



Redlands Unified School District

Special Services Department
Educational Services Division

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TO: MOORE MIDDLE SCHOOL – ALL STAFF

FROM: CHER KOLESZAR
EXECUTIVE DIRECTOR,
SPECIAL SERVICES

DATE: JULY 13, 2017

RE: CORRECTIVE ACTION: OCR Case Number 09-13-1352

A complaint was filed with the Office of Civil Rights regarding **Behavioral Interventions for Students with Disabilities**.

As a corrective action, Moore Middle School in coordination with the District's Executive Director of Special Services and the District's PBIS Coordinator, Conor Kelly, reviewed its policies and procedures relevant to addressing students' disability-related behavioral issues and to the prevention of harassment and discrimination of students with disabilities. After review, the District updated and revised the current policies and practices to be consistent with the provisions of Section 504, Title II, IDEA, ADA and their regulations.

To facilitate implementation of these revisions, the following guidance is offered to ensure compliance:

- The Moore Student/Parent Handbook was revised to include the District's identified research-based philosophy of Positive Behavior Intervention Supports (PBIS).
- The Moore Student/Parent Handbook was revised to clarify the levels of progressive discipline ensuring that the use of restraints will not be used only as a last resort.
- The District's Parent Handbook was updated to reflect assurances that Redlands USD schools' discipline process is appropriate and equitable and includes both a clear, centralized mechanism for recording any and all removals from classrooms and a process for ensuring that manifestation determinations are held along with a reevaluation of the student and their needs is conducted.
- The Handbook revision ensures that students with disabilities receive the evaluations, supports and services required by their 504 and IEP plans and Behavior Intervention Plans (BIPs) to address any behavioral, social or emotional needs effecting access to education.

- A comprehensive training plan is being developed to ensure identification of sufficient training for staff along with the training resources necessary to support and implement the Plan of revised policies and practices. This protocol will include ways to monitor the fidelity of the school-wide positive behavior intervention approaches to be implemented.

The Positive Behavior Interventions and Supports (PBIS) model utilizes proactive and affirmative language and an acknowledgement system to reinforce behaviors as the foundation of its system. Moore Middle School adopted this model with the emphasis on students and staff showing “Respect, Kindness, and Effort”. The PBIS model allows all individuals to focus on the expected behaviors and recognize those positive behaviors as opposed to resorting to punitive means, such as office referrals, suspensions, and, in extreme situations, restraints.

Additionally, through a tiered approach, student behavior is monitored and allows the school site team to incorporate problem-solving conversations with staff, parents, psychologists, and students with the result of maintaining students in the least restrictive setting. These conversations resulted in changes to Moore’s perspective and approach to student discipline. Instead of utilizing punitive measures, such as staff referring students for suspensions or moving to restraints, school teams in collaboration with parents address student behavior through individualized behavior plans, implementation of additional classroom supports (e.g. Check-in, Check-out, peer buddies), and functional behavior assessments while maintaining a positive rapport with the student.

Since Moore does host one of the district specialized programs targeting behavior interventions, many of the special education teachers, general education instructors, and classified staff have additionally been trained using the Pro-Act crisis intervention program. The strategies utilized in this program, primarily the identification of triggers and verbal de-escalation, are heavily relied on as auxiliary interventions when students do become a safety issue to themselves or others. While restraint techniques are a part of the Pro-Act system, the school site administrators and district trainers heavily emphasize that restraints are the last resort and rarely need to be implemented if primary and secondary plans are employed.

Moore Middle School staff has been working directly with the district’s behavior analyst and director of student services to implement a comprehensive PBIS program with Pro-Act supplementing as a crisis intervention program. Moore Middle School has taken several steps to increase the behavioral and social-emotional supports for all students on their campus. Primarily, Moore Middle School has introduced school-wide environmental factors that support the attainment of appropriate behavior and instruction for students to self-manage their own behavior. Additionally, the administration has begun to monitor staff understanding of the PBIS system through the Self-Assessment Survey (SAS) and implementation monitoring through the Tiered Fidelity Inventory (TFI). Additionally, office referral processes and discipline entries have been revised in order to more efficiently monitor student behavior and provide positive intervention approaches and supports (e.g. FBA, Check-in, Check-out) prior to escalation of behaviors.

While not every student behavior can be anticipated, the steps taken prior or after an incident can be controlled. As stated previously, the first stage is to create a positive environment by reinforcing through the acknowledgement system the attributes of “Respect, Kindness, and Effort”. If a student does present maladaptive behaviors in a classroom, the teacher attempts to address the behavior through student conferencing, parent contact, and review of schoolwide expectations. In the case of a major offense or three repeated minor offenses, the student is given an office discipline referral. This involves meeting with administration, parent contact, completing a character expectation sheet, preliminary functional assessment sheet, and, if necessary, possible suspension and/or expulsion.

Following repeated office discipline referrals, the school would complete either a review of the IEP or an IST. The student’s team begins to examine previous data and implement appropriate functional interventions. These interventions may include, but are not limited to, peer buddies (peer attention), check-in/check-out (adult attention), counseling (internalizing behaviors), or student errands (escape). If the student continues to struggle, a functional behavior assessment may be completed along with any other necessary referrals or assessments. While none of these interventions guarantee the prevention of restraint, a proactive approach decreases the likelihood that restraints will be necessary.”

These corrective actions require the District’s Special Education Executive Director and the District’s Student Services Director, the Moore Middle School administrators, counselors and teachers to review revisions and additions to the policies and procedures that will ensure equitable access to appropriate behavioral interventions for students with disabilities served under Section 504, IDEA Title II and the ADA.

Let this memorandum serve as an affirmation in the plan coordination and development among the Special Education Executive Director, Student Services Director and the Moore Middle School staff to adhere to OAH’s corrective action item number three.

Sanction

CK/gk

Attachments: Exhibit 1 – Moore Middle School Student Handbook (Discipline Philosophy, pg. 5,
Discipline Policy, pg. 6, Suspension/Expulsion, pg. 7)
Exhibit 2 – Emergency Behavior Intervention Procedures
Exhibit 3 – Redlands Unified School District Parent Student Handbook