
Mt. Tabor MS School Climate Handbook

T - Teamwork

A - Achieve

B - Be Safe

O - Organize

R - Respect

2017-2018



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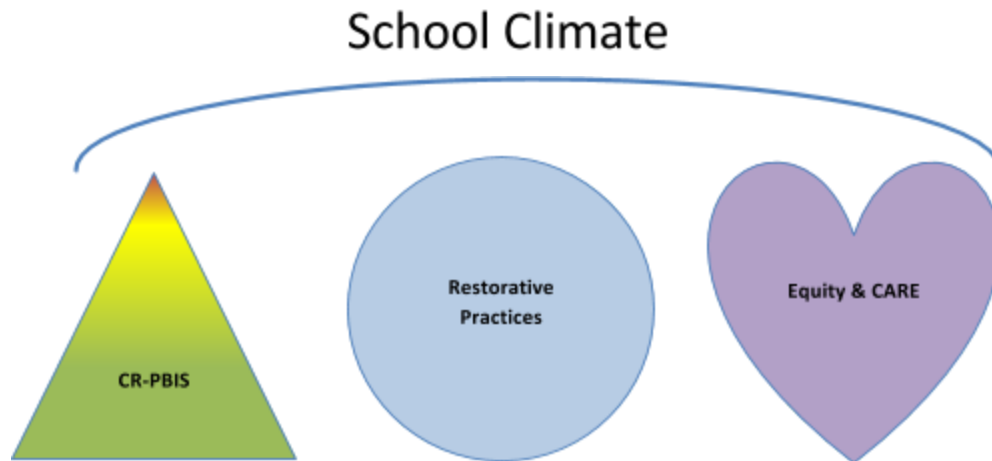
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WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports), Restorative Practices with the lens of racial Equity and practices of CARE (Collaborative Action Research for Equity) explicitly called out and woven in.



CR-PBIS

CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports) uses implementation science to help students to develop positive behaviors. At the most basic level, CR-PBIS can be described as a three-pronged approach:

1. Explicitly **teach** what is expected
2. Actively **acknowledge** kids when they are following the expectations
3. Instructionally **correct** kids when they are not following the expectations

Research shows that when school staff acknowledge positive behaviors at least three times more often than correcting behavioral mistakes, misbehaviors decrease significantly.

CR-PBIS uses disaggregated data to make decisions and to develop the systems and practices of a school. The unique racial, cultural and linguistic makeup of the school is explicitly addressed at every decision point.

More specifically:

- Accesses all stakeholders to develop and promote school values
- Develops common area expectations for all parts of the building
- Designs lesson plans and schedules to teach common area expectations throughout the year.
- Creates and maintains systems to acknowledge students who are following the school values and expectations. This may be acknowledgement tickets, regular assemblies, or awards for individuals, classes, grade levels, etc.
- Develops school wide policies that are proactive, preventative and restorative.
- Utilizes staff input to build corrective discipline systems (i.e. a flowchart) and calibrate clear definitions of student behaviors.

How do we make certain that PBIS is culturally responsive?

- We systematically assess and review student and family voices and adjust our practices to reflect the needs of our community (See *Tier I Evaluation*)

RESTORATIVE PRACTICES

Restorative Practices, also referred to as Restorative Justice, is a range of community building, peacemaking practices adapted to the school setting. The intention is to build trusting relationships and offer restorative alternatives to punitive discipline.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked:

- What happened?
- Who was affected/impacted?
- What can be done to make and keep things right?
- How can others support you?

EQUITY/CARE

This handbook is intended to inform Mt. Tabor Middle School staff of the processes that support the reduction of exclusionary discipline to provide our students with equitable access to education. Portland Public Schools' top priorities includes eliminating racial disproportionality in exclusionary discipline..

Our CARE work is intentionally focused on increasing classroom engagement for every learning style and our capacity for being culturally competent in our instructional practices and inclusive of our diverse learning styles.

“Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is educational equity. We are committed to providing instruction with the rigor, cultural relevance, and relationships that ignite the potential of each and every student. In order to do so, we must shift our practices to see students as individuals—including their race, their language, their gender, their sexual orientation, and their various abilities.

This work is necessary to serve a diverse student body well and prepare every student to navigate and compete in a culturally rich society and global economy, now and into the future.”

Chief Equity Officer, Lorenzo Poe



THE SCHOOL CLIMATE TEAM (TIER I)

SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Coordinator	Sean Keating	Facilitator	Minute Taker
Administrator	Sean Keating	Facilitator	Minute Taker
Behavioral Expertise	Pam Gwynn	Data Analyst	Minute Taker
Coaching Expertise	Matt Bacon Brenes		Facilitator
Knowledge of Academic/Behavioral Patterns	Galen Dickstein		
Knowledge of School Operations/Programs	Dalina Howard		

The team represents our two immersion programs as well as our neighborhood program.

