



**Safe & Civil Schools**  
Professional Development

# Partnerships with Safe & Civil Schools

## Positive, Sustainable Results

*Safe & Civil Schools* works with schools and districts from across the United States. From small to large, rural to urban, low to high socioeconomic level, *Safe & Civil Schools* training results in positive outcomes.

### Long Beach Unified School District (LBUSD)

#### Award-Winning Improvement and Performance

*Safe & Civil Schools* began working with LBUSD more than 15 years ago with an implementation of *START on Time!* The success of that program spurred the district to implement other *Safe & Civil Schools* trainings—with a focus on Foundations (schoolwide behavior supports) and CHAMPS (classroom management).

Today LBUSD continues to achieve positive results with its *Safe & Civil Schools* Positive Behavioral Interventions and Supports (PBIS) model. LBUSD is consistently recognized for its accomplishments.

- Listed by an international study as among the top five highest performing school districts in the world\*
- Named in a study as one of the world's top 20 school systems for sustained and significant improvements†
- Five-time finalist and national winner of the prestigious Broad Prize for Urban Education‡
- Several schools recognized as National Blue Ribbon and National Green Ribbon Schools

#### 2013–14 School Year

**Total # of Students:** 81,155

**Hispanic:** 55%

**African American:** 15%

**White:** 14%

**Asian:** 8%

**Other:** 8%

**Free and Reduced-Price Meals:** 68%

**English Language Learners:** 24%

**Special Education:** 11%

“Our data supports that it is working. The proof is in the numbers, including reduced suspensions, tardies, fights on campus, written referrals, and classroom disruptions due to inappropriate behavior. We also see success and increased positive interactions with students, greater confidence in our teachers, and increased numbers of students who feel respected and respectful. The key points to the sustainability of *Safe & Civil Schools* are: it's replicable, it aligns with district policy, and it is an ongoing process of continuous improvement.”

—Pete Davis, Assistant Superintendent Secondary Schools



“We saw [positive] results right away . . . and as a district, we value this. The beauty of *Safe & Civil Schools* is that it engages a team to diagnose what's going on with their school—their common areas, their data around suspensions, absenteeism, and other types of behavioral data—and that's the power. Here we are 15 years later with a lot of data and a lot of accolades, including winning the California School Board Association's Golden Bell Award for school district initiative safety . . . We love it. It's working.”

—James Suarez, Assistant Director Elementary / Middle / High School Support



\*The Global Education Study is a publication of the national nonprofit Battelle for Kids organization.

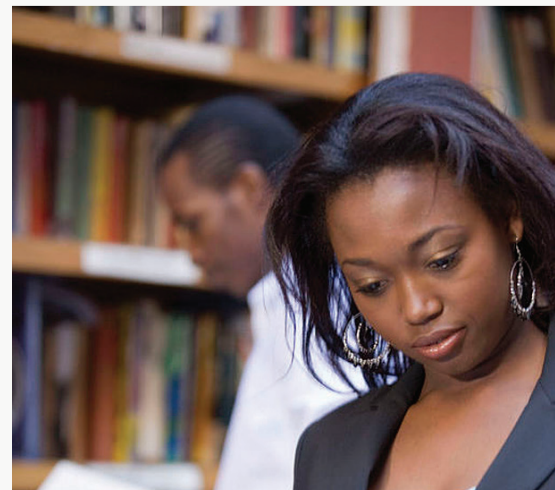
†This study was conducted by McKinsey & Company.

‡The Broad Prize for Urban Education is the largest education award given to urban school districts. It is awarded annually for overall performance, improvement in student achievement, and reducing the achievement gap.



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# Experience Counts



For more than 35 years, *Safe & Civil Schools* consultants, led by Dr. Randy Sprick, have partnered with schools around the country to improve school climate and establish critical conditions for learning. *Safe & Civil Schools* consultants work with more than 800,000 educators each year.

Our dynamic trainers have direct experience in implementing the *Safe & Civil Schools* model in previous or current roles. *Safe & Civil Schools* consultants have served as:

- District and school administrators
- Directors and coordinators of special programs and school psychology
- General education and special education teachers
- Teachers of students with emotional and behavioral disorders
- School psychologists
- Coaches and in-district trainers

They are entertaining, responsive, motivating—in short, excellent and knowledgeable speakers who will engage your staff.

“Randy Sprick—an exceptional educator and presenter—has provided what is needed to support student behavior through a positive, respectful, and logical continuum of schoolwide, classroom, and individual student interventions.”

