



The Super MODEL

Spring, 2006
Issue 6

Managing On-Site Discipline for Effective Learning (MODEL)

Addressing Minor Offences

Inside this issue:

<i>Verbal De-escalation</i>	2
Low Level Referral Flowchart	2
Arrowview Opens <i>Dragon Mart</i>	3
ML King Posts Rules by Location	3
Riley High Level Incentive Program	3
Riley Students Love MODEL	4
Contact Info: Coaches & Site Teams	4

Why use an LLR?

A **Low Level Referral (LLR)** is a form created to document minor offences (behaviors addressed within the setting they occurred) and the interventions used to correct / replace the misbehavior.

An LLR may be written by all staff trained to understand the difference between a minor offence and a major infraction (ed. code violation: automatic office referral).

Examples of minor offences include:

- classroom disruption
- tardy to class
- littering / loitering
- lying / cheating
- physical contact
- property misuse
- defiance / disrespect
- inappropriate language
- out of bounds
- dress code violations
- gum chewing
- etc., etc., etc.

If minor offences become chronic, they may require the attention of the administrative staff. At this point LLRs provide a clear picture of the student's misbehaviors and all interventions attempted thus far, allowing the administrative staff to have an informed discussion with the student / parent.

Code of Conduct Violation (LLR)

Name: _____ Date: _____ Time: _____ Teacher: _____

Offense: _____

Student Statement:

What did I do? _____

Which school rule did I violate? Be Safe Be Responsible Be Respectful

Why did I misbehave? _____

Four things I could have done to avoid this situation:

1) _____

2) _____

3) _____

4) _____

What will I do differently next time? _____

I could have controlled this behavior I could not have controlled this behavior

Student signature: _____ Date: _____

Staff signature: _____ Date: _____

As of, ___/___/___, your child, _____, has received _____ Code of Conduct Violation sheets. Please discuss this with your child and sign / return this form. Feel free to call the school if you have any questions or would like to schedule a conference to discuss this further: (_____) _____.

Parent signature: _____ Date: _____ Phone #: _____

Sample Middle School LLR
(adapted from Curtis Middle School)

Creating a Site-Specific LLR

Although each site may create their own version of an LLR, a number of key elements must be included:

- Student's name
- Referring staff member
- Time / date of incident
- Minor offence
- Intervention utilized

LLR's should empower staff to proactively address minor offences before they escalate into chronic misbehaviors which then require administrative attention. ■

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

- Moms Mably

Newmark Behavior Citation

Student's Teacher: _____ Student: _____

Date: ___/___/___ Time: _____

bad language rude destroying things play fight

talking back throwing not listening to adults dress code

food on playground running too close to peers no pass

other: _____

Referring Staff: _____ Location: _____

Stage: 1 2 3 4 5: Write Referral

Intervention:

warning review rules increase praise give choices

time-out choice worksheet pick-up trash note home

phone home counselor referral behavior modification restricted activity

identify environ. identify function parent meeting cool-down

Office Referral

Parent Signature (please return): _____

Sample Elementary LLR
(Newmark Elementary)

MODEL Framework: School-wide Trainings

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

This issue highlights “Verbal De-Escalation.”

Presentation Overview:

People seldom say exactly what they mean, and when in doubt, people often interpret what is said wrong. Therefore, it is critical to understand the stages of verbal escalation and have the skills necessary to appropriately respond.

Presentation Content:

- Fundamental communication truths

- Factors which contribute to the stages of escalation:

- ✓ non-verbal
- ✓ verbal
- ✓ physical
- ✓ environmental factors

- Appropriate responses to verbal escalation

- Taking care of yourself

Audience:

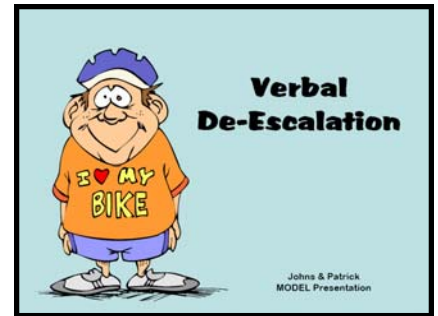
All staff — administrative, certificated, classified

Length of Presentation:

45 to 60 minutes

SELPA-Approved Training - CPI (Crisis Prevention Institute):

For more information on Crisis Prevention and Intervention Training contact Tracy Seney @ 880-6864. ■



MODEL Framework: Office Referral Procedures—LLR Flowchart

What is a Low Level Referral Flowchart?

Low Level Referral (LLR) Flowcharts clearly outline the interventions which should be taken when distributing Low Level Referrals. When an LLR Flowchart is created with teacher and administrative input, it provides a means to systematically address minor offences allowing consistency of disciplinary action across campus. In addition, the flowchart provides staff the ability to openly communicate about disciplinary actions should inconsistencies or special circumstances occur.