Climate Team Meeting Schedule TBD

Month	Date/Time	Room	Topic/Assessment
August			
September			Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
October			Monthly Discipline Data Review
November			Monthly Discipline Data Review
December			Monthly Discipline Data Review
January			Tiered Fidelity Inventory (TFI) Assessment & Action Plan
February			Monthly Discipline Data Review
March			Monthly Discipline Data Review
April			Monthly Discipline Data Review
May			Tiered Fidelity Inventory (TFI) Assessment & Action Plan
June			Planning for rollout next year

Meeting Agenda:

- All Climate Team meetings are conducted using the TIPS format: <https://goo.gl/Dxc17c>
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)



- Integration of Restorative Practices

Agenda scheduled for each of our school climate meetings will be driven by the Tiered Fidelity (TFI) Action Plan.

TIER I IMPLEMENTATION

Programmatic Supports for all Students

SCHOOL WIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)

Our School Values are:

T - Teamwork

A - Achieve

B - Be Safe

O - Organized

R - Respect

Posters have been made and distributed throughout the building in order to make them visible to students, staff and families. The intention is to send a consistent message about what our school community values and what how it looks in different common areas. This will help Mt. Tabor Middle School ensure that our school values are inclusive and affirming. These values were developed with student, and staff input.

- These school values are important for the MTMS school community because these are the traits that help students be successful in life. These values are woven into our regular teaching practices in every lesson and in every class period throughout the grade levels, naming them with consistency and strategically teaching and reviewing them throughout the school year.

Poster Links:

- [Overall Expectations](#)
- [Lunch Expectations](#)
- [Bathroom Expectations](#)
- [Hallway Expectations](#)
- [Recess Expectations](#)
- [Classroom Expectations](#)

TEACHING EXPECTATIONS (1.4) THE MT. TABOR TEAM WILL DESIGN LESSON PLANS IN AUGUST - A CALENDAR DATE HAS BEEN SET AND ACCEPTED.

Yearly Schedule for Teaching Common Area Expectations

Date

First couple of weeks in September: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.



After Winter Break: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
After Spring Break: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
As indicated by MTMS discipline data 2016-2017

Active Supervision

Active supervision is the alert, proactive ability of the staff member to circulate within a group of students while interacting in a positive and constructive way, scanning for potential problems, diffusing them before they arise, and motivating students to do their best and monitor their own behavior.

DEFINING MINOR, STAGE 1 REPORTS, 2 AND 3 BEHAVIORS (1.5)

CR-PBIS: Culturally Responsive Positive Behavioral Interventions & Supports

CR-PBIS is a multi-tiered proactive and instructional approach to discipline that integrates restorative practices through a racial lens.

Teams use the Tiered Fidelity Inventory (TFI) and the Implementation Framework to assess current implementation and to create school climate action plans. School teams complete the TFI with a school climate TOSA at least twice annually.

When the universal support of Tier 1 is fundamentally in place for all students, it forms the base for implementing Tier 2 strategies. Tier 2 of the PBIS triangle model provides additional interventions to support that smaller percentage of students who do not sufficiently respond to Tier 1 strategies. The focus of Tier 2 is to provide supplemental support through a student screening process for students who are at-risk academically or behaviorally and universal interventions prove insufficient.

Tier 2 interventions are not individual behavior support plans but, rather, are group interventions that are already in place in the school. Research demonstrates that many students respond well to Tier 2 targeted group interventions that are matched well to the student's needs and are accessed by the student early and rapidly. These students respond positively to Tier 2 group interventions and often do not end up needing Tier 3 individual support plans. It requires many school resources to develop and implement effective behavior support plans required of a Tier 3 level of support, whether it is a simple or a more elaborate function based plan. If we build systems to successfully support the majority of high-needs students by efficiently and quickly providing access to Tier 2 group interventions, then we will ultimately be able to support more students effectively.

Behavior level calibration will be conducted by building staff in order to properly reflect the evolving needs of our community and to accommodate the diverse racial, cultural, linguistic and developmental needs of our school.

DEFINING MINOR, STAGE 1 REPORTS, 2 AND 3 BEHAVIORS (1.5)

Behavior level calibration will be conducted by building staff in order to properly reflect the evolving needs of our community and to accommodate the diverse racial, cultural, linguistic and developmental needs of our school.

Extra support needed for some students will be determine through SIT.

Defining Behaviors



Low Level Behaviors	Minor/Stage 1 Classroom Managed Behaviors	Major/Stage 2/3 Office Managed Behaviors
<p>Low level behaviors are handled on the spot using redirections, intervention strategies and teachable moments.</p> <ul style="list-style-type: none"> No documentation for the behavior If parent is contacted, behavior is documented as a Stage 1 	<p>Stage 1 referral report is created by the teacher (Teacher makes contact with parent by phone, voice mail, paper, email or in person.)</p> <ul style="list-style-type: none"> Reteaching the correct behavior is included in response No immediate involvement by admin is needed 	<p>Behavior is referred to office administrator who will contact the student and the parent. Teacher will also make follow up contact by phone with parent.</p> <ul style="list-style-type: none"> May include *chronic Stage 1 misbehaviors Extreme/harmful/illegal
Examples		
<p>Annoyances</p> <ul style="list-style-type: none"> Lack of focus Noise making Out of seat Cutting in line 	<p>Classroom Disruption</p> <ul style="list-style-type: none"> Repeated Talk Outs Disruptive silliness Repeatedly interrupting others while working 	<p>Chronic/Serious Disruption</p> <ul style="list-style-type: none"> Stopping the Learning Process Unsafe Behaviors
<p>Poor / Inappropriate Language:</p> <ul style="list-style-type: none"> Language slips Non-swearing Under the breath 	<p>Swearing/Vulgarity</p> <ul style="list-style-type: none"> Written or spoken Use of “lesser” offensive swear words Reported use of hand gestures Sexual Talk 	<p>Swearing/Vulgarity</p> <ul style="list-style-type: none"> Written or spoken Use of “greater” offensive swear words Observed use of obscene hand gestures Repeated or explicit sexual talk
<p>Teasing</p> <ul style="list-style-type: none"> Altering names Annoying on purpose: bugging Teasing that stings 	<p>Pre-harassment</p> <ul style="list-style-type: none"> “Put Downs” Threatening stares Mean-spirited teasing 	<p>Harassment</p> <ul style="list-style-type: none"> Patterns of “put downs” Threats/extortions Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks

