

APPENDIX VI – 9

Mentor SITE Visit Report

School Name: Catalina	Total # of Students: Approximately 700	Visit Date: 3/13/2018
Positive Intervention Team (PIT) Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Positive Intervention Center (PIC) Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Positions (s) Consulted:		
PIC Facilitator ~ Behavior Intervention Monitor		
Dean		
MTSS Coordinator		

Summary:

This campus utilizes a team approach when discussing discipline. The Dean, MTSS Coordinator discuss students frequently. Outside of this informal time, discipline is discussed during the MTSS meeting. Data from PIC is reviewed at this time as well with the principal.

The PIC is located far from admin and support services. There are separate ISI and PIC rooms. There has been some resistance from teachers to refer students, but it's getting better as they are learning to trust the PIC teacher. Teachers or admin can refer students directly. This is preferably done by an online referral system, but if needed in a pinch, the teacher can just call the PIC teacher. The PIC teacher will try to get as much information as possible as to why kids are there and keeps immaculate data. Students respond well to her.

See rubric below for additional PIC summary.

Standards	YES/NO	QUESTIONS/COMMENTS Catalina
Is there a mission statement explaining the goals of the intervention center?	Y	
Have all staff been explained the mission of the intervention center?	Y	
Have teachers been shown how they can benefit from the intervention center as a tool for resolution of conflicts with students?	Y	Slow to refer
Do staff understand that the intervention center is a step in the hierarchy of interventions and implemented as such?	Y	
Is there a full-time, qualified staff person to supervise and who serves as a supportive resource or mentor for students?	Y	
Do staff understand that students will continue to receive academic support while in the intervention center?	Y	
The intervention center can be used as a needed “cooling-off” period when a student has had a conflict with a peer or an adult	Y	
Was the Positive Intervention Center properly managed?		
Is there a protocol in place for a student referral to the PIC?	Y	Online referral or call
Are the rules and expectations posted and reviewed so that students know exactly what is expected of them?	Y	
Is there an academic component that allows students to complete their class work?	Y	
Is there a focus on positive expectations and behaviors?	Y	PIC teacher talks to the kids and guides them to make better choices.
Is there a plan developed to help avoid future disciplinary action?	Y	
Does intervention center facilitator model the desired behaviors?	Y	
Was the proper technology available to students?	Y	
Is there a requirement that teachers provide daily assignments to students in the intervention center?	Y	If teachers don't provide work the PIC teacher will go and get it.
Is the parent contacted upon entry to the intervention center?	N	
Are there provisions for monitoring student progress upon return to the classroom?	N	

Are there activities for students that focus on self-reflection and mindfulness?	N	
Counseling, Behavioral Intervention, and Resolution		
Is there time set aside so that each student has the opportunity to discuss the reason for their referral?	Y	One on Ones
Is there time set aside to discuss what was happening at the time of the misbehavior and what the student's goal was for the behavior?		
Were alternatives that might result in a restorative outcome discussed? I.E, mediation or circle, self-guided time outs, etc.?		
Is there access to individual counseling?	Y	If concerns come up, will refer to counselor
Are there procedures for monitoring and evaluating the center's effectiveness?		
Were next steps and action items identified with the student/teacher?	Y	
Are the number of points needed for successful completion of the ISS term being determined via point sheet or a rubric?	N/A	
Are the results of data collection and analysis being reported to the Behavior Intervention Team?	Y	
Are proper procedures in place for tracking data?	Y	
Do Administrators make intervention center integrity a priority?	Y	
<p>Are the following components being considered?</p> <ul style="list-style-type: none"> ● Reasons for student referral ● Patterns of student referral from certain teachers, subjects, or settings ● Student success upon returning to class ● Rates of recidivism ● Student satisfaction ● Teacher satisfaction 	Y	

Mentor SITE Visit Report

School Name: Mansfield Magnet	Total # of Students: Approximately 992	Visit Date: 3/12/2018
Positive Intervention Team (PIT)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Positive Intervention Center (PIC)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Positions (s) Consulted:		
Principal		
PIC teacher		

Summary:

Mansfield Magnet has weekly meetings where they discuss campus trends and concerns along with students of concern. According to the principal, all staff maintain positive engagement with teachers and are involved. In addition, the principal hosts restorative conversations with students on a daily basis who need additional support. This is a PBIS school. Teachers are all given a PBIS packet at the beginning of the year along with behavior guidelines.

