODEL Coach

Some site accomplishments we are most proud of include:

- ◆ **Arrowview — Naomi Myerchin:** office referral rates decreased 43%
 - ◆ **Del Vallejo — Jason Jones:** revamped supervision practices
 - ◆ **Emmerton — Sheryl Denniston:** *Peaceful Playgrounds*
 - ◆ **Monterey — Judy Rodriguez:** *MOD Squad*
 - ◆ **Newmark:** 100's chart in office
 - ◆ **Riley — Brenda Freshwater:** fundraising for incentive programs
 - ◆ **Serrano — Nancy Flores:** PAWS & Cougarans
 - ◆ **Wilson — Sandra Owens:** incentive assembly on Fridays
- We applaud your many efforts!

District Personnel:

Next, there are several district personnel whom we would like to thank for their valuable support.

- ◆ **Dr. Patty Imbierski —** Director, Special Education
- ◆ **Dr. Keith Drieberg —** Coordinator, Psychological Services
- ◆ **Dr. Dayton Gilleland —** Asst. Superintendent, Ed. Services
- ◆ **Mr. Narciso Cardona —** Asst. Superintendent, Youth Services
- ◆ **Ray Culberson —** Director, Youth Services

Thanks again to all who share our passion for creating positive learning environments. Without the efforts of everyone, MODEL would not be where it is today. ❖



Suzy Johns
MODEL Coach

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MODEL Coaches:

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MODEL Schools

- Arrowview Middle School
- Ceasar Chavez Middle School (Planning)
- Curtis Middle School (Planning)
- Del Vallejo Middle School
- Emmerton Elementary
- Golden Valley Middle School (Planning)
- Martin Luther King Middle School (Planning)
- Monterey Elementary
- Newmark Elementary
- Riley Elementary
- Serrano Middle School
- Shandin Hills Middle School (Planning)
- Wilson Elementary