Defining Behaviors Continued

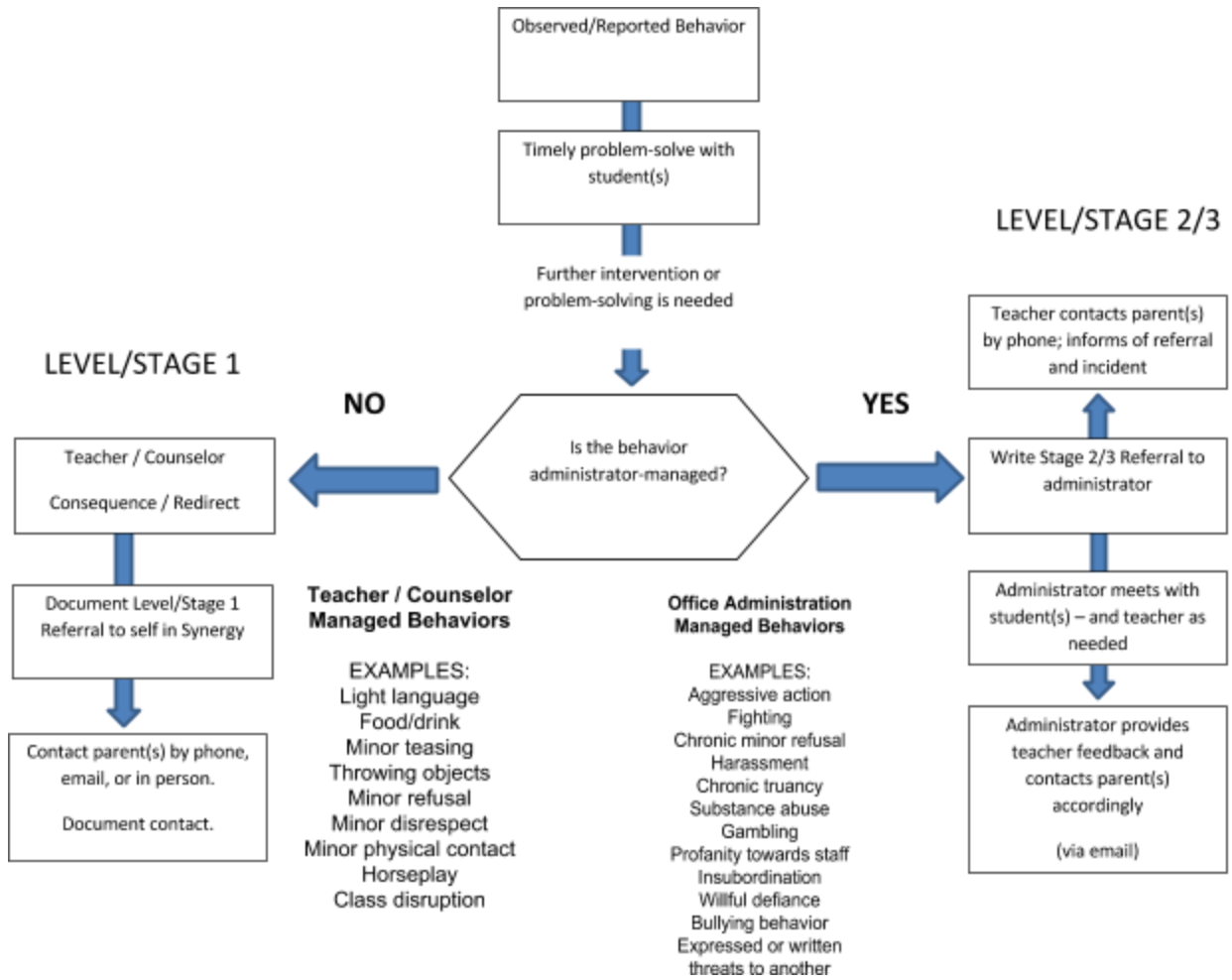
Low Level Behaviors	Minor/Stage 1 Classroom Managed Behaviors	Major/Stage 2/3 Office Managed Behaviors
Hands/Feet/Objects to Self	Roughness	Fighting/Aggression