—Susan Gorin, CAE, Executive Director,  
*National Association of School Psychologists*



Presenter: Tricia Skyles



Presenter: Randy Sprick



Presenter: Susan J. Isaacs



To see a full list of our trainers, visit us online:  
[www.safeandcivilschools.com/aboutus/trainers.php](http://www.safeandcivilschools.com/aboutus/trainers.php)

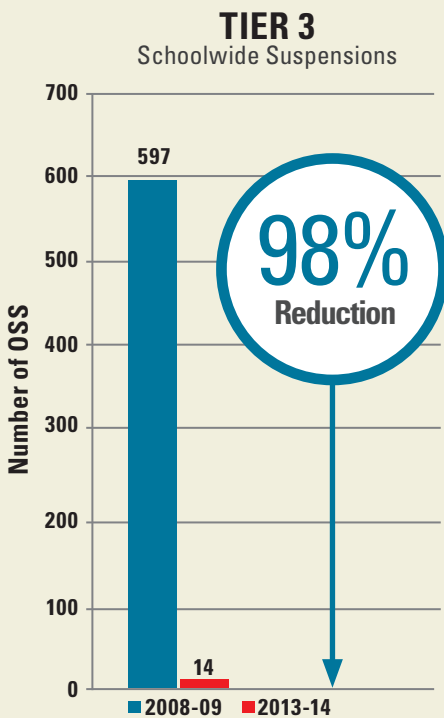


# Effectiveness Validated

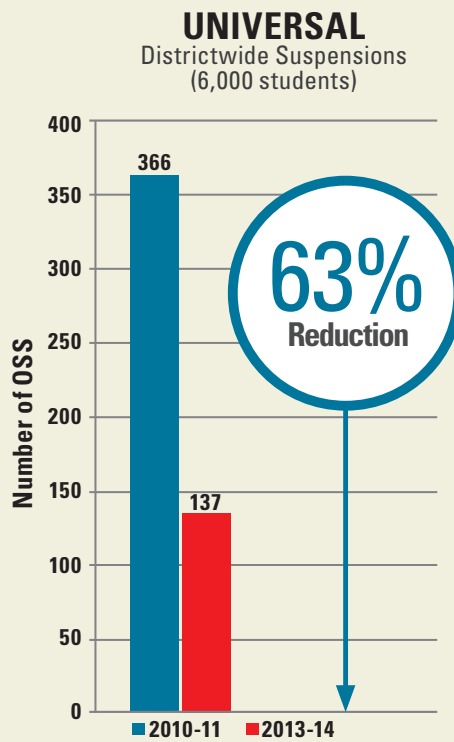
## With *Safe & Civil Schools*:

- Experience significant decreases in suspensions, expulsions, referrals, and dangerous incidents
- Establish safer and calmer behavior in common areas and classrooms
- Improve student connection, engagement, and sense of well-being
- Improve staff communication, sense of self-efficacy, and job satisfaction

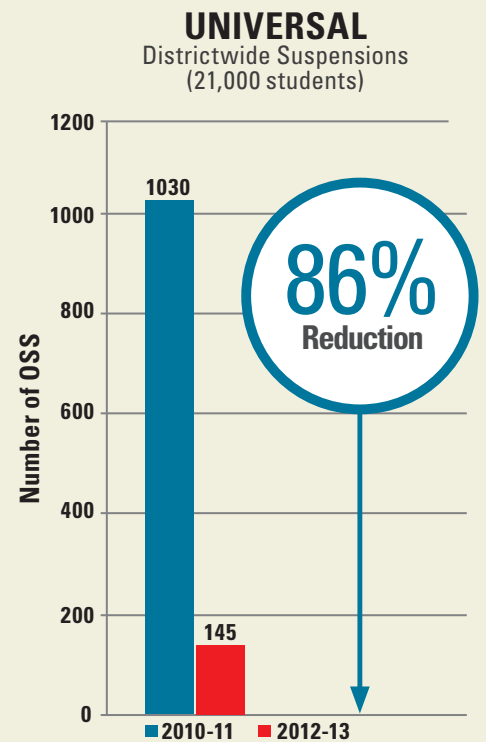
## Effectiveness Validated By Local School Data



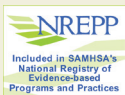
Urban school serving expelled, truant, and referred youth



Small urban district



Small town and rural district



## Listed in National Registry of Evidence-based Programs and Practices (NREPP)

The National Registry of Evidence-Based Programs and Practices (NREPP) reviewed research on *Safe & Civil Schools* implementations and found significant and positive outcomes for:

1. Improving academic achievement
2. Reducing school suspensions
3. Reducing classroom disruption
4. Improving teachers' professional self-efficacy
5. Improving school discipline procedures (staff and student perceptions)



Call 1-800-323-8819 for more information

# The Safe & Civil Schools Approach

## Practical, Proactive & Positive

*Safe & Civil Schools* professional development empowers school staff with strategies that enable them to develop a school culture of safety, civility, and academic productivity rooted in the belief that all people are to be treated with dignity and respect.

A punitive approach to discipline is ineffective in creating long-lasting behavioral change. Our professional development emphasizes proactive, positive, and instructional behavior management that is grounded in decades of research.

## Effect Long-Lasting Behavioral Change in Your School or District

### Structure for Success

*Safe & Civil Schools* professional development encourages staff to investigate the sources of an educator's greatest power to motivate—structuring for student success.

### Teach Expectations

Explicitly teach all behavioral expectations with as much specificity, clarity, and practice as would occur for academic instruction. Eliminate hidden norms from your school.

### Observe and Monitor

Provide active and effective supervision and data collection in all locations to prevent most misbehavior and facilitate early intervention when problems arise.

