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/YY  HH: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] | |
| **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 |

# 1. Sharing Successes

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| **Positive Reinforcement (SR+)** |  |

# 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? | | | | |
| **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? | | | | |
| **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 | | | | |
| **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? | | | | |
| **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? | | | | |
| **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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