<ul style="list-style-type: none"> ● Poking or pushing ● Pinching, jostling, ● Retaliating as above 	<ul style="list-style-type: none"> ● Play wrestling, body holds, light kicking, shoving ● Pre-fighting, aggressive posturing – pushing 	<ul style="list-style-type: none"> ● Hitting/kicking/punching ● Encouraging another to fight
<p>Reluctant Compliance</p> <ul style="list-style-type: none"> ● Initially resisting or ignoring directions 	<p>Ignoring Instructions</p> <ul style="list-style-type: none"> ● Ignoring reasonable requests following redirect 	<p>Defiance</p> <ul style="list-style-type: none"> ● Refusal to follow directions ● Insubordination
<p>Thoughtlessness</p> <ul style="list-style-type: none"> ● Doesn't care if it hurts others feelings ● Isolated instance of disrespect 	<p>Disrespect</p> <ul style="list-style-type: none"> ● Relentlessly argumentative with others 	<p>Blatant Disrespect</p> <ul style="list-style-type: none"> ● Significant back talk ● Disrespectful body language
<p>Misuse of Property Vandalism / Theft</p> <ul style="list-style-type: none"> ● Careless accident ● Misuse of space such as climbing on bathroom stalls, soaping mirror 	<p>Misuse of Property Vandalism / Theft</p> <ul style="list-style-type: none"> ● Teasingly taking other's possessions ● Thoughtlessly damaging property –can be easily fixed w/ little time or no cost 	<p>Misuse of Property Vandalism / Theft</p> <ul style="list-style-type: none"> ● Taking other's possessions to keep ● Purposely damaging property – if fixable. Time or cost by the student may be involved



Defining Behaviors



Restorative Justice Practices

Restorative practices are a broad range of approaches that proactively build a school community based on cooperation, mutual understanding, trust, and respect. Restorative practices respond to conflict by including all impacted individuals in processes that rebuild relationships, ensure meaningful accountability, and repair harm done to individuals, groups, or the school community during conflict. These practices blend very well with Culturally-Responsive Behavior Interventions and Supports (CR-PBIS) in classrooms and on school campuses at each tier of support.

Restorative practices are used as both a prevention and intervention measures which helps schools: Build relationships with, and empower community members to take responsibility for the well-being of others; Prevent or deal with conflict before it escalates; Address underlying factors that lead youth to engage in inappropriate behavior; Increase the pro-social skills of those who have harmed others; Build resiliency both in students who have committed harm and in those who have been harmed; and provide students with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible.

When used as an intervention measure, taking a restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks four key questions:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can people behave differently in the future?

Effective and consistent use of restorative practices can reduce disciplinary referrals, lower dropout/pushout rates, elevate school climate measures, increase attendance, and promote greater academic achievement. For these reasons and more, PPS is committed to expanding restorative practices throughout the district and to helping educators, students, and families learn to implement it with fidelity.

DISCIPLINE POLICIES (1.6)

Portland Public Schools' students are expected to be safe, respectful, and responsible. Students are expected to act in a way that allows teachers to teach and students to learn. A link to the Student Responsibilities, Rights and Discipline Handbook: [English](#) | [Chinese](#) | [Russian](#) | [Somali](#) | [Spanish](#) | [Vietnamese](#)

PROFESSIONAL DEVELOPMENT (1.7) - FULL STAFF

Over the course of the year, staff PD must explicitly address these five essential areas: teaching school wide expectations, acknowledging appropriate behaviors, correcting errors, requesting assistance (SIT Team), and understanding the influence of race, culture and language on student behavior.

Date	Topic	Presenter
August	Restorative Justice Training <ul style="list-style-type: none"> • 4-hour RJ training facilitated by Sidney on August 25 School climate orientation:	Administrative Team Counseling Team



	<ul style="list-style-type: none"> Review school values & common area expectations to students and staff Review TFI work completed and work to be done 2017-18 	
September	PD time for all staff to complete classroom management plans - due prior to Back to School Night Survey	
October	Complete problem behavior definitions (TFI 1.5) Show disaggregated data	Administrative Team
November	Complete problem behavior definitions Work on feedback and acknowledgement system	Administrative Team
December	Complete feedback and acknowledgement system	Administrative Team
January	Reteaching all-school behavior expectations to students	Administrative Team
February		
March	Survey	
April	Reteaching all-school behavioral expectations	Administrative Team
May	Review of School Climate Plan/Staff Handbook	Administrative Team
June		

CLASSROOM PROCEDURES (1.8)

As per PAT contract every teacher will have a classroom management plan. Classroom management plans will be due to administration the day before back to school night. A sample plan is provided below; PD time will be provided in the first two weeks of school

The Classroom Management Plan template, covers the essential feature of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors.

Management Plans: <http://www.pps.net/Page/6187>

Guest Teacher Support System

Each teacher has Guest Teacher folder.

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.9)

Research shows that when staff “catches” students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the reoccurrence of appropriate behaviors. Some schools decide to give out acknowledgement “tickets”: small slips of paper that are aligned with the school values. All staff hand out the acknowledgement tickets, along with specific praise, to students as they witness appropriate behaviors in the common areas, in classrooms, on buses, etc.