### Interact Positively

Actively work to acknowledge appropriate behavior, success, and growth. Pay more attention to the behaviors you want to see.

### Correct Misbehavior Fluently

Provide corrections that are fluent—consistent, calm, quiet, quick, and, when possible, implemented immediately in the setting in which the behavior occurred.

These five research-based principles can be summarized in the acronym STOIC, defined as “someone who shows patience and endurance in the face of adversity.”

### Research-Validated Training

#### School Psychology Review

A randomized study found the *Safe & Civil Schools* model for schoolwide PBIS training had positive effects on school policies and student behavior that were not observed in control schools. Improvements in treatment schools were maintained over time.

See Ward and Gersten (2013). A randomized evaluation of the *Safe & Civil Schools* model for positive behavioral interventions and supports at elementary schools in a large urban school district, *School Psychology Review*, 42(3), 317–333.



# Customized & Contextualized

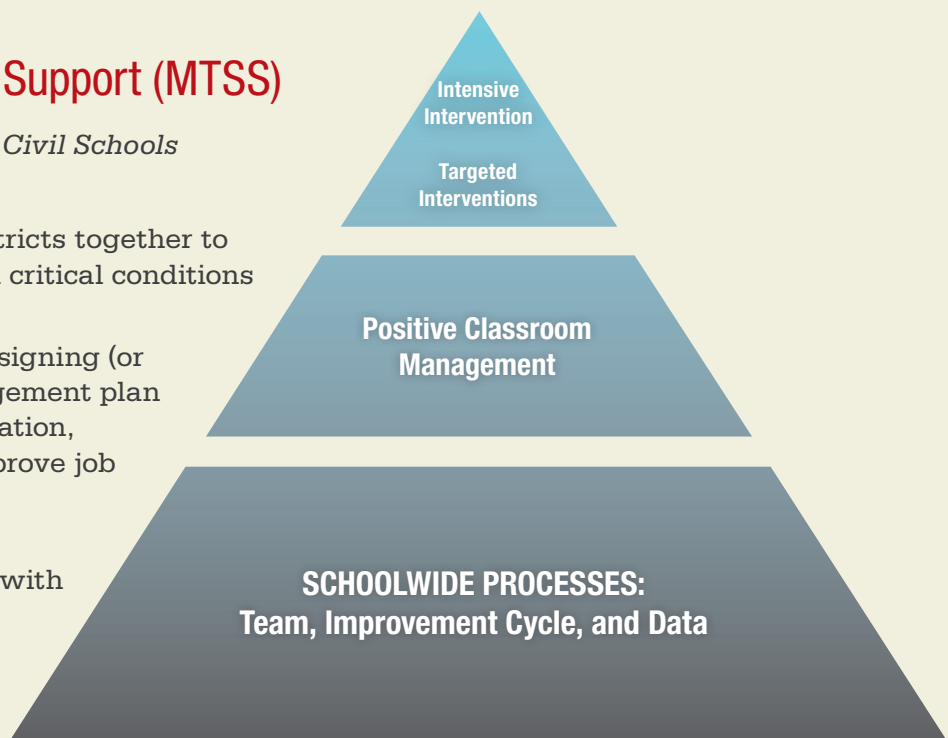
## Professional Development for Multiple Tiers of Support

Educational practice often results in spending a great deal of time, energy, and money on individual students who act out most intensely. We stress the importance of first putting your resources on prevention with all students—the foundation of the triangle. Create a school climate that is calm, civil, and structured for student success. Develop and support classrooms where all students work in a positive and proactive atmosphere—the middle of the triangle. This approach results in fewer students in need of individual attention and allows you to focus on providing high-quality, intensive intervention to those few—the tip of the triangle.

### Multi-Tiered Systems of Support (MTSS)

Professional development from *Safe & Civil Schools* encompasses every level of a school.

- **Schoolwide:** Bring schools and districts together to make meaningful improvements in critical conditions for student learning.
- **Classroom:** Support teachers in designing (or fine-tuning) their classroom management plan to increase engagement and motivation, prevent most misbehavior, and improve job satisfaction.
- **Individual:** Develop meaningful intervention supports for students with significant challenging behavior.



## Assistance With Planning

Call us or visit us online for assistance. Our professional development staff can help tailor an inservice plan that will best meet the needs of your staff and students.



**Call us**  
1-800-323-8819



**Visit us online**  
[www.safeandcivilschools.com](http://www.safeandcivilschools.com)



Call 1-800-323-8819 for more information

# Schoolwide Positive Behavioral Supports: Foundations

## Foundations

**FOR K-12:** District administrators, school administrators, and school leadership teams focused on climate and safety

Foundations strategies and professional development guide school-based leadership teams in a strategic planning process that includes collecting and analyzing discipline and climate data, creating positive schoolwide student motivation and engagement systems, designing positive and effective corrective systems, and making planned revisions based on results and data analysis.

