

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

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

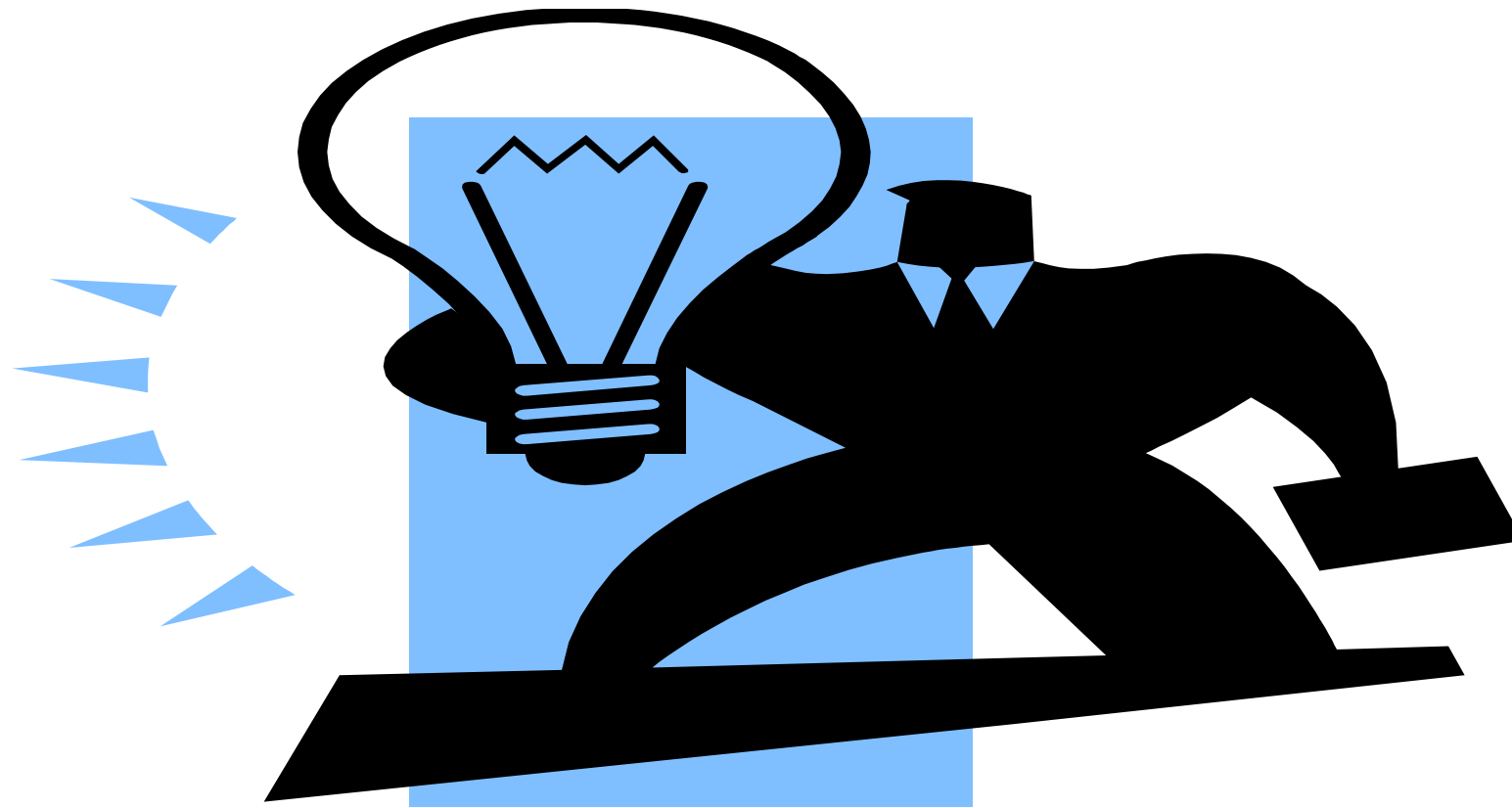
FUNCTION 2

What's your function?

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

FUNCTION 3

Reflections



Working the Rtl process



Data, Data, Data



Who needs more?

Tier 2 Problem Solving Data Chat Protocol

Problem Solving at GROUP Level
Are most students moving?
(approximately 70% of students making a positive response based on Tier 2 OPM data)

YES

NO

What support or changes need to be initiated for the **GROUP**?

1. Should we increase the goal in either Tier 1 or Tier 2 (level up)?
2. Are you ensuring progress is reflected in Tier 1 data (Wonder, MYA, etc.)?

Problem Solving at STUDENT Level

Are there any students significantly **ABOVE** the group's average?

1. Could a change in Tier 2 intervention be warranted?
2. Could you provide an opportunity to level up in Tier 1?

Are there any students whose score is significantly **BELOW** the group's average and/or progressing slower than the group?