The referral process to the intervention center is clear for teachers. After the student is provided with a warning card, they will be handed a red reflection card that is also their ticket to the PIC. The PIC teacher has an organized room. He does reflection one on one with students and practices restorative practices. He maintains a data base that is shared with the team.

See rubric below for additional PIC summary.

Standards	YES/NO	QUESTIONS/COMMENTS Mansfield Magnet
Is there a mission statement explaining the goals of the intervention center?	Y	
Have all staff been explained the mission of the intervention center?	Y	
Have teachers been shown how they can benefit from the intervention center as a tool for resolution of conflicts with students?	Y	
Do staff understand that the intervention center is a step in the hierarchy of interventions and implemented as such?	Y	
Is there a full-time, qualified staff person to supervise and who serves as a supportive resource or mentor for students?	Y	
Do staff understand that students will continue to receive academic support while in the intervention center?	Y	
The intervention center can be used as a needed “cooling-off” period when a student has had a conflict with a peer or an adult	Y	
Was the Positive Intervention Center properly managed?		
Is there a protocol in place for a student referral to the PIC?	Y	Red reflection card is also the pass.
Are the rules and expectations posted and reviewed so that students know exactly what is expected of them?	Y	Posted
Is there an academic component that allows students to complete their class work?	Y	
Is there a focus on positive expectations and behaviors?	Y	PIC teacher talks to the kids and guides them to make better choices.
Is there a plan developed to help avoid future disciplinary action?	Y	
Does intervention center facilitator model the desired behaviors?	Y	He is very calm.
Was the proper technology available to students?	Y	
Is there a requirement that teachers provide daily assignments to students in the intervention center?	Y	If teachers don't provide work the PIC teacher will go and get it.
Is the parent contacted upon entry to the intervention center?	N	

Are there provisions for monitoring student progress upon return to the classroom?	N	
Are there activities for students that focus on self-reflection and mindfulness?	N	
Counseling, Behavioral Intervention, and Resolution		
Is there time set aside so that each student has the opportunity to discuss the reason for their referral?	Y	One on Ones
Is there time set aside to discuss what was happening at the time of the misbehavior and what the student's goal was for the behavior?		
Were alternatives that might result in a restorative outcome discussed? I.E, mediation or circle, self-guided time outs, etc.?	Y	
Is there access to individual counseling?	Y	If concerns come up, will refer to counselor
Are there procedures for monitoring and evaluating the center's effectiveness?		
Were next steps and action items identified with the student/teacher?	Y	
Are the number of points needed for successful completion of the ISS term being determined via point sheet or a rubric?	N	
Are the results of data collection and analysis being reported to the Behavior Intervention Team?	Y	
Are proper procedures in place for tracking data?	Y	
Do Administrators make intervention center integrity a priority?	Y	
<p>Are the following components being considered?</p> <ul style="list-style-type: none"> ● Reasons for student referral ● Patterns of student referral from certain teachers, subjects, or settings ● Student success upon returning to class ● Rates of recidivism ● Student satisfaction ● Teacher satisfaction 	Y	

Mentor SITE Visit Report

School Name: Lawrence Intermediate	Total # of Students: Approximately 327	Visit Date: 3/13/2018
Positive Intervention Team (PIT)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Positive Intervention Center (PIC)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Positions (s) Consulted:		
Principal		
Counselor		
RPF		
MTSS		

Summary:

There is a team meeting that occurs weekly with the following people: Principal, Counselors, MTSS, RPF, Dean, Native American Specialist and the Curriculum Service Provider. They discuss trends on campus and “hot spots” for behavior concerns. They discuss students who need additional supports and develop a plan for execution. They discuss important community upcoming dates/celebrations and how it might affect attendance and participation in school.

Lawrence does not currently have an ISI teacher, and therefore no ISI. Instead, if students receive ISI, they use the buddy system and that student will sit in another teacher’s room to serve out their days. They also are using more behavior plans to minimize behaviors and doing more home visits to try and gain parent involvement.

Lawrence staff utilized this meeting to brainstorm and ask questions about restorative circles and getting staff buy in. It was determined that they would use the “Leader in Me” time to incorporate circles. They also discussed the possibility of asking for a modified school calendar as community events interfere too often with testing and end of quarter and semester assessments.