### Schools that have implemented Foundations quickly realize the following impacts:

#### Improved:

- Attendance
- School climate
- Coordination among staff in managing student behavior
- Behavior in common areas: cafeteria, halls, restrooms
- Relationships among staff (less frustration, more unity)
- Focus on instruction and student performance

#### Reduced misbehavior that leads to fewer:

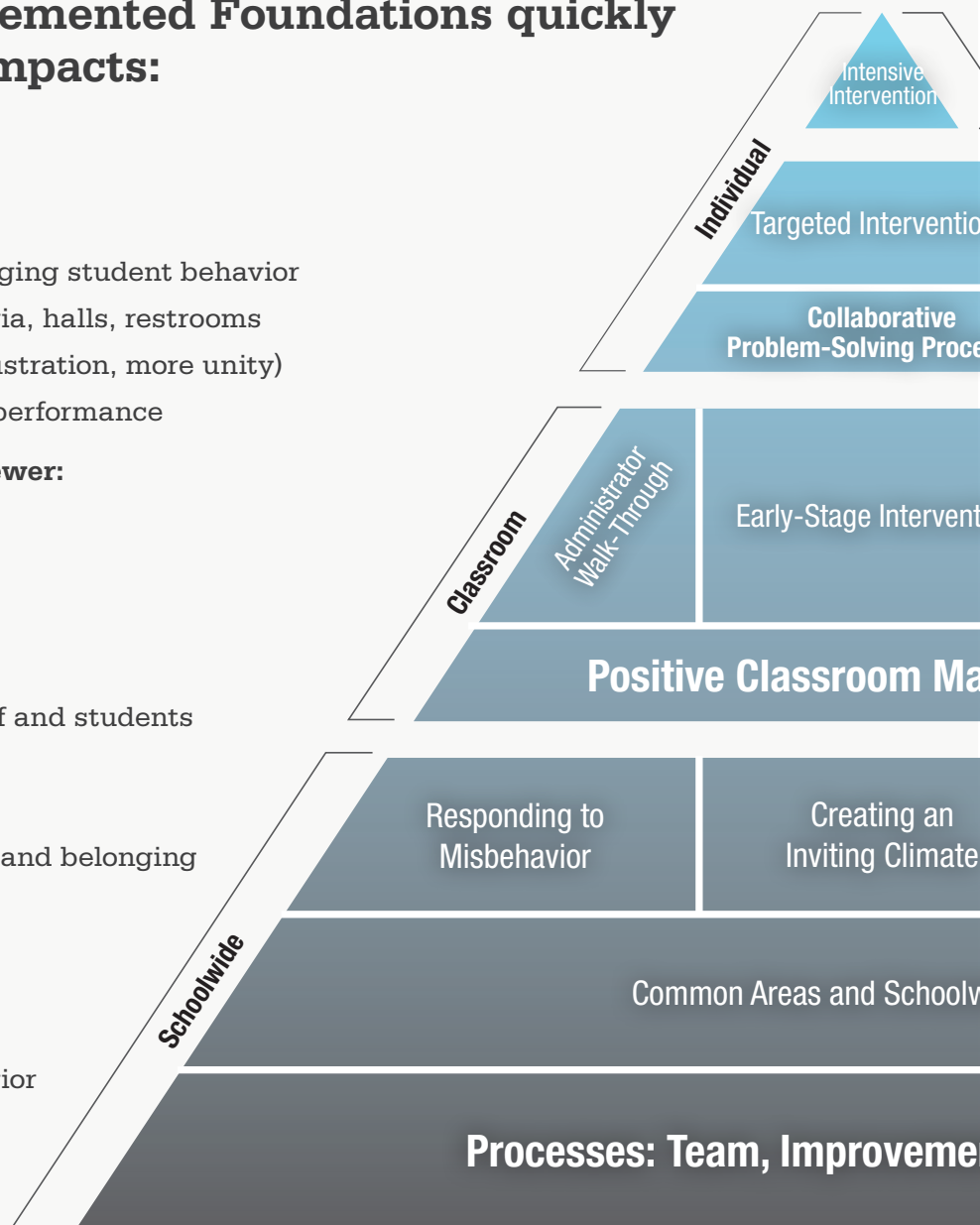
- Suspensions and expulsions
- Unnecessary discipline referrals
- Occurrences of bullying

#### Increased:

- Positive interactions between staff and students
- Student motivation to achieve
- Academic achievement
- Sense of community, school pride, and belonging for both staff and students

#### Enhanced staff skill in:

- Supervising and enforcing schoolwide policies
- Supporting positive student behavior
- Using data to make decisions regarding behavior intervention



*Foundations provides an effective and sustainable tiered system of Positive Behavior Supports.*