Description of our school-wide acknowledgement system:

- Name of acknowledgement tickets: Tabor Ticket
- Teachers and Staff hand them out to students in the common areas (hallway, lunch room, recess, etc.) when they observe a student meeting behavior expectations.
- Schoolwide systems: weekly drawings on Fridays during lunch of acknowledgement tickets
 - Lunch in the courtyard
 - Starbucks gift card
 - First dismissed for recess
- Feedback from students and families about current systems and planning for changes and improvements}

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Kids: Tabor Tickets	Common areas	All Staff
Redemption of immediate/ High Frequency	Kids:		
Long term SW Celebrations	Kids: Assemblies, Drawings	Kids: Monthly assemblies?, Weekly drawings	Teachers, Cafeteria duty staff
Continued Excellence Programs	Kids:	Kids: Walking Field Trips, end of the year field trip	Students apply for program

FACULTY INVOLVEMENT (1.10)

Schedule for sharing disaggregated data to staff and opportunities for input on Tier I systems

Date	Data Shared	Staff Input Topic
September	Discipline Data	Observations of Common Areas
January	Discipline Data	Observations of Common Areas
April	Discipline Data	Observations of Common Areas
June	School Climate Survey Data	Observations of Common Areas

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
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September	Back To School Night	Back to School Night, each teacher shares their classroom procedures and expectations	Teachers
January	Student survey	During Advisory class all students take survey focusing on how students’ perception of school climate	Administrative & Counseling teams
April	Family survey	Similar questions for parents to give their perception of school climate	Administrative & Counseling teams
June	PTA meeting	2-3 times/year	Administrative team

Plan for Student Involvement

Student Survey focusing on how students’ perception of school climate.

Mt. Tabor Middle School New Student/Family Plan

School Climate Plan is the way that we address bullying and making students feel welcome. The School Climate and Discipline Team uses the CR-PBIS Framework (Culturally Responsive Positive Behavioral Interventions and Supports) to support the development of classroom and school culture where each and every student knows they belong in an academic and socially engaging school community. The team supports teachers and school leaders in partnering with families and communities around the climate and culture of schools.

CR-PBIS is a multi-tiered proactive and instructional approach to discipline that integrates restorative practices through a racial lens.

PPS is committed to establishing this in all schools across the district. When fully implemented, this multi-tiered approach can reduce suspensions, decrease disproportional discipline rates, improve school climate, increase teacher effectiveness, and support better educational outcomes for all students.

Our school participates in the nationwide program WEB (Where Everyone Belongs). The sole purpose is to help sixth graders feel more comfortable as well as help them achieve success in their first year of middle school.

The WEB sixth grade orientation and transition program is designed to both welcome and support sixth graders by assigning them an 8th grade WEB Leader as a mentor during this first year. This WEB Leader was hand-selected from a large pool of applicants and met the qualifications of being a good role model and a positive leader at our school. WEB Leaders are expected to be a positive role model, responsible, possesses leadership qualities, is kind and, most importantly, has a desire to give back to their school community.



TIER I EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

Tiered Fidelity Inventory (TFI) guides the action planning for the implementation of positive school climate.

- Assessment component is completed three times a year in September, January and May
- A score of 80% or better indicates a well-implemented tier
- The TFI action plan is revisited on a monthly basis

Recent TFI scores

- 2016-2017: 80%

School Climate Survey (SCS) determines the status of specific building-wide school climate initiatives and issues (Core Values, Student Voice, Specific CR-PBIS Initiatives--ex: acknowledgement tickets)

- Completed two times a year (September & March) by all students (grades 6-8) and staff
- Reviewed by School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.

Recent SCS data

- 2016-2017: NA

School Climate Action Plan (TFI):

Tier I				
TFI Feature	Current Score	Action(s)	Person(s) Responsible	Timeline
1.1 Team Composition Data source:	1	Form/finalize team (including systems coordinator, a school administrator, a family member) Equity Team will be Tier I team Assign roles - <ul style="list-style-type: none"> - behavioral expertise - coaching expertise - knowledge of student academic & behavior patterns - knowledge about the operations of the school across grade levels and programs 	NH MCR ANJ ANJ ANJ	Jan 2016 Jan 2016
		Recruit family member (that reflects student and community demographics)		Not complete
1.2 Team Operating Procedures Data source:	1	Set meeting times/dates - possibly Tuesday @4pm? Equity Team meetings - monthly	MCR ANJ	Jan 2016 Monthly Feb 2016
		Share Meeting Notes - Located in shared folder		
		Create format and agenda for all meetings		



1.3 Behavioral Expectations Data source:	2	Complete the behavioral expectations matrix: <ul style="list-style-type: none"> - School wide values / expectations - decide how expectations will be delivered at each location (classroom, cafeteria, library, hallway, playground, bathroom, etc.) - survey students on expectations / let them edit and have input (Builders Club, Multicultural Empowerment Group) - Survey community regarding clarity of expectations (13 responses, 100% said expectations are clear) - Finalize by April / May for signage to be made <p>Walkthrough by School Climate TOSA indicated that at least 90% of staff could list at least 67% of the expectations.</p>	Team Team Team	Completed 6/16 August 2016 Completed May/June 2016 Completed June 2016
1.4 Teaching Expectations Data source:	2	Design lessons - given to teachers to ensure common language and expectations → possible student created videos? Create schedule for delivery of lessons (possibly during advisory time) Fall, winter, spring for 2016-17 Get buy in from WEB leaders and WEB team to assist with delivery to 6th graders in August. PD in August for FULL staff Set aside PD time in August / Sept. for staff to create classroom management plans (due prior to B to SN) Walkthrough by School Climate TOSA indicated that at least 70% of students could list at least 67% of the expectations.	Counselors and Admin Team Team	August 2016 August 2016
1.5 Problem Behavior Definitions Data source:	2	Review/revamp current Incidents Intervention Flow Chart - August 2016 PD Action: Share with PTA	Team	Sept 2016 March 2017
1.6 Discipline Policies Data source:	2	Create document that describes policies/procedures (emphasizing proactive approaches) Follow PPS discipline handbook (currently in flux) Begin restorative practices trainings and development of school-wide philosophy of restorative practices. Synergy discipline module training for staff.		Spring 2016 August 2016