Adopting an LLR Flowchart

Prior to implementing a Low Level Referral Flowchart, sites must:

- commit to a school-wide discipline philosophy
- provide staff development
- adopt a Low Level Referral form
- agree upon common interventions for minor offences
- establish a time frame in which students will “start over with a clean slate”

Establishing a predictable environment, improves not only student behavior, but also staff morale. ■

Teacher / Administration Low Level Referral Flow Chart	
The following Flow Chart must be followed explicitly.	
Level 1: 1 – 5 Low Level Referrals and 1 st High Level Referral	
1 st Low Level Referral	See Intervention Quick Sheet
2 nd Low Level Referral	See Intervention Quick Sheet
3 rd Low Level Referral	See Intervention Quick Sheet & Guardian Contact
4 th Low Level Referral	See Intervention Quick Sheet
5 th Low Level Referral	Complete the final LLR and Complete a High Level Referral
1 st High Level Referral	<ul style="list-style-type: none"> • Guardian Contact to schedule Behavior Contract Meeting • Hold Behavior Contract meeting with Guardian, Teacher & Administration • If Guardian does not attend meeting: Mail copy of Behavior Contract to Guardian

Level 3: 11 – 15 Low Level Referrals and 3 rd High Level Referral	
11 th Low Level Referral	Use intervention established in the revised Behavior Contract
12 th Low Level Referral	Use intervention established in the revised Behavior Contract
13 th Low Level Referral	Use intervention established in the revised Behavior Contract & Guardian Contact
14 th Low Level Referral	Use intervention established in the revised Behavior Contract
15 th Low Level Referral	Complete the final LLR and Complete a High Level Referral
3 rd High Level Referral	<ul style="list-style-type: none"> • Administrative consequence with administrative review of prior Behavior Contracts • Possible Administrative Consequences: OCD, Saturday School, Suspension, etc.

Excerpts from Del Vallejo Middle School's Low Level Referral Flowchart

MODEL School Highlights: Arrowview Opens Dragon-Mart



Student Store

Arrowview Middle School kicked off a school-wide student incentive program in January by opening the

Dragon-Mart. Here students are able to purchase items by redeeming a school-wide currency (*SIP* tokens). The *Dragon-Mart* is open during lunch hours, two days per week.

Robert Bean, an Arrowview MS teacher who began using *SIP* tokens last month, had this to say about their incentive program.

"...What I found myself doing, because I want to hand them (*SIP* tokens) out to different student's daily, is I'm being forced to look at students who usually

struggle, and to reward them for doing great things. This is very good, because kids who struggle behaviorally are seen in a negative light and it's great to look at the good things they do and reward them for their efforts... Thanks."

MODEL schools are encouraged to increase positive staff / student interactions (goal: 5+ to 1). School-wide incentive programs assist sites in working toward this goal.

For more information contact, Arrowview Principal, **Arwyn Wild**, @ 881-8109.



MODEL School Highlights: ML King Posts Rules by Location



Plexiglas bulletin boards display the Hallway expectations outside.

A Creative Way to Communicate

Because **Martin Luther King Middle School** has outdoor hallways, the MODEL team had to be creative when posting the Rules by Location. The challenge was how to post site expectations so they would not be damaged by the elements or tampered with during non-school hours. Administration supported the MODEL Team by ordering Plexiglas protected bulletin boards. The bulletin boards will be used to post:

- MODEL & other site news
- behavior expectations
- student / parent information

For more information contact, ML King Principal, **James Espinoza** @ 388-6350. ■

MODEL School Highlights: Riley's High Level Incentive Program

Power Incentives

Riley Elementary is a good example of a site who uses power incentives to encourage exemplary student behavior.

earn *Bear-y Good Slips* receive a certificate, public recognition, a pencil, and the possibility of participating in the semi-annual field trip: student names are entered into a school-wide drawing.

Sixty students were selected to attend each of the last two field trips to Fiesta Village and Del Rosa Bowl.

For more information contact, Riley Principal, **Sane Mataitusi** @ 388-6460.



Student Pictures Student Pictures

The site uses *Bear-y Good Slips* to acknowledge outstanding behaviors such as: returning lost items, demonstrating honesty, assisting others in need, volunteering, etc. Those who



Student Pictures

Student at Fiesta Village



Student Pictures

Irene Miramontes, Language Tutor, assists students at Del Rosa Bowl

Riley Students Love MODEL

Jennifer, 5th Grade

Do you know what a MODEL school is? MODEL is very important for our school. It is very helpful. MODEL is being safe, responsible, and respectful at all times. At Riley those are our rules.

Kids that are good at school get play money called *Bear Bucks*. They come in different colors and amounts. They spend their Bear Bucks at the Bear Buck Store.

This program helps most kids understand how other people feel. It helps me a lot and I help other people because I am a member of the student council. The student council is a group of kids that work together to help our school.

Each week we have a MODEL lesson.

My teacher makes us act out the lesson, so she can show us how it can happen. Trust me, it works.

I think MODEL is very useful for teachers to help solve problems like arguments and other things that happen at school. It helps me with problems I have with people at school and at home. Why don't you try it?

Kheryssah, 5th Grade

MODEL makes our school better because it shows people to be safe, responsible, and respectful at all times. I think MODEL helps us to be better people. It will support people to be nice, learn to get along, and be good people. MODEL shows us that

we need to treat people the way we want to be treated.

Crystal, 5th Grade

The MODEL lesson taught me a lot. Some things I already knew, but the MODEL lesson made me realize I didn't know what I thought I did.

When I first came to Riley I didn't know about MODEL or Bear Bucks. Then I figured out what it all meant. It's to pay the kids for what they have done.

After a while I figured out the *Beary-Good* slips. Now that is a whole different meaning. Those are for kids who try their best and want something to prove it, so they get their name called on the intercom. *

Contact Information:

MODEL Coaches:

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Jacquelin Patrick

phone:

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(909) 880-6788

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
- Wilson Elementary

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:

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jackie.patrick@sbcusd.com