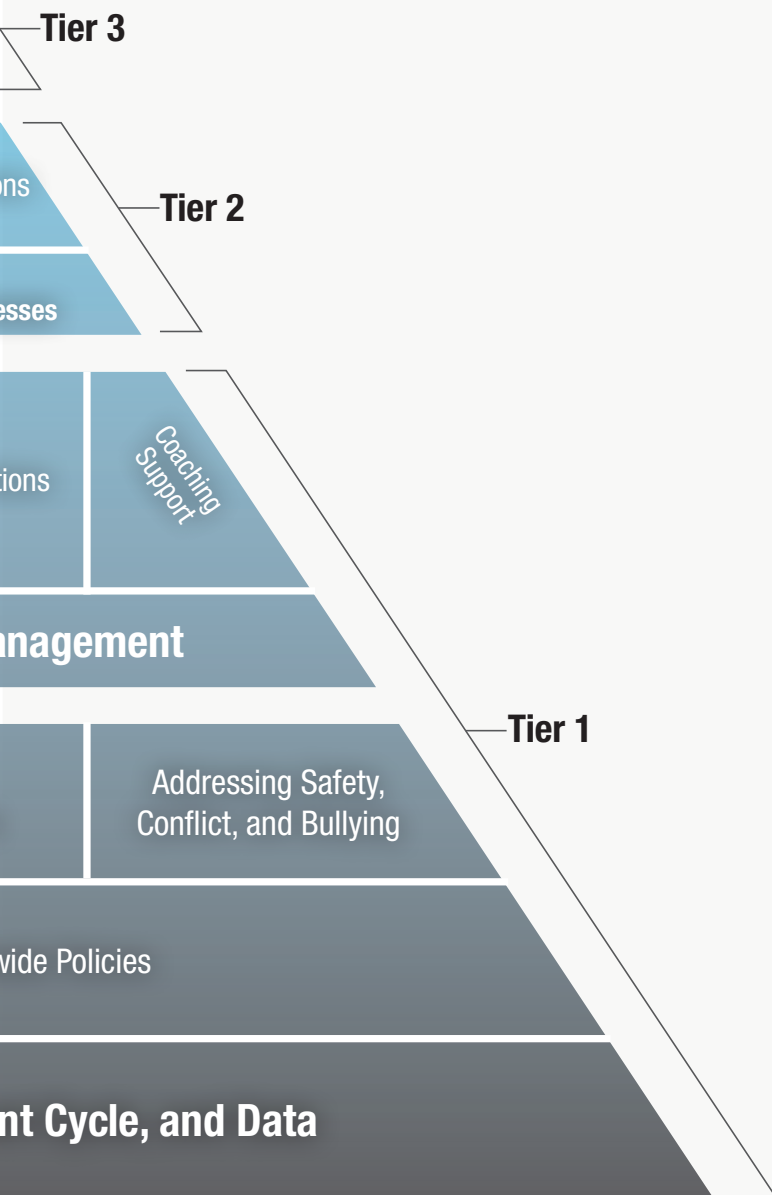




# Tiers 1, 2, and 3

“We have used *Safe & Civil Schools* extensively in our district. They are training Leadership Teams in all of our schools, and all licensed staff across the district have participated in CHAMPS training. I cannot say enough about this organization and the people who work there. Everyone is responsive and dedicated to doing what is the very best for your district. I highly recommend them and find the impact of their work well worth the expenditure.”

—Dr. Denise Seguire, Chief Academic Officer,  
Wichita Public Schools, Kansas



## PROVEN RESULTS WITH START ON TIME! The only quick fix in behavior management

“START on Time! offers more than strategies for getting students to class on time. Hallways are calmer, students are ready to learn when the bell rings, and staff are less stressed.”

—Randy Sprick

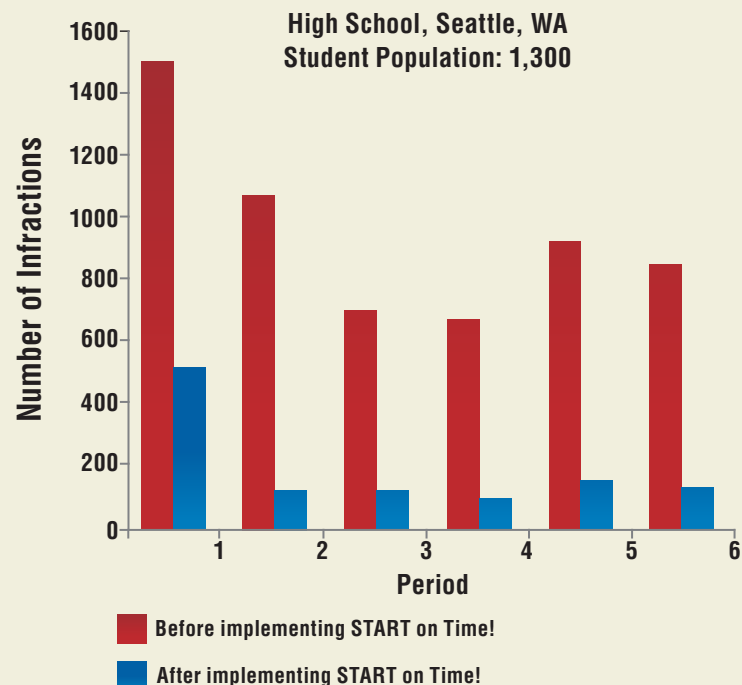
### START on Time!

Help secondary school staff improve hallway behavior and reduce tardies.

With training from *Safe & Civil Schools*, your middle or high school staff can develop and implement procedures to:

- Reduce the frequency of tardiness by up to 95%
- Increase instructional engaged time currently lost to tardiness
- Increase hallway safety and improve school climate
- Develop positive relationships between staff and students

### Total Tardies for Three Months September–November, by class period



START on Time! delivers proven results.



