

School Support Team/ (SST)

Division of Exceptional Student Education and Student Supports

Roadblocks or Clear Paths

Essential Question:

- What creates a roadblock and what will it take to make a clear path for the SST process to occur with fidelity?

Objectives

1. Understand the role of the Administrator in the process.
2. Understand the four functions.
3. Identifying your team members based on SST function .
4. Identify the essential elements of Rtl.
5. How to navigate through the Rtl process.

As an Assistant Principal...

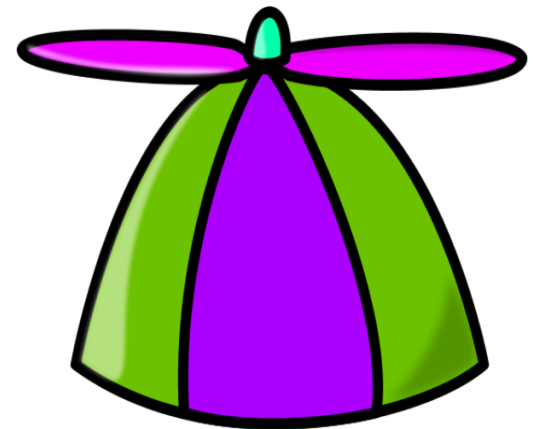
Pg. 5 of SST manual:

- As the SST facilitator, you must ensure monitoring and management of the process as well as identifying core and supplemental members as needed based on function of the meeting.

As the Principal.....

- Develop the infrastructure: Are systems in place?
 - Data systems are active (collection & analysis)
 - Roles & responsibilities
 - Infrastructure of Tier 3
- Start the funneling process:
WHO NEEDS MORE?

Principal's Hat



Functions of SST

1. Child Find for Special Education
2. Response to Intervention (RtI) Tier III
Problem Solving
3. Consultation
 - Crisis intervention
 - Post-crisis support
 - Retention
4. Section 504 Evaluation and Support Planning

Function 1

SST For Child Find

SST is the team that :

- processes information
- plans and conducts comprehensive evaluations for students suspected of having disabilities
 - Obvious handicapping conditions require an immediate referral for an evaluation

Function 1

SST for Child Find

- Parent Request for Comprehensive Evaluation of a Public or Private School Student
 - Consent for evaluation must be obtained within 20 calendar days of parental request
 - School provides evaluation within 60 calendar days timeline
 - SST fulfills both the Tier III problem solving function and Child Find function simultaneously

Function 2

RtI Tier Problem Solving

SST engages in developing intensive Tier III interventions for students identified as not responding adequately to

- core instruction
- school-wide behavioral supports
- effective Tier II intervention
- problem solving model is used to develop, monitor and revise Tier III Intervention

Function 3

Consultation

- Student Crisis
 - Immediately following a crisis episode, a trained mental health professional must determine risk
 - After the immediate crisis the SST team must convene to determine appropriate support services

Function 3

Consultation

- Post Crisis Student Support
 - For those students who have been hospitalized for stabilization (voluntary or involuntary), SST consultation is required upon their return to school
 - SST will identify appropriate interventions for student and determine if a referral for evaluation is appropriate
 - Additional data may be collected after the consultation for those students referred for an immediate evaluation

Function 3

Consultation

- Grade Retention
 - Team members include administrator, parent, and teacher
 - Student Progression Plan requires SST Retention meeting for students being considered for possible retention
 - Team reviews targeted students progress data

Function 4

Section 504

- SST coordinator receives all 504 requests
- SST considers the information for possible referral for 504 eligibility meeting
- School conducts 504 meetings for temporary eligibility

ACTIVITY

- What's your function?

What's your function?

- Student is coming from out of the country with obvious physical and cognitive impairments

FUNCTION 1

What's your function?

- Parent requests a meeting due to the fact that her child has been diagnosed with Attention Deficit Hyperactivity Disorder

FUNCTION 4

What's your function?

- A student is significantly below grade level
- Compared to her at-risk peers, she continues to fall further behind in reading

FUNCTION 2

What's your function?

