



The Super MODEL

Fall, 2006
Issue 7

Managing On-Site Discipline for Effective Learning (MODEL)

Multi-Tiered Levels of Support

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SBCUSD is in the process of adopting a three tiered service delivery model to support the academic and behavioral needs of all students. This issue will focus on Positive Behavior Supports (PBS) — the right half of the pyramid illustrated below.

Targeted behavior supports include:

- **Targeted skill development:** students receive specialized instruction and support based on identified need
- **Progress monitoring:** on-going evaluation of student data drives intervention development and effectiveness
- **On-going professional development:** identified staff receive additional training to support at-risk students

Tier One Behavior Supports: (School-wide)

Tier One supports are proactive and preventative in nature. Implementing solid Tier One supports will produce behavioral success (0-1 office referrals) for 80-90% of the student population.

School-wide behavior supports include:

- **Positive school-wide discipline program:** *all staff* teach, acknowledge and enforce universal expectations
- **Progress monitoring:** the site routinely utilizes office referral and suspension data to drive school-wide practices, procedures and interventions
- **On-going professional development:** *all staff* receive training in Positive Behavior Support (PBS) principles

Tier Three Behavior Supports: (Intensive)

Tier Three supports are long-term, intensive interventions which focus on individual students.

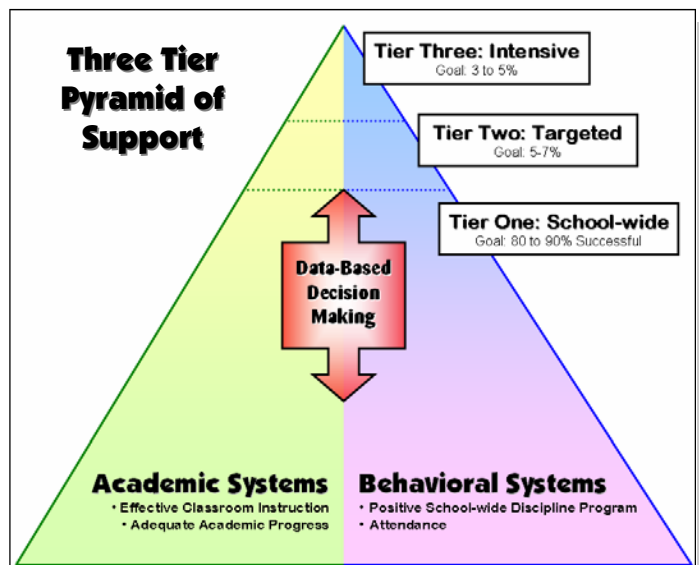
Tier Three supports are appropriate for students identified, through systematic review of data, as unable to make adequate progress with Tier One and Two supports alone. Tier Three supports may or may not include special education identification and/or placement. ■

"If you always do what you always did, you'll always get what you always got."

- Moms Mably

Tier Two Behavior Supports: (Targeted)

Tier Two supports are short-term, scientifically-based interventions which are highly efficient and provide rapid response for students identified, through data, as not making adequate progress with Tier One supports alone. Tier Two supports must be more sophisticated than Tier One.



District-wide Positive Behavior Supports (PBS)

The document pictured below, *SBCUSD Guidelines for Tiered Support: Positive School-wide Discipline Strand*, outlines three critical elements necessary for district-wide PBS implementation: structural standards, data analysis/progress monitoring tools, and multi-tiered levels of support.

• PBS Structural Standards:

Structural standards assist the district and/or sites in the: 1) evaluation of PBS supports currently in place, 2) setting of PBS goals (short & long-term), 3) monitoring of PBS implementation progress, and 4) consistency of PBS implementation across sites.

• Data Analysis / Progress Monitoring:

The systematic collection and analysis of discipline data is necessary in order to proactively problem-solve behavior on four levels: district-wide, school-wide, groups and individuals. Two district databases are available to assist in the analysis of discipline data: *SB2000* — Referral Information System (RIS) and *Passport* — Suspension.

• Multi-Tiered Levels of Behavior Support:

In order to adequately support the behavioral needs of all students, a multi-tier support structure must be intentionally created at both a district and site level.