Call 1-800-323-8819 for more information

# Classroom Positive Behavioral Supports

## CHAMPS Classroom Management (K–8)

## Discipline in the Secondary Classroom (DSC, 9–12)

**FOR K–12:** General and special education teachers, coaches, administrators

### **Effective classroom management is more than preventing misbehavior.**

The CHAMPS/DSC model of classroom management helps the classroom teacher develop (or fine-tune) effective classroom management plans that not only teach students how to behave responsibly, but actually instill in students the desire to be productive and positive contributors in their classroom.

### **CHAMPS is an approach, not a program.**

With training in the CHAMPS/DSC model, teachers learn how to develop and implement an effective classroom management plan that reflects their personality and style of teaching. Having worked in classrooms, our consultants understand that final decisions about managing student behavior lie with teachers.



### **The benefits and outcomes of the CHAMPS/DSC model are compelling.**

#### **We help teachers:**

- Improve classroom climate
- Increase on-task behavior, opportunities for learning, and student performance
- Establish a culture where respect and civility are the norms
- Increase student motivation
- Reduce disruptions, defiant behavior, time spent disciplining students for misbehavior, and office referrals

“After 20 years of teaching, I have learned several new strategies to use in my classroom.”

—Robin Griffis, Reading Specialist

“I am a first-year teacher and after the presentation, I feel very confident about how to manage my class on the first day of school.”

—Raymond Taylor, General Educator



# Tiers 1 and 2

## Coaching Classroom Management

**FOR K–12:** Coaches, administrators, mentor teachers

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With coaching, any professional development that teachers receive is far more likely to become a reality in classrooms.

This training provides ideas and suggestions for administrators and coaches who will be working with teachers in either an evaluative or nonevaluative role. Coaches will learn strategies to help organize staff for effective classroom management implementation, including communicating clear expectations to staff and structuring classroom observations.

Training in Coaching Classroom Management is the perfect companion to CHAMPS/DSC training.

## Teacher's Encyclopedia of Behavior Management

**FOR K–12:** General and special education teachers, problem-solving teams, counselors, behavior specialists, school psychologists, social workers

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When individual students act out in the classroom, teachers have to deal. Not all problems can (or should) be referred to an interventionist. Training in Teacher's Encyclopedia of Behavior Management provides early-stage assessments and interventions that teachers can implement to effectively manage student behavior.

The Teacher's Encyclopedia is like a cookbook, offering recipes for more than 500 interventions that make it easier and less time consuming for teachers to problem-solve an issue and apply a fix. *Safe & Civil Schools* consultants can show your staff the most efficient way to use this invaluable resource.

**Training addresses more than 100 typical problems, such as:**

Absenteeism, cheating, disruptive behavior, noncompliance, self-injurious behavior, and whining.

## ParaPro: Supporting the Instructional Process

**FOR K–12:** Classroom assistants, one-to-one aides, monitors of common areas, and their supervisors

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**This training is especially for the Parapro! Classroom support staff learn how to:**

- Manage student behavior as part of a school team
- Supervise common areas
- Supervise independent work periods
- Work with small groups or individuals

Give your paraprofessionals the information they need to provide effective support throughout the school.



# Individual Behavioral Supports, Tiers 2 & 3

## Interventions

**FOR K–12:** Behavior specialists, school psychologists, problem-solving teams, special education teachers, counselors, social workers

Training and ongoing support for Interventions guides school personnel through the implementation of Tier 3 interventions, including assessment procedures, data and behavior analysis strategies, strategy execution, and evaluation.

With professional development from *Safe & Civil Schools*, staff who support students with emotional, social, or behavioral problems learn how to:



- Develop and implement effective evidence-based support procedures for working with students with intensive needs and for reducing severe disruptions and dangerous behavior.
- Use processes and support procedures that reduce the number of students who fall through the cracks and are at risk of suspension or expulsion.
- Acquire a coordinated set of resources to assist them in implementing behavioral interventions effectively.
- Identify and assist students who are experiencing severe emotional problems, but are not acting out or gaining attention through misbehavior.
- Change the behavior of challenging students and reduce the need for referrals to special education.
- Develop confidence in their skills and ability to work effectively with students who exhibit challenging behavior.

Interventions gives your interventionists the tools and support they need to implement an RTI approach to problem-solving and designing behavior improvement plans.

## Working in Adaptive Behavior Self-Contained Classrooms

**FOR K–12:** Special education teachers and supervisors

Working in self-contained classrooms for students with intensive needs is one of the toughest, most exhausting, and potentially most rewarding jobs in the teaching profession. It can also contribute to teacher burnout and staff attrition. The key to transforming burnout into reward is giving teachers and support staff the knowledge and skills they need to organize and manage a self-contained classroom competently. Your staff will learn strategies and procedures for level system development and use, reinforcement, correction, data collection, and social skills instruction. Schedules, rules, classroom structure, and relationship building will also be covered.