- Counselor reports to the team that a student is returning from an involuntary hospital admission

FUNCTION 3

Working the Rtl process

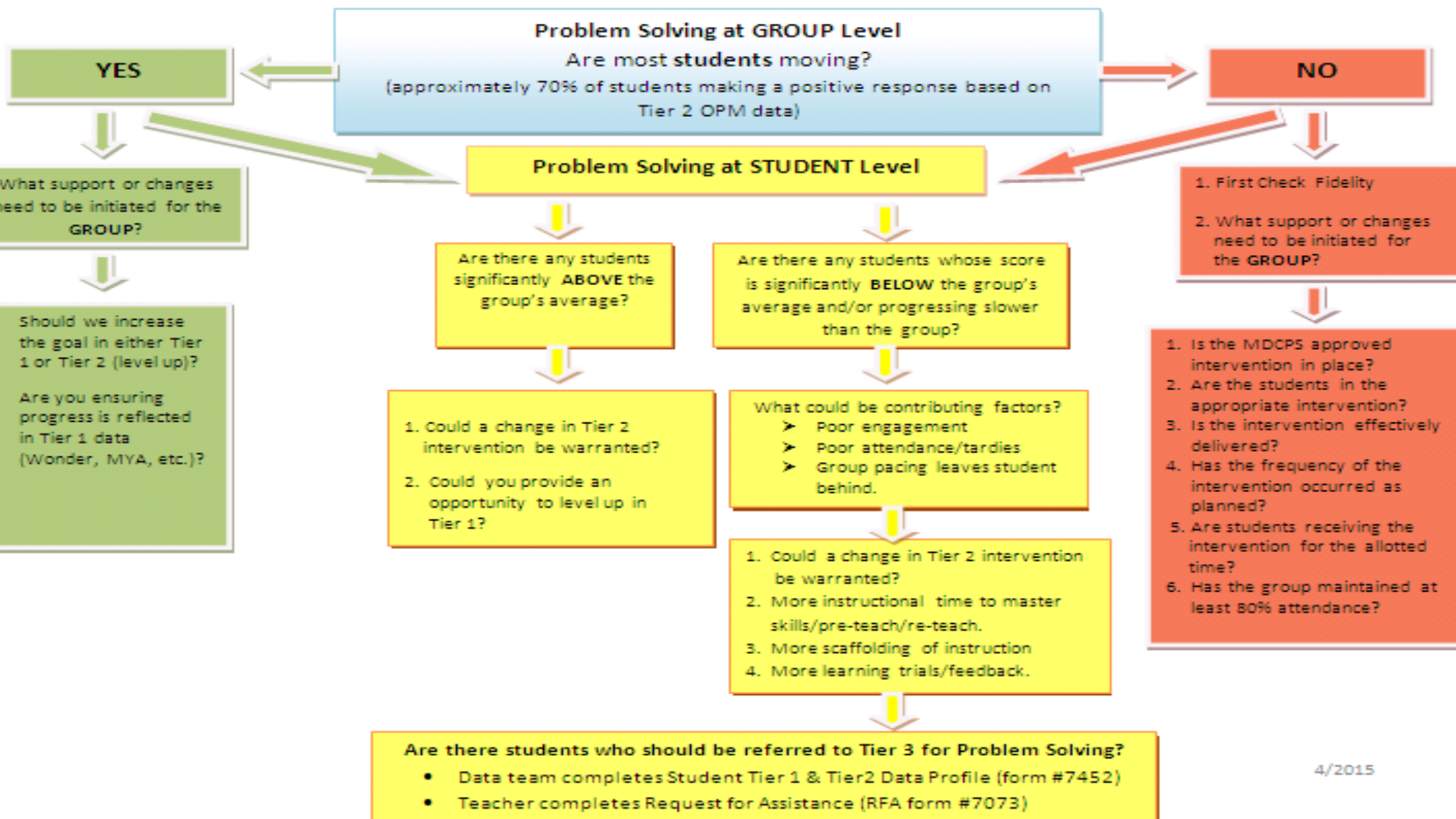


Data, Data, Data



Data Analysis: Who needs more?