Tier One: Establishing Tier One supports is a complex process which involves: 1) building school-wide consensus and commitment to PBS principles, 2) evaluating/modifying existing practices and procedures, and 3) teaching staff new ways to respond to student behavior. Only by building solid school-wide supports, will sites be able to accurately identify at-risk groups and high-risk individuals.

Tier Two: Tier Two supports are short-term in nature and enable identified at-risk students to acquire the skills necessary to be behaviorally successful. In order to implement Tier Two supports, sites must dedicate resources and time to provide targeted skill development and, continually evaluate intervention effectiveness.

Tier Three: Tier Three supports are generally long-term in nature and require the most sophisticated levels of behavioral assessment, intervention and progress monitoring. In order to implement Tier Three supports, sites must establish a comprehensive network of behavior support (teaching expectations→skills training→classroom modifications→mentoring→SST→BSP→ etc.).

For a PDF version of the document below contact, Youth Services Department, Natalie Glackin @ 880-6812. ■

SBCUSD Guidelines for Tiered Support: Positive School-wide Discipline Strand

Structural Standards	Data Analysis & Progress Monitoring Tools	TIER ONE Supports: School-wide	TIER TWO Supports: Targeted Groups	TIER THREE Supports: Individual/Intensive
<p>Framework for a Positive School-wide Discipline Program</p> <ul style="list-style-type: none"> • Framework for School-wide Change • Site Teams • Establishing Communication Systems • School-wide Trainings • Referral Procedures • Referral Information System • School-wide Rules • Behavior Lessons • Acknowledging Appropriate Behaviors • School-wide Interventions and Consequences • Managing Common Areas • Data Analysis • Individual Behavior Support Planning • Behavior Emergency Procedures • Comprehensive Network of Behavioral Supports <p>National Standards for School Counselors</p>	<p>TIER ONE: <i>Referral Information System (RIS) Reports</i></p> <ul style="list-style-type: none"> + Yearly Comparisons + Referrals / Month + Referrals per Day per Month + By Environment + By Ethnicity + By Location + By Motivation + By Problem Behavior + By Staff Member + By Time + Student Details + Student Percent of Referrals + Top Offenders <p><i>Suspension Reports</i></p> <ul style="list-style-type: none"> + Yearly / Monthly Comparisons + Number of Incidents + Number of Days + By Violation + Safety + Non-Safety + Ethnicity + Special Education <p><i>Monthly & Annual Site Progress Reports</i></p> <ul style="list-style-type: none"> + Goals + Framework + Site Self-Evaluation <p><i>Survey Results</i> — staff, student and parent</p> <p>TIER TWO: <i>Targeted Referral & Suspension Reports</i></p> <p><i>Survey Results</i></p> <p><i>Program Evaluation</i></p> <p><i>Review of Progress</i></p> <p><i>Progress Monitoring Data</i> — tally sheets, charts, SST goals, etc.</p> <p>TIER THREE: <i>Individual Referral & Suspension Reports</i></p> <p><i>Progress Monitoring Data</i> — SST, 504, IEP goals, etc.</p> <p><i>Program Evaluation</i></p>	<ul style="list-style-type: none"> • A Positive School-wide Discipline Program is Implemented • A Positive Behavior Support (PBS) Team Guides Tiered Implementation • Two-Way Communication Systems are Intentionally Created to Link All School Community Members • PBS Trainings are Scheduled & Routinely Provided • Office Referral Procedures are Established & Implemented • Consequences are Consistently Applied School-wide • School-wide Rules and Expectations Adopted, Defined and Enforced • Rule-Following Behaviors are Routinely Taught & Practiced • A School-wide Reinforcement System is Established • A Proactive Supervision Policy is Adopted & Enforced • Data Analysis Drives School-wide Problem-Solving • Community Partnerships are Created 	<ul style="list-style-type: none"> • Site-Based Data/Intervention Team(s) Manage Movement Between Tiers 1 & 2 and Monitor Student Outcomes • Two-Way Communication Systems are Intentionally Established to Support the Tier 2 Structure • PBS Training Needs are Identified and Provided to Targeted Staff and Parents • Targeted Student Supports are Identified and Available • Targeted Positive Reinforcement Systems are Established to Support Identified Group Behaviors • Targeted Supervision & Monitoring Practices are Established • Data Analysis Drives Targeted Problem-Solving • Functional Behavioral Assessments (FBA) are Conducted to Understand and Address Group Dynamics • Alternative Education Classes Provide Targeted Support • Community Supports and Services are Identified and Available 	<ul style="list-style-type: none"> • 504, SST, IEP Teams Manage Movement Between Tiers 2 & 3 and Monitor Student Outcomes • Two-Way Communication Systems are Intentionally Established to Support the Tier 3 Structure • Collaborative Support and/or Individual Training Needs are Identified and Available • Intensive Student Supports are Identified and Available • Individual Reinforcement Systems are Implemented to Support the Learning of Appropriate Replacement Behaviors • Data Analysis Drives Individual Problem-Solving • Functional Behavioral Assessments (FBA) are Conducted to Develop Individual Behavior Support Plans (BSP) • Behavioral Emergency Procedures are Established • Alternative Programs and/or Placements Provide Intensive Support (Regular and Special Education) • Community Supports and Services are Available and Monitored

