

# MEETING SUMMARY

<b>Meeting Title:</b>	SWPBS Committee Meeting
<b>Date:</b>	10-8-15
<b>Time:</b>	Period 3
<b>Location:</b>	Parent Center

<b>Attendees:</b>	
<ul style="list-style-type: none"> <li>• Boghosian, A. (Campus Aide)</li> <li>• Cadavona, J. (Magnet Coordinator)</li> <li>• Del Rio, P. (SPED Assistant)</li> <li>• Sanchez, A. (Student)</li> </ul>	<ul style="list-style-type: none"> <li>• Graham Dickinson, A. (Teacher)</li> <li>• Karapetian, O. (Parent Representative)</li> <li>• Simonian, N. (Assistant Principal)</li> </ul>

## Notes

- ♥ Student referral mechanism was discussed
  - Data & statistics for student referral was presented
  - Benefits of online (MiSiS) student support event listings
- ♥ Teachers would like to know, if an incident was logged into MiSiS regarding one of their students.
- ♥ Mr. Simonian said each roll carrying teacher can see the referrals involving their students, even the ones that were not generated by the particular teacher.
- ♥ Teachers need to be careful when creating a MiSiS referral. Currently, MiSiS does not allow them to edit an already prepared referral (in case they make a mistake). If a mistake is made, an out of classroom employee with a higher user role will have to correct it. However, when a different person corrects the referral entry, MiSiS changes the author (generator) of the referral as the last one who edited it!! ITD knows about this.
- ♥ If a teacher logs a student event in MiSiS and an out of classroom person also logs a different entry for the same student on the same day, it is O.K. We are trying to prevent not logging in student support referrals in MiSiS.
- ♥ Rubric of Implementation components in SWPBS were reviewed.
  - It was determined we are still not ready to change our “3” ratings in two areas to a “4”.
  - It was perceived that achieving a rating of “4” would be particularly difficult since various instructors have different thresholds for reporting various behaviors.
  - It was explained that as long as positive behaviors get acknowledged and recognized when warranted, we will be on the right track and there will always be variation in individual teachers’ responses to student support events.
  - MiSiS is not accommodating enough to document positive student behavior.
  - It was suggested that “Complementary Student Reports” be distributed to eligible students.
  - Mr. Simonian will ask Nancy (our SAA) to order some of these Complementary Student Reports
  - Students & parents need to see and know that we DO recognize positive / improved behavior, study habits and academic performance more frequently than just at grade reporting times.
  - Clarification is needed for proper approach on basic handling of behaviors in the classrooms.
- ♥ Basic approach to classroom behaviors:
  - The focus should be to de-escalate the situation & refocus the student away from the improper behavior onto a productive one
  - The expectation is not to stop instruction and to input data into MiSiS at the exact moment when the student behavior warrants student support. Rather, the behavior should be dealt with as expeditiously and effectively as possible and instruction resumed. A little later, the teacher is expected to enter the referral event & her/his remediation into MiSiS.

- If the teacher deems that in addition to her/his own intervention and redirection, a more in depth student support is needed, then the “Mt. Gleason M.S. Office Pass to Counseling” should be utilized and the student should be sent to the office.
- Remember, if there is no referral in MiSiS, a disposition cannot be had. Also, the counselor should not be entering the referral on behalf of the teacher.
- Making sure the student receives proper support:
  - When should the student be sent to office? Which office? What should the expectation be?
    - If the event is of a personal nature and requires additional sensitivity/privacy
    - If the teacher’s corrective measures taken does not yield any positive results
    - If the observed/reported event may require additional reporting to other agencies
    - Complaints of physical harm need to be reported to the health office. If in doubt, always have the student escorted to the health office.
    - Any emotional/social/behavioral issues which have not yielded positive results, after the teacher’s due diligence, need to be referred to the counselors.
    - The expectation should be that the offices will investigate the event/allegation and take appropriate action(s). However, the expectation should not be that a specific treatment or outcome can / will be prescribed for each specific event. Remember, different students do have different family, social, mental, economic, physiological, environmental influences, needs and dispositions. Therefore, realistically there cannot be a concrete one to one correlation of harm (offence) and treatment (consequence).
  - How should the student be sent to office?
    - If the teacher feels the student will be able to safely walk to the office by him/herself, please do so.
    - If there is any doubt as to the student’s ability to reach the office safely, call for assistance.
  - What if an event requires additional evaluation of the situation?
    - In the event of an extraordinary situation, where the teacher would require on the spot consultation of how to approach a current situation, please call the main office. They will dispatch appropriate personnel to your location.
  - When should home contacts be made?
    - Anytime a referral is made, home contact should be made with proper documentation in MiSiS.
    - Anytime a student shows marked improvement in effort or achievement, home contact should be made and documented in MiSiS
    - When contacting parents regarding achievements or lack there of, hold the conversation as partners in guiding the student to success.
    - If in doubt as to the method of approach, consult with a fellow counselor, or Mr. Simonian.

♥ Meeting adjourned at 11:24 a.m.