Tier 2 Problem Solving Data Chat Protocol



Preview Meeting: Collecting the Evidence

THE WHAT:

- Two forms prior to SST:
 - RFA (FM 7073) & Data Profile Sheet (FM 7452)
- iReady Growth Monitoring report
- iReady individual performance domains (instructional match)
- Set a date for the SST meeting & generate notification of meeting

THE WHO:

- Identify team members and designate responsibilities

Tier 3 Infrastructure

- Planning for who, what, when & where
- When during the school day is targeted instruction delivered?



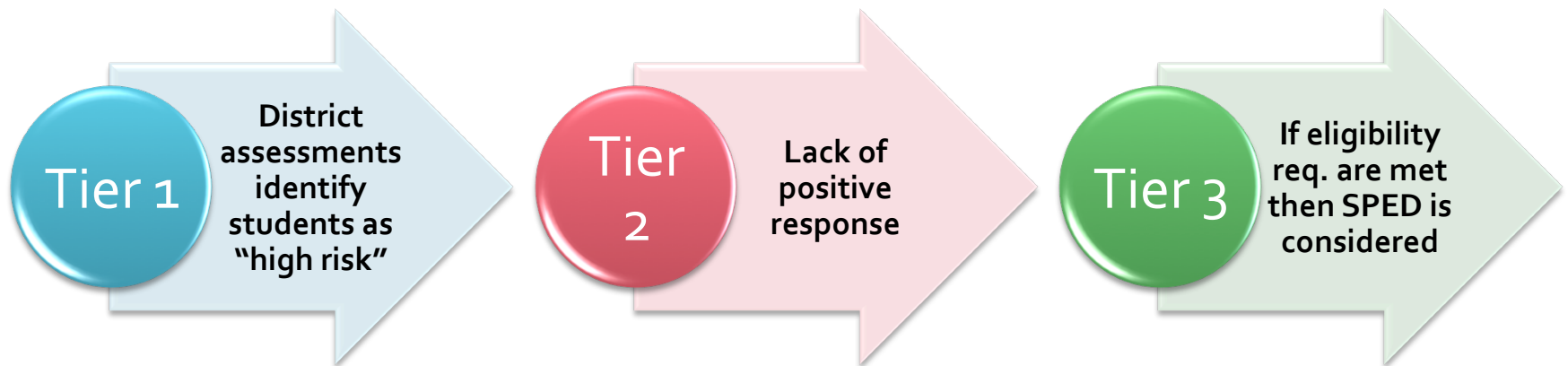
Initial SST Meeting

- Review all pertinent data
- Pinpoint the student's instructional level & develop intervention plan
- Two forms during SST meeting
 - Gap analysis (FM 7450) & Tier III Intervention plan (FM 6290)

SST Follow up Meeting

- Review Progress
- Two forms after
 - SST Follow-up (FM 7453) & Fidelity Checklist (FM 7451)
 - Determine next steps based on students' type of response

Navigating through the Tiers



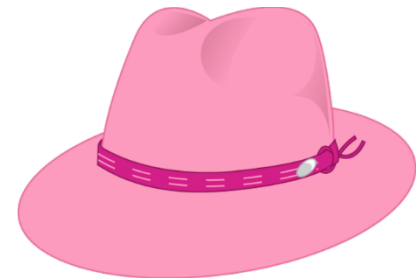
Lessons Learned

- The Functions
- The Process

Reflections

Principal's Hat

- Who is part of your team and what are their responsibilities?
- What is the process for data analysis at your school?
- How are Tier 3 interventions delivered?



Resources

- MDCPS Rtl website:
<http://rti.dadeschools.net>
- FCRR – www.fcrr.org
- National Center on Rtl – www.rti4success.org
- Florida Rtl – www.florida-rti.org/
- National Reading Panel –
www.nationalreadingpanel.org