SBCUSD Progressive Discipline Matrix — Revised



Under the direction of Assistant Superintendent—Student Services, Narciso Cardona and Director of Youth Services, Ray Culberson, the *Progressive Discipline Matrix* has been revised. The new matrix supports district-wide implementation of a multi-tiered behavioral support structure.

✓ The matrix is built upon SBCUSD's *Guidelines for Tiered Support: Positive School-wide Discipline Strand*

✓ Administrative actions and interventions for both elementary and secondary disciplinary actions are contained within one document

✓ **Minor offenses** (managed “on-the spot”) and **major infractions** (managed by the office) are identified and defined

✓ Suggested interventions for minor offenses and major infractions are framed within a multi-tiered behavior support structure

✓ The document is intended as a reference for staff: administration, teachers, counselors, psychologists

✓ A distinction between **non-safety** and **safety** Ed. Code violations has been clarified

✓ District-wide classroom and office referral forms are included

✓ Support materials are included in the appendix: Behavior Contract, Mentor Log, Behavior Support Plan (BSP), etc.

For a PDF version of *SBCUSD's Progressive Discipline Matrix*, contact Youth Services Department: Natalie Glackin @ 880-6812. ■

What's Different in the Revised SBCUSD Progressive Discipline Matrix?

<p>Minor Offenses: Minor Offenses are misbehaviors managed “on the spot” (classroom, common areas, etc.). Interventions used to address/correct minor offenses are documented on <i>Low Level Referrals</i> which are then used to demonstrate a pattern of misbehavior.</p> <ul style="list-style-type: none"> • Disruption • Defiance • Non-compliance • Property misuse • Dress code • Mild physical contact • Inappropriate language • Tardy • Lying • Cheating • Out of Bounds • Trash / littering • Refusal to dress: PE • Repeated Ed Code Violations (48900 K) <p>See definitions on pages 4-5 for further explanation</p>	<p>Major Infractions: Major infractions are violations of the Education Code which require the immediate attention of administrative staff. The interventions used to address and correct major infractions are documented on an <i>Office Referral Form</i> (High Level).</p> <p>Safety (High Level) EC 48915: A1, A2, A3, A4, A5, C1, C2, C3, C4, C5</p> <p>Safety EC 48900:</p> <ul style="list-style-type: none"> • A & A-2 —fight (see also above, EC48915) • B — weapon • C — controlled substance, under influence (see also EC48915) • D — controlled substance, sale • E — robbery / extortion • M — imitation firearm • N — sexual assault • O — harass / threaten / intimidate witness • P1 — sexual harassment (see also below — P.2, Non-Safety) • Q — hate violence • R — harass / threaten / intimate individual, groups or staff • S — terrorist threat • T — soma • U — aid / abet physical injury • V — hazing <p>Non-Safety EC 48900:</p> <ul style="list-style-type: none"> • F — damaged property • G — stole • H — tobacco • I — obscene acts / vulgarity • J — drug paraphernalia — sale • K — extreme disruption / defiance • L — received stolen property • P2 — sexual harassment (see also above — P.1, Safety)
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PDM Excerpt: Page 9