With *Safe & Civil Schools* professional development, you can give your BD/EBD/SEC/AB teachers and paraprofessionals the tools they need to succeed.



# Addressing Absenteeism & Truancy

## Addressing Absenteeism & Truancy

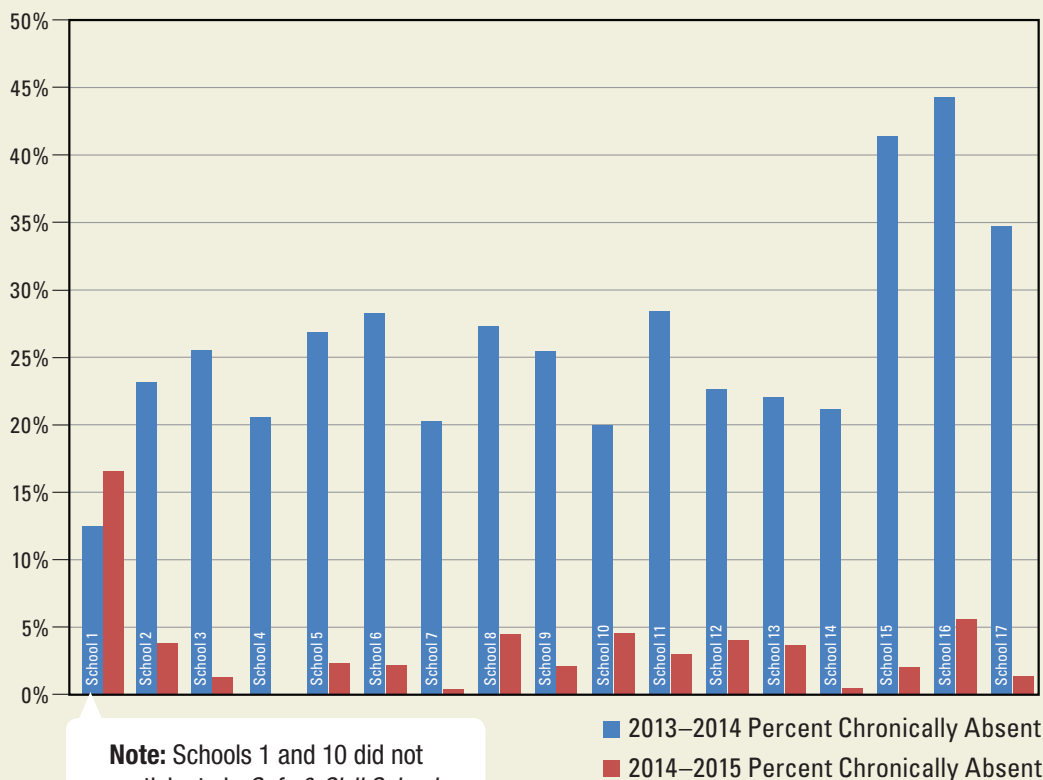
**FOR K–12:** District and building administrators, problem-solving teams, counselors, social workers, school psychologists

Attendance matters. If students are going to be successful in school, they first have to be in school. Research indicates that as early as kindergarten, students who miss even 2 days each month are at significant risk for lower academic performance. By sixth grade, chronic absenteeism is a clear predictor of dropping out.

With this *Safe & Civil Schools* training, your staff will learn how to identify critical attendance data and monitor it on a regular basis. You will learn practical solutions that you can implement across grade levels to address trends and patterns that emerge in the data.

Prepare your team with tools and strategies to work on improving attendance at the schoolwide and classroom levels, and begin tailoring approaches to work with individual students and families.

### Percentage of Chronically Absent Students Before and After Absenteeism and Truancy Intervention (Start of School Through Winter Break)



**Note:** Schools 1 and 10 did not participate in *Safe & Civil Schools* Addressing Absenteeism training.

**How many students in your school are chronically absent?**

Chronic absence is defined as missing 10% or more of school for any reason, including:

- Unexcused absence
- Excused absence
- Suspension



# Tough Kid Training

## The Tough Kid

*Endorsed by Dr. William R. Jenson*

**FOR K-12:** General and special education teachers, behavior specialists, school psychologists, problem-solving teams, counselors, social workers

### **What do you do when a kid looks you straight in the eye and refuses to comply with your request?**

Training on The Tough Kid series can help your staff manage and motivate Tough Kids. Training covers practical, evidence-based strategies for dealing effectively with tough problems like:

- Arguing
- Aggression toward staff and other students
- Noncompliance
- Lack of motivation
- Poor academic performance

Tough Kid Training is focused on providing practical and proven strategies to help difficult students manage their behavioral excesses and deficits, and learn appropriate behaviors. Minimize Tough Kid disruptions and maximize learning for all.

#### **Staff will learn:**

- What causes Tough Kid behavior
- How to practically assess it
- How to implement proactive strategies to remediate Tough Kid behavior

Specific strategies include easy-to-use tools such as Mystery Motivators, Precision Requests, behavioral momentum, and the “Sure I Will” program. All of the strategies covered are research-validated interventions that can be quickly and efficiently implemented in any classroom.



