School Name: Ci3T Leadership Team Meeting Agenda and Minutes

# Meeting at a Glance

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| **Meeting Date/Time** | MM/DD/YY HH:MM PM | **Next Meeting Date/Time** | MM/DD/YYHH:MM PM |
| **20XX-20XX Meeting Dates** | **Ci3T Leadership Team*** [list all Ci3T Leadership Team meeting dates for the year remaining]
 | **Faculty and Staff*** [list all faculty and staff meeting dates for the year remaining]
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| **Place/Connect** | Room: Remote connect:  |
| **Ci3T Leadership Team Members in Attendance and Role** | **Team Member** | **Role** |
| [ ]   |  |
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| **Guests** |  |
| **Pre-meeting checklist:** | 1. Was the Ci3T Leadership Team given advanced notice and a reminder of the meeting? \_ \_ Yes \_ \_ No and Ci3T Coaches? \_ \_ Yes \_ \_ No
2. Was the agenda updated, reflecting school needs and items discussed at previous meetings? \_ \_ Yes \_ \_ No
3. Was the meeting agenda sent to all Ci3T Leadership Team members ahead of time? \_ \_ Yes \_ \_ No and Ci3T Coaches? \_ \_ Yes \_ \_ No
4. Was the agenda shared with Ci3T technical assistance providers?

 \_\_\_ Yes \_\_\_ No  |
| **Post-meeting checklist:** | 1. Are meeting notes completed, saved and shared with the Ci3T Leadership Team? \_ \_ Yes \_ \_ No and Ci3T Coaches? \_ \_ Yes \_ \_ No
2. Are action items listed with person responsible and completion date?\_ \_ Yes \_ \_ No

3. Date for sharing progress with faculty and staff: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

# Agenda

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| **Discussion Points** | *Check topics to be discussed today and add additional discussion points*\_\_\_ 1. Sharing of Successes (SR+)\_\_\_ 2. Academic, Behavior, and Social Skills Roles and Responsibilities\_\_\_ 3. Procedures for Teaching\_\_\_ 4. Procedures for Reinforcing\_\_\_ 5. Procedures for Monitoring\_\_\_ 6. Secondary (Tier 2) Prevention\_\_\_ 7. Tertiary (Tier 3) Prevention*
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# 1. Sharing Successes

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| **Positive Reinforcement (SR+)** |  1.
2.
3.
4.
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# 2. Academic, Behavior, and Social Skills Roles and Responsibilities

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| **ITEM** | **2. Academic, Behavior, and Social Skills** **Roles and Responsibilities** | **LEAD** | [name] | **TIME** | [max time] |
| **NOTES** | **Students**1. Academics: Core
2. Behavior: PBIS
3. Social: name of social skills curriculum

**Faculty and staff** 1. Academics: Core
2. Behavior: PBIS
3. Social: name of social skills curriculum

**Parents**1. Academics: Core
2. Behavior: PBIS
3. Social: name of social skills curriculum

**Administrators**1. Academics: Core
2. Behavior: PBIS
3. Social: name of social skills curriculum
 | **Guiding Conversations** |
| * Academics
	+ Are core curriculum and instructional resources being accessed/delivered?
	+ Are proactive, teacher-delivered strategies to increase students’ engagement in place?
	+ Are Tier 2 and Tier 3 supports happening in addition to core?
* Behavior
	+ Are behavior expectations being taught, modeled, reviewed, and reinforced?
	+ Are proactive and reactive elements being implemented with fidelity?
* Social
	+ Are curriculum and instructional resources being accessed/delivered?
	+ Are social skills being connected and reinforced throughout the day?
	+ Are students accessing reinforcement for showing pro-social behaviors?
* Implementation (Tier 1)
	+ To what extent are we addressing academic, behavioral, and social domains?
	+ What can be improved?
	+ What professional development opportunities are in place/needed?
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| **Actions** | **Person(s)** | **Due Date** |
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# 3. Procedures for Teaching