G: SECONDARY — NON-SAFETY

Ed Code 48900, G	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>NON-SAFETY: LEVEL 1 (6-12)</p> <p>Stole, or Attempted to Steal, School Property (petty theft)</p>	<p>Administrative Action (6-8):</p> <ul style="list-style-type: none"> • Assign detention • On Campus Suspension • Restitution <p>Administrative Action (9-12):</p> <ul style="list-style-type: none"> • On Campus Suspension • 1 day suspension • Restitution <p>Interventions (6-12):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meet with counselor <input type="checkbox"/> Provide structured choice <input type="checkbox"/> Evaluate skill level — academic and behavioral <input type="checkbox"/> Identify contributing Functional and Environmental Factors* <input type="checkbox"/> Develop behavior contract: * assign adult mentor <input type="checkbox"/> Parent conference — phone 	<p>Administrative Action (6-8):</p> <ul style="list-style-type: none"> • On Campus Suspension • 1 day suspension • Restitution <p>Administrative Action (9-12):</p> <ul style="list-style-type: none"> • On Campus Suspension • 1—3 day suspension • Restitution <p>Interventions (6-12):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Evaluate consequence and intervention effectiveness <input type="checkbox"/> Review behavior contract <input type="checkbox"/> Parent conference — school 	<p>Administrative Action (6-8):</p> <ul style="list-style-type: none"> • 1—3 day suspension • Restitution <p>Administrative Action (9-12):</p> <ul style="list-style-type: none"> • 1—5 day suspension • Restitution <p>Interventions (6-12):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor: targeted skill development <input type="checkbox"/> Review student data for patterns and trends <input type="checkbox"/> Provide Tier Two supports <input type="checkbox"/> Parent attends school <input type="checkbox"/> Develop BSP 	<p>Administrative Action (6-8):</p> <ul style="list-style-type: none"> • 1—5 day suspension • Continue progressive discipline and intervention plan: may lead to expulsion • Restitution <p>Administrative Action (9-12):</p> <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Possible recommendation for expulsion • Restitution <p>Interventions (6-12):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor provides parent multiple district/community resources <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Parent attends school <input type="checkbox"/> Review BSP, Refer to SST

PDM Excerpt: Page 33

A Message from Student Services



**Mr. Narciso Cardona,
Assistant Superintendent
of Student Services**

The literature indicates students who are suspended multiple times are less likely to graduate, while students who are expelled will most likely dropout altogether. Our community cannot afford

to sustain young adults who do not have the literacy skills necessary to work in a challenging, but meaningful work environment. It is in the best interest of the San Bernardino City Unified School District to keep all students connected with learning, including our high risk students.

Managing On-site Discipline for Effective Learning (MODEL) is an organizing structure SBCUSD has adopted to support the behavioral needs of all students. MODEL provides the framework necessary to create a proactive, problem-solving system within our schools. One critical element of MODEL includes the systematic teaching of appropriate behavior to all our students. MODEL staff have begun teaching behavior in the same manner educators teach students to read and write.

We are fortunate to have our MODEL Coaches, Jackie and Suzy, working with a number of MODEL sites (see below). The district MODEL Coaches have done an outstanding job training site problem-solving teams to move forward with this promising positive student discipline support system. ■

Contact Information:

MODEL Coaches:

Suzy Johns
Jacquelin Patrick

phone:

Youth Services (WHAA)
(909) 880-6812

MODEL Schools

- Arrowview Middle School
- Cesar Chavez Middle School
- Community Day School
- Curtis Middle School
- Del Vallejo Middle School
- Emmerton Elementary
- Golden Valley Middle School
- Martin Luther King Middle School
- Monterey Elementary
- Newmark Elementary
- Riley Elementary
- Serrano Middle School
- Shandin Hills Middle School

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