

Pathways iCARE Intervention Team Meeting Minutes

Meetings	Date	Time (begin and end)	Intervention Lead	Minute Taker	Time Keeper
Today's Meeting					
Next Meeting					

Team Members (Place "X" to left of name if present)															
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Item 1: Today's Agenda Items (Place "X" to left of item after completed):															
1.	<input type="checkbox"/>	Review Agenda & Team agreements	5.	<input type="checkbox"/>	New referrals to Intervention team	Agenda Items for Next Meeting									
2.	<input type="checkbox"/>	Coordinator Reports	6.	<input type="checkbox"/>	Sys. Updates & Gen. Info/Issues	1. _____									
3.	<input type="checkbox"/>	Problem Solving & Action Planning	7.	<input type="checkbox"/>		2. _____									
4.	<input type="checkbox"/>	Fading and Graduation	8.	<input type="checkbox"/>		3. _____									

Item 2: Coordinator Reports

Check in	Check out	# of students enrolled to date:				% of students successful:				Coordinator:	Sam		
# of Students:		# Meeting Goal:		% Successful:		# Fading:		# Ready to Fade:		Fidelity measure:	Review of forms, calls home	Fidelity adequate?	
Behavior contracts		# of students enrolled to date:				% of students successful:				Coordinator:	Kim		
# of Students:		# Meeting Goal:		% Successful:		# Fading:		# Ready to Fade:		Fidelity measure:	Documentation in AERIES	Fidelity adequate?	
Individual Behavior Plans		# of students enrolled to date:				% of students successful:				Coordinator:	Kim		
# of Students:		# Meeting IEP Goal(s):		% Successful:		# Fading:		# Ready to Fade:		Fidelity measure:	Staff report, obs., SWIS data	Fidelity adequate?	
Weekly Progress Monitoring		# of students enrolled to date:				% of students successful:				Coordinator:	Joey		
# of Students:		# Meeting Goal:		% Successful:		# Fading:		# Ready to Fade:		Fidelity measure:	Check in sheets, documentation	Fidelity adequate?	
Attendance Support Plan		# of students enrolled to date:				% of students successful:				Coordinator:	Kim		
# of Students:		# Meeting Goal:		% Successful:		# Fading:		# Ready to Fade:		Fidelity measure:	Check-in sheets, schedule of checks	Fidelity adequate?	
CORR/Substance Abuse		# of students enrolled to date:				% of students successful:				Coordinator:	Joey		
# of Students:		# Meeting Goal:		% Successful:		# Fading:		# Ready to Fade:		Fidelity measure:	Attendance, schedule of classes	Fidelity adequate?	
School-Connect		# of students enrolled to date:				% of students successful:				Coordinator:	Chris		
# of Students:		# Meeting Goal:		% Successful:		# Fading:		# Ready to Fade:		Fidelity measure:	Attendance, lesson plans	Fidelity adequate?	
Anger Management		# of students enrolled to date:				% of students successful:				Coordinator:	Joey		
# of Students:	0	# Meeting Goal:		% Successful:		# Fading:		# Ready to Fade:		Fidelity measure:	Schedule of sessions, curriculum	Fidelity adequate?	

Item 3. Tier II/III Intervention Problem Solving & Action Planning (for students that are not experiencing intervention success)

Possible problems: fidelity, intervention/function mismatch, intervention needs to be modified; Possible decisions: meet with teacher, change intervention, conduct FBA

Student	Intervention	Identified Problems & Supporting Data	Response Actions & Next Steps	Who?	By when?	Goal & Timeline	Follow-up
							<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed
							<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed
							<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed

Item 4. Intervention Fading & Graduation

Exit may occur if intervention is successful or if student will be provided with a different intervention

Student	Intervention	Supporting Data	Fade or Graduate	Response Actions & Next Steps	Who?	By when?	Follow-up
							<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed

Item 5. New Referrals to Intervention Team

Possible sources: SWIS data, attendance, screening tool, parent or student self-referral, Request for Assistance form

Standard procedure: Referral, assessment, determination within 48 hours, parent/student notification, parent/student introduction, coordinator enrolls in intervention

Student	Grade	IEP Y/N	Referral Date	Referral source & relevant information	Response Actions & Next Steps	Who?	By When?	Goal & Timeline	Follow-up
									<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed

Student	Grade	IEP Y/N	Referral Date	Referral source & relevant information	Response Actions & Next Steps	Who?	By When?	Goal & Timeline	Follow-up
									<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed
									<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed

Item 6. Systems Updates and General Information/Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?

Evaluation of Team Meeting (Mark your ratings with an "X")

	Our Rating		
	Yes	So-So	No
1. Was today's meeting a good use of our time? YES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. In general, did we do a good job of tracking whether we are completing the tasks we agreed upon at previous meetings? YES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In general, have we done a good job of actually completing the tasks we agreed upon at previous meetings? (first meeting)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. In general, are the completed tasks having the desired effects on student behavior? (first meeting, too early to tell)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If some of our ratings are "So-So" or "No," what can we do to improve things?	
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TEAM PURPOSE	TEAM AGREEMENTS