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| **ITEM** | **3. Procedures for Teaching the Plan to:** | **LEAD** |  | **TIME** |  |
| **NOTES** | **Faculty and Staff****Students****Parents/Community Members** | **Guiding Conversations** |
| * Academics: Core
	+ English language arts & Math
	+ What are your expectations for differentiation and personalized learning?
	+ What are the expectations regarding the use of technology?
	+ What are the expectations regarding the use of low-intensity strategies?
* Behavior: Behavior Expectations
	+ When are they being taught? Do we have plans for re-teaching (e.g., incidental, after winter break)?
	+ Who is teaching and how is it going?
	+ What expectations need to be retaught (data used to identify challenging areas)?
	+ Have we identified areas of concern from our discipline data? How can we re-teach to improve student outcomes?
	+ Are expectation matrices posted in all areas?
	+ Are posters readily available to teachers to use as a teaching tool and consistent prompt for all?
* Social Skills Lessons
	+ When are they being taught?
	+ Who is teaching? (e.g., teachers, counselors)
	+ How is it going?
	+ What lessons need to be retaught?
	+ Are social skills lessons posted?
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| **Actions** | **Person(s)** | **Due Date** |
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# 4. Procedures for Reinforcing

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| **ITEM** | **4. Procedures for Reinforcing** | **LEAD** |  | **TIME** |  |
| **NOTES** | **Faculty and Staff****Students****Parents/Community Members** | **Guiding Conversations** |
| * PBIS Tickets
	+ Do all adults have access to tickets?
	+ Are they being distributed?
* Faculty & Staff
	+ How do we recognize faculty and staff?
	+ When will we reinforce faculty and staff?
	+ What will the reinforcers be?
* Students
	+ Are students being given tickets (with equitable access)?
	+ When should we start fading tickets?
	+ When is the next assembly?
		- When
		- Where
		- Who is in charge
	+ Are students finding our reinforcers interesting/ desirable?
* Parents/Communities:
	+ When will we reinforcer parents/community members?
	+ How?
* Reinforcers
	+ How are tickets being used, are students using tickets in meaningful ways?
	+ Access/Escape
		- Attention
		- Tangible/non-tangible
		- Sensory
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| **Actions** | **Person(s)** | **Due Date** |
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# 5. Procedures for Monitoring

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| **ITEM** | **5. Procedures for Monitoring** | **LEAD** |  | **TIME** |  |
| **NOTES** | **Student Measures****Academic****Behavior****Social Skills****Program Measures****Social Validity****Treatment Integrity****Program Goals** | **Guiding Conversations** |
| * Academic screening
	+ Name of screening measure
	+ When?
	+ Where?
	+ Who is leading?
	+ When will data be available to teachers for decision making?
* Behavior screening
	+ When?
	+ Where?
	+ Who is leading?
	+ When will data be available to teachers for decision making?
* Review of academic data
* Review of behavior data
* What professional learning is needed? Who should attend?
* Connecting students to supports
	+ Which classrooms could benefit from focused Tier 1 instruction?
	+ Who could benefit from support?
	+ What support is appropriate?
	+ Who is going to contact parents for permission?
* Tier 1 implementation
	+ To what extent are we addressing academic, behavioral, and social domains?
	+ What can be improved?
* Data sharing
	+ What data will be shared?
	+ When will the data be shared?
	+ Who is responsible for organizing data to share with the faculty and staff?
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| **Actions** | **Person(s)** | **Due Date** |
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# 6. Secondary (Tier 2) Prevention

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| **ITEM** | **6. Secondary (Tier 2) Prevention** | **LEAD** |  | **TIME** |  |
| **NOTES** |  | **Guiding Conversations** |
| * What supports are currently in place?
* What steps are needed to refine our secondary (Tier 2) intervention grids?
* Who is the expert on specific supports in our building?
* How many students could benefit from secondary supports?
* What supports? (intervention grid)
* Who will be in charge of supports?
* How are we assessing treatment integrity? What are data telling us is needed?
* How are we tracking which students participate in which supports and for how long?
* Are our current supports sufficient for student needs?
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| **Actions** | **Person(s)** | **Due Date** |
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# 7. Tertiary (Tier 3) Prevention

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| **ITEM** | **7. Tertiary (Tier 3) Prevention** | **LEAD** |  | **TIME** |  |
| **NOTES** |  | **Guiding Conversations** |
| * What supports are currently in place?
* What steps are needed to refine our tertiary (Tier 3) grids?
* Who is the expert on specific supports in our building?
* How many students could benefit from tertiary supports?
* What supports? (intervention grid)
* Who will be in charge of supports?
* How are we assessing treatment integrity? What are data telling us is needed?
* How are we tracking which students participate in which supports and for how long?
* Are our current supports sufficient for student needs?
 |
| **Actions** | **Person(s)** | **Due Date** |
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