		Proactive Tier 2 Interventions, check-in/check-out, Restorative Justice		
1.7 Professional Development Data source:	2	Create written document for new staff orientation <ul style="list-style-type: none"> - teaching school-wide expectations - acknowledging appropriate behavior - correcting errors - requesting assistance - understanding the influence of race, culture, and language on student behavior and choices All Staff are oriented to Tier 1 SWPBIS Practices	Admin Team	Mar 2017
1.8 Classroom Procedures Data source:	2	See 1.3 & 1.4 All classrooms are formally implementing all core Tier 1 features, consistent with school-wide expectations, and there is evidence of inclusive practice, as evidence by informal walk-throughs		completed
1.9 Feedback and Acknowledgment Data source: <ul style="list-style-type: none"> • Tabor Tickets 	2	Brainstorm with staff on how to acknowledge students for positive behaviors Next Steps: <ul style="list-style-type: none"> • Solidify acknowledgement system with staff Formal system for acknowledging student behavior is used by at least 90% of staff and received by at least 50% of students		Started: Nov 2016
1.10 Faculty Involvement Data source:	1	Set regular dates/times to review disaggregated data related to school climate (expectations, acknowledgements, definitions, consequences) <ul style="list-style-type: none"> • Late start Wednesdays Action: To review disaggregated data 4 times per year and provide feedback on Tier 1 practices within the last 12 months		
1.11 Student/Family/Community Involvement Data source:	1	Gather data from families on universal foundations <ul style="list-style-type: none"> - Back to school night - 5th grade info night - multicultural night Action: Include student, family, and community members when requesting feedback		
1.12 Discipline Data Data source:	2	Sit Team Notes		



1.13 Data-based Decision Making Data source:	1	-plan to review disaggregated data monthly at school climate team meetings SIT Team reviews data for decision making, but less than monthly		
1.14 Fidelity Data Data source:	2	-plan to complete TFI review 3x yearly and update action plan Action: Review TFI with Climate Team		
1.15 Annual Evaluation Data source:	1	-plan for sharing ongoing school work with stakeholders at end of year or beginning of 2017-18 Action: Gather student and family input		TBD

Tier II					
	TFI Feature	Current Score	Action(s)	Person(s) Responsible	Timeline
	2.1 Team Composition Data source: <ul style="list-style-type: none"> Organization Chart, previous SIT meeting minutes Ongoing SIT agendas 	2	Facilitator -Nicole/Anh (or Galen/Michael if Admin can't be present) Minute Taker - Teacher/Michael (can change) Data Analyst - Counselor (Michael CR/Galen) Behavior Expert - Galen/Michael or Daniel Academic Expert - Teacher or Nicole/Anh Tier II Systems/Intervention Coordinator - Counselor, SPED Teacher or Admin <i>(3-4 people can be assigned to fill these roles)</i> Next Steps: <ul style="list-style-type: none"> Establish timelines and responsibilities within roles SIT established meets at least bi-monthly; attendance of regular members is at or above 80%, meetings include teachers, students, and parents (as appropriate)		October 2016
	2.2 Team Operating Procedures Data source: <ul style="list-style-type: none"> Ongoing SIT agendas 	2	Schedule: Meeting dates on 1st Wednesday & last Thursday of month <ul style="list-style-type: none"> Continue defining roles and responsibilities SIT meets bi-monthly and uses regular meeting format, minutes, defined roles, and has current action plan		
	2.3 Screening Data source:	1	Currently Use: Students First, Dashboard, Actions:		



