1. Meeting Information:		
Quarter *(circle one)*: **Q1** Q2 Q3 Q4	Date: 10/23/18	Time: 3:00pm
Facilitator: Karleen Thompson		
Participants: Christa Parisi, Bori Lenard, David Martin, Valerie Ruwe, Tiffany Colon, Allyson Giscombe		
NEXT meeting Date, Time and Location: 1/8/19, 3:00m, Thompson's office		

2. Review:	Notes
Follow-up items from last meeting:	- Sac approved funding - Setting up and stocking rewards cart - Positive Behavior coupons - Implementation data provided to staff at PSD on 10/4
SPBP Implementation Plan updated: *(Update Critical Element #7)*	PBIS Classroom Management continued to be implemented in classroom. A few staff members have attended CHAMPS training.
SPBP Critical Element 10 data review: *(Determine need for further problem solving, based on updated student outcome data in 10b)*	**Expectations and Rules posted:** 80% of teachers have expectations and rules posted. New faculty need updated behavior expectation posters in their classrooms. **Behavior Lessons taught as indicated:** As reported by teachers, at least 1 behavior lesson was taught in some Personalization classes. **Consequences and Discipline Flow chart used as written**: We are currently at 80% with this goal, as newly hired teachers and staff need to be trained. **Reward System implemented consistently**: Behavior coupons were not being utilized during the 1st quarter. The team had difficulty staffing the cart. The reward cart was also damaged.

3. Data Review: (See Data Template; can be completed ahead of meeting)	Significant Findings:		Prioritize need for problem solving
1. Referrals by Student: *(and Core Effectiveness)*	73 students -> 1 referral 16 students -> 2-5 Referrals 1 student -> more than 5	99.2% core effectiveness .75% core effectiveness .04% core effectiveness	JC is a SWD with more than 5 referrals. Supports have been put in place and he will working with his Support Facilitator. The team will continue monitoring 2-5 referral students.

2. Events by Incident:	The top 3 'Events by Incident' are as follows: 1. Out of assigned area- 57 2. Class cut/ skipping- 19 3. Disruptive/ unruly play- 19 Out of assigned area ODRS may be given during hall sweeps and when navigating the halls without a pass. Students may also receive Out of area and/or skipping ODRs when they are not in their assigned location during Personalization Periods without proper permission or following protocol.	Safety sweeps will continue to be implemented. Students must have a valid traveling pass when navigating the campus.
3. Events by Time of Day **Referrals by Date (monthly)**	The top 3 'Events by Time of Day' are as follows: 1. 9:00 am to 9: 59 am 2. 1:00 pm to 1:59 pm 3. 2:00 pm to 2:59 pm 1. Hall sweeps are conducted during this time. Students traveling without a pass after the bell has rung are administered an out of area ODR. Personalization periods are also during this time. 2. End of lunch, class change, and hall sweeps are conducted during this time frame. 3. After school dismissal	•Review personalization pass policies and procedures with students and staff. •Ensure security is effectively stationed at the end of the lunch periods and during class transitions. •Encourage teachers to be vigilant at the door to monitor students and hallways during class change.
4. Events by Location	The top 3 'Events by Time of Day' are as follows: 1. Classroom- 71 2. Hallways- 45 3. School Grounds- 7 1. ODRS may be attributed to skipping in other classrooms during personalization periods and insubordination to the classroom teachers. 2. ODRS may be attributed to being out of assigned area during hall sweeps and navigating the campus without a pass. 3. ODRS attributed to drug/ tobacco use on school grounds and/ or fighting.	•Continue hall sweep implementation • Review personalization pass procedures. • Monitor for student passes more frequently.
5. Referrals by Grade Level/Staff	The 'Referrals by Grade Level' are as follows: 9th- 16 10th- 23 11th- 33 12th- 13 • Currently, Juniors experience the most referrals. There are students with multiple referrals which skew the amount of ODRs in this grade level.	•Refer the high incidence students to child study. • Continue to develop younger classes to reduce amount of referrals in future periods.

4. Problem Solving: (Choose your top priority to problem solve)	Time in Meeting:
Problem ID: *Based on the data review outcome, identify one or two problems to work on. Do you need to collect additional data to verify?* Too many students are receiving referrals for being out of assigned areas while traveling the hallways without passes. Students and staff need to be aware of and follow the personalization pass policies and procedures.	3:25- 3:30 pm
Problem Analysis: *Why is this problem occurring? Consider fidelity of the Critical Elements. Use ICEL by RIOT to investigate hypotheses.* The out of assigned area referrals are primarily occurring during the personalization periods. These classes are known for having an increase in absences as students may visit other teachers, classrooms, the library, or the bathroom. The entire faculty has not been trained on the personalization travel policies. There is no common travel personalization pass.	3:30- 3:33 pm
Plan Development and Implementation: *Develop research-based interventions. Specific details and interventionist to be documented.* •Develop a common travel pass system and review personalization policies with faculty and students, which will be shared during personalization class periods and staff meetings. •Interventionist: Ms. Thompson • Details to be documented: Once a common pass has been developed, look and see if there was an increase or decrease of ODRs during Personalization Periods.	3:33- 3:39
Plan Evaluation and Follow-Up: *Determine criteria for success of implementation fidelity AND student outcome fidelity. Follow up actions, person(s) responsible, and date due.* •Attendance for personalization periods will increase. • ODR's for out of assigned area/ skipping will decrease. •All teachers will be able to explain the personalization policies. •Students out of class will have the universal pass. Persons responsible- Karleen Thompson, Valerie Ruwe, and Christa Parisi. Due date: Next quarterly meeting.	3:39- 3:45

5. Communication: teaching & engagement of staff, students, and families/community			
What will be shared?	**How will it be shared?**	**When will it be shared?**	**Who is responsible?**

Progress will be shared at SAC to our parents and community staff holders. Staff will be informed of progress in Leadership meetings.	Verbal communication	Date: 11/13/18 Time: 3:30 pm Location: Guidance Conference	Karleen Thompson, Valerie Ruwe, Christa Parisi

Diversity, Prevention & Intervention Department
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Adapted from: Florida's PBS Project at USF 4.20.11 doc