# Explicit Instruction Training

## Explicit Instruction

Endorsed by Dr. Anita L. Archer

**FOR K-12:** General and special education teachers, instructional assistants, coaches, administrators

Research shows that explicit instruction—instruction that is systematic, direct, engaging, and success oriented—promotes achievement for all students.

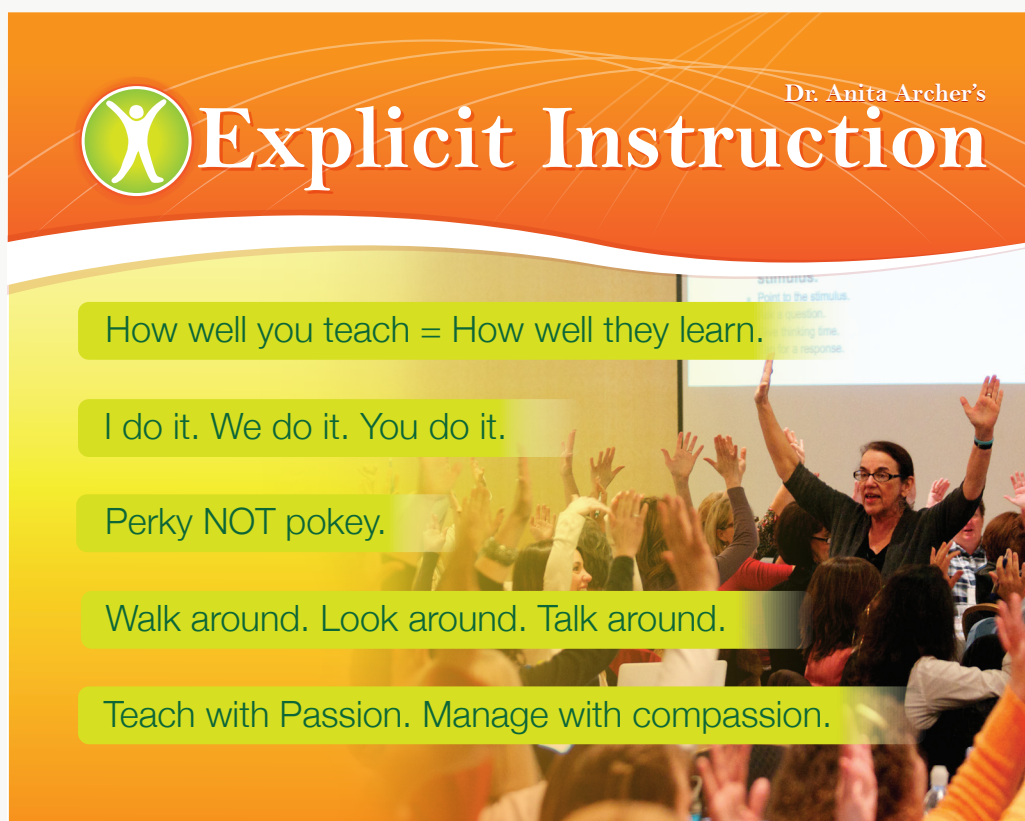
Give your general and special education teachers the tools they need to implement explicit instruction at any grade or content level with training from *Safe & Civil Schools*.

### Your staff will learn how to:

- Identify key concepts, skills, and routines
- Design and deliver effective lessons
- Give students opportunities to practice and master new material

### Learn specific instructional procedures and routines to:

- Increase engagement
- Increase on-task behavior
- Increase accountability
- Promote desired behavior
- Reduce inappropriate behavior
- Keep the class moving along



Dr. Anita Archer's

# Explicit Instruction

How well you teach = How well they learn.

I do it. We do it. You do it.

Perky NOT pokey.

Walk around. Look around. Talk around.

Teach with Passion. Manage with compassion.



# Create long-lasting behavioral change in your school or district!

Safe & Civil Schools  
21 West 6th Avenue  
Eugene, OR 97401

[www.safeandcivilschools.com](http://www.safeandcivilschools.com)  
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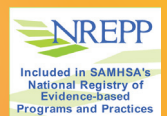
## Evidence Based & NREPP Listed

A punitive approach to discipline is ineffective in creating sustained behavioral change. *Safe & Civil Schools* professional development encourages staff to investigate the variables they can control to effect and maintain positive behavioral change.



### Research Validated

The National Registry of Evidence-based Programs and Practices (NREPP) has found the research on *Safe & Civil Schools* implementations to be not only valid but of high quality.



Being listed by NREPP provides evidence for administrators and school boards who need to document that time and resources spent on *Safe & Civil Schools* initiatives will contribute to increased academic engaged time and achievement.

**To learn more, see p. 5 or visit:** [www.nrepp.samhsa.gov](http://www.nrepp.samhsa.gov)

### Endorsed by CASE

The Council of Administrators of Special Education (CASE) leads the field in shaping policies and practices that enhance the quality of education for all students. CASE has endorsed all three levels of the *Safe & Civil Schools* Positive Behavioral Interventions and Supports (PBIS) Model: Foundations (schoolwide), CHAMPS/DSC (classroom), Interventions (individual).