<ul style="list-style-type: none"> Easy CBM, Smarter Balanced, grades, ODRs, 		<ul style="list-style-type: none"> create formal process on what data to use and how to screen for students in Admin/Counselor meeting <p>Need to establish written policy for 2017-18 school year</p>		
<p>2.4 Request for Assistance Data source:</p>	1	<p>Actions:</p> <ul style="list-style-type: none"> Train teachers how to use Request for Assistance Forms Formalize process (submit RFA 3 days prior to SIT Meeting) <ul style="list-style-type: none"> 1st Wednesday, last Thursday of each month <p>Document the date written requests are received</p>		
<p>2.5 Options for Tier II Interventions Data source:</p>	1	<p>Check-In/Check-out (CICO) Decide on interventions</p> <p>Multiple Tier II interventions, need to document evidence of effectiveness (SIT notes)</p>	MCR/GD	
<p>2.6 Tier II Critical Features Data source:</p>	1	<p>Homework Club, academic/counseling group, MEG</p> <p>Tier II interventions include some, but not all, 3 Core Tier II Features (address through SIT actions)</p>		
<p>2.7 Practices Matched to Student Need Data source:</p>	2	<p>Formal process in place to select practices that match student need and have contextual fit</p>		
<p>2.8 Access to Tier I Supports Data source:</p>	1	<p>Acknowledgement system implemented</p> <p>Tier II interventions need to be more explicitly linked to Tier I supports (however, students receiving Tier II interventions do have full access to Tier I supports)</p>		
<p>2.9 Professional Development Data source:</p>	1	<p>SIT to develop a written process to teach and coach relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as an instructional prompt, delivering feedback, cultural considerations, and monitoring student progress</p>		
<p>2.10 Level of Use  Portland Public Schools</p>	1	<p>Team defines criteria for responding to each Tier II intervention and tracks number of students, but fewer than 5% are receiving Tier II supports</p>	5/9/17	
<p>2.11 Student Performance Data Data source:</p>	1	<p>Student data monitored, but no data decision rules established to alter support</p>		

<p>2.12 Fidelity Data Data source:</p>	<p>1</p>	<p>Fidelity data collected for some, but not all Tier II interventions</p> <p>Action: SIT to review Tier II intervention data (Math Support data, Check-In/Check-out data,</p>		
<p>2.13 Annual Evaluation Data source:</p>	<p>0</p>	<p>Action: End-of-year review of overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and ongoing support to implementers; and evaluations are shared with staff and district leadership</p>		

Tier III				
TFI Feature	Current Score	Action(s)	Person(s) Responsible	Timeline
<p>3.1 Team Composition Data source: SIT minutes</p>	1	Tier III team members have all 5 functions, do not yet have an identified coordinator (counselor)		
<p>3.2 Team Operating Procedures Data source: SIT minutes, meeting roles descriptions</p>	1	Tier III team meets monthly (as part of SIT), has a format/agenda, minutes, defined roles, and action plan		
<p>3.3 Screening Data source: SIT minutes</p>	1	Informal process and use of Admin. Dashboard/Synergy for data source Action: Establish decision rules		
<p>3.4 Student Support Team Data source:</p>	1	Individual student support teams (SIT plus general education teachers and parents, as necessary) exist for students that need them Action: Need additional input to establish rules on how to monitor student progress		
<p>3.5 Staffing Data source: SIT minutes</p>	1	Personnel are assigned to facilitate some individual support teams, but not at least 1% of enrollment		
<p>3.6 Student/Family/Community Involvement Data source: SIT minutes</p>	0	Action: SIT needs to establish district contact person to access external support agencies and resources for planning and implementing non-school-based interventions		
<p>3.7 Professional Development Data source: Staff Handbook, Lesson plans for teacher trainings</p>	1	Informal professional development and orientation process Action: Need written process to teach staff in basic behavioral theory, function of behavior, and function based intervention, and the influence on behavior of culture, exceptionality, and language		
<p>3.8 Quality of Life Indicators Data source: Individual SIT Plan</p>	0	Quality of life needs/goals and strengths not clearly identified		



		Action: Need to document quality of life needs and related goals		
3.9 Academic, Social, and Physical Indicators Data source: Individual SIT Plan	1	Individual SIT Plans include some but not all relevant life-domain information		
3.10 Hypothesis Statement Data source:	0	No plans include hypothesis statement with all 3 components Action: SIT to utilize Hypothesis Statements		
3.11 Comprehensive Support Data source:	0	No plans include all 7 core support plan features Action: FBA/BSP to include all 7 core support features		
3.12 Formal and Natural Supports Data source:	0	No plans with extensive support		
3.13 Access to Tier I and Tier II Supports Data source: Individual SIT Plans	1	Individual supports include some access to Tier I and Tier II supports Action: Document how access will occur		
3.14 Data System Data source: SIT minutes	1	Data are collected on outcomes and fidelity, but not reported monthly		
3.15 Data-based Decision Making Data source: Individual SIT Plan	1	SIT reviews each student's plan, but fidelity and outcome data are not both used for decision making		
3.16 Level of Use Data source:	0	School does not track proportion of students on Tier III Plans Action: SIT to determine proportion of students on Tier III Plans		
3.17 Annual Evaluation Data source:	0	Action: SIT to conduct annual review of Tier III Supports, with specific decisions related to action planning		

Appendix

[Common area expectation lesson plans and teaching schedule](#)

PBIS Lessons

TFI Feature	CR Concept
1.4 Teaching Expectations	
SWPBIS Big Idea	



Active and explicit teaching of school-wide expectations clarifies concepts for students and adults, allows for practice and performance feedback, and reduces misunderstandings regarding what is appropriate at school.

Culturally Responsive Elaboration

Teams ensure that school staff understand that all students need explicit teaching about expected behavior at school.

Teams have a process and procedures in place for staff to teach students to fluency in the behaviors necessary to be successful in the school setting regardless of previous learning and without disrespecting families' beliefs. When expectations differ between home or community and school, staff explicitly teach the differences as well as the purpose of having the expectation at school, as well as provide additional practice until students are fluent.