What could be contributing factors?

- Poor engagement
- Poor attendance/tardies
- Group pacing leaves student behind.

1. Could a change in Tier 2 intervention be warranted?
2. More instructional time to master skills/pre-teach/re-teach.
3. More scaffolding of instruction
4. More learning trials/feedback.

Are there students who should be referred to Tier 3 for Problem Solving?

- Data team completes Student Tier 1 & Tier 2 Data Profile (form #7452)
- Teacher completes Request for Assistance (RFA form #7073)

1. First Check Fidelity
2. What support or changes need to be initiated for the **GROUP**?

1. Is the MDCPS approved intervention in place?
2. Are the students in the appropriate intervention?
3. Is the intervention effectively delivered?
4. Has the frequency of the intervention occurred as planned?
5. Are students receiving the intervention for the allotted time?
6. Has the group maintained at least 80% attendance?

Tier 2 Data Chat Protocol

- Are most intervention groups making progress?
- If NO, check fidelity and support

Tier 2 Data Chat continued

- Are there students that should be referred to tier III Problem Solving?
- If the answer is YES:
Review the iReady Growth Monitoring Report

Ex. See the iReady Implementation Plan

SST– PROCESS

Preparing to Meet:

- Remember what function of SST you are operating under?
- Who should participate in this SST meeting?
- What documentation is required to go forward to Tier III?
- When can you obtain consent for evaluation?
- What else do we need to know about this child?

SST

Preparing to Meet

- For all cases – required screening data
 - Vision and Hearing
 - Student/Background Screening
 - ISIS Records
 - Observation
 - Other (such as Baseline OPM, Diagnostic Assessment)
- Case by Case Consideration
 - Social History
 - Vineland-II
 - FAB
 - Language
 - Language Proficiency Dominance Screening (ESOL level 3 & 4)

Previewing - Meeting

- All data is reviewed
 - School records
 - Medical records
 - Data from Tiers I and II, if applicable
 - Information on RFA
 - Student Background Screening
 - Screening diagnostic data

SST Meeting

- For those students with an obvious handicapping condition
 - A SST Intervention Plan or a Behavior Intervention Plan is developed
 - Consent for evaluation is obtained
 - Immediate referral for evaluation

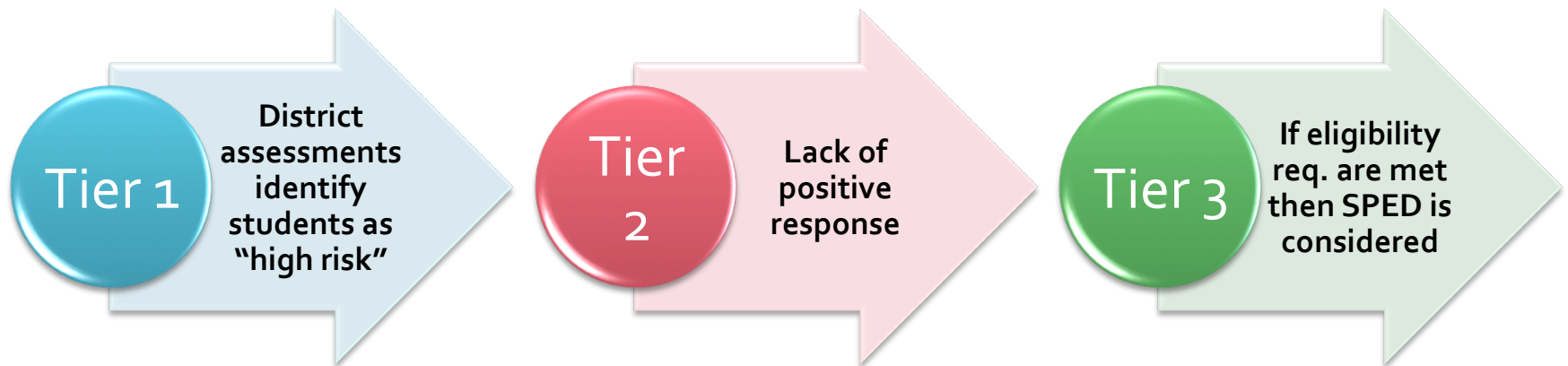
SST Meeting

- For students involved in the RtI process the following is required as part of the Tier III intervention plan.
 - Identify the skill deficit
 - Determine why it is occurring
 - Develop instructional match
 - Monitor and evaluate response
- Schedule follow-up meeting

SST Follow up Meeting

- Determine next step
 - Obtain consent for evaluation
 - Continue Tier III interventions
 - Revise Tier III interventions

Navigating through the Tiers



Lessons Learned

- The Roles
- The Functions
- The Process

Reflections



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