School Wide Values and Common Area Expectations - Overview

Our School Values are:

T - Teamwork

A - Achieve

B - Be Safe

O - Organized

R - Respect

Lesson Group Description: Introduce our school values, student behavior, common area expectations building wide, and classroom expectations.

[Lesson 1 - Introduction to School Values & Signs](#)

[Lesson 2 - Overall Expectations, Restrooms & Integrity](#)

[Lesson 3 - Common Area Expectations](#)

[Lesson 4 - Classroom Expectations](#)



Lesson 1 - Introduction to School Values & Signs

- Open the linked presentation - [Slide Presentation 1 \(Link\)](#)
 - 1) Start a discussion about the term School Values
 - a) What does the term **values** mean?
 - b) What does the term **school values** mean?
 - c) What are some of your **personal values**?
 - 2) Introduce T.A.B.O.R.
 - a) With each letter/word combination ask for students to help define the word and give at least 2 examples.
 - b) Possible language- "Our school has decided to use the following acronym to help us all remember our **school values**."
 - i) T - Teamwork
 - ii) A - Achieve
 - iii) B - Be Safe
 - iv) O - Organized
 - v) R - Respect
 - 3) Sign Locations & Information
 - a) Signs are located around the school and each sign has more information related to that area about our **school values**.
 - i) HALLWAYS
 - ii) LUNCH ROOM
 - iii) CLASSROOMS
 - iv) RECESS
 - v) RESTROOM/BATHROOM
 - 4) Review signs and the definition of TABOR for each location. (BRIEF OVERVIEW)
 - 5) Call for Questions



Lesson 2 - Overall Expectations, Restrooms & Integrity

- Open the linked presentation - Slide Presentation 2 (Link)
 - 1) Review discussion about the term School Values
 - a) What does the term **values** mean?
 - b) What does the term **school values** mean?
 - c) What are some of your **personal values**?
 - 2) Review T.A.B.O.R.
 - a) Ask students if they remember what the T stands for. (Same for A, B, O, R)
 - i) T - Teamwork
 - ii) A - Achieve
 - iii) B - Be Safe
 - iv) O - Organized
 - v) R - Respect
 - 3) Integrity
 - a) Ask students for the definition of **integrity**
 - b) Display definition on board, overhead, etc...
 - i) Simple:
 - (1) The quality of being honest and fair
 - ii) Complete (Merriam-Webster):
 - (1) firm adherence to a code of especially moral or artistic values : **incorruptibility**
 - (2) an unimpaired condition : **soundness**
 - (3) the quality or state of being complete or undivided : **completeness**
 - c) Ask students why it is important to have integrity
 - d) Discuss the importance of integrity in Mt Tabor Middle School.
 - e) As a class, list ways students, teachers, administration, parents, and other staff members can show integrity through their actions.
 - 4) Setting clear expectations for Mt. Tabor Middle School
 - a) T - Teamwork
 - i) Take pride in the building & school grounds
 - ii) Corporate & collaborate
 - iii) Be inclusive
 - b) A - Achieve
 - i) Plan for your future
 - ii) Do your best
 - iii) Ask for help
 - c) B - Be Safe
 - i) Take responsibility for your choices
 - ii) Use positive gossip
 - d) O - Organize
 - i) Use your planner & StudentVUE
 - ii) Keep your binder & locker clean



- e) R - Respect
 - i) Use Kind words & actions
 - ii) Be an ally

5) Questions

Lesson 3 - Common Area Expectations

- Open the linked presentation - Slide Presentation 3 (Link)
 - 1) Review discussion about the term School Values
 - a) What does the term **values** mean?
 - b) What does the term **school values** mean?
 - c) What are some of your **personal values**?
 - 2) Review T.A.B.O.R.
 - i) T - Teamwork
 - ii) A - Achieve
 - iii) B - Be Safe
 - iv) O - Organized
 - v) R - Respect
 - 3) Respect
 - a) Ask students for the definition of **Respect**
 - b) Display definition on board, overhead, etc...
 - i) Simple:
 - (1) a feeling or understanding that someone or something is important, serious, etc., and should be treated in an appropriate way
 - ii) Complete (Merriam-Webster):
 - (1) a relation or reference to a particular thing or situation
 - (2) an act of giving particular attention : **consideration**
 - (3) high or special regard : **esteem**
 - (4) the quality or state of being esteemed
 - c) Ask students why it is important to give/receive respect
 - d) Discuss the importance of respect at Mt Tabor Middle School.
 - e) As a class, list ways students, teachers, administration, parents, and other staff members can show respect through their actions.
 - 4) Review elements of TABOR for each area
 - 5) Questions



Lesson 4 - Classroom Expectations

- Open the linked presentation - Slide Presentation 4 (Link)
 - 1) Review discussion about the term School Values
 - a) What does the term **values** mean?
 - b) What does the term **school values** mean?
 - c) What are some of your **personal values**?
 - 2) Review T.A.B.O.R.
 - i) T - Teamwork
 - ii) A - Achieve
 - iii) B - Be Safe
 - iv) O - Organized
 - v) R - Respect
 - 3) Go over schoolwide classroom expectations
 - 4) Review your individual classroom expectations

