

Response to Intervention & Student Support Team Process

TABLE OF CONTENTS

Overview, p.2

Literacy Specialist, p.3

SST Members & Responsibilities, p. 4

Teacher Instructions, p.5

What & How, p.6

SST Meeting Agenda, p.7

SST Meeting Calendar, p.8

FAQ's, pgs.9-10

Teacher Quick Page, p.11

OVERVIEW

This packet was created to explain and answer questions about Harrington's Response to Intervention (RTI) and Student Support Team (SST) process.

The Student Support Team was developed to provide a simple, collaborative framework for implementing RTI. It offers teachers support in providing interventions for individual students who are struggling in specific areas. SST members will meet every Tuesday and use data to determine measurable interventions to help students become more successful. Members of Harrington's SST are experts in various specific educational areas and collaborate with you to develop goals and an intervention plan for each student who is discussed during the meeting.

As the classroom teacher, you are a valuable resource to our team and your input is vital in the success of this process. Enclosed you will find a list of SST members and a description of their role on the team. Also included are some helpful hints for you to use during the data collection process with your students. These are just suggestions and because every child is different, some of these suggested activities may not fit the needs of your student. Feel free to use what works for your student keeping in mind that coming to SST there should be data. That data will drive conversations about strengths and weaknesses. We should be able to identify specific areas of concern, targeted instruction in that specific area, what they have accomplished, and what process was used to collect the data.

It is our goal to work together with you to help students reach their full potential.

Thank you so much for participating in this process with us.

Corinne Dias, Assistant Principal

Harrington Elementary School

Literacy Specialist ROLE

To Create Supportive Structures for the SST process as follows:

- working closely with your campus principal throughout the process
- documenting the SST process effectively to ensure a systematic process for students
- designing the SST committee to meet the needs of your students
- creating a meeting schedule that allows for a systematic process that ensures every student is receiving the support needed without delay
- designing the SST meetings to allow for a systematic process that ensures every student is receiving the support needed without delay
- ensuring communication with parents creates awareness and partnerships
- facilitating shared responsibility among the entire staff that ensures every student is receiving the support needed without delay

SST MEMBERS AND RESPONSIBILITIES

Literacy Specialist: Kayla Casillas

Assistant Principal, Corinne Dias:

Facilitate the meeting. Provide RTI input.

Counselor, Lauren Canfield

Update SST card (intervention) for the Student Cumulative folders. Record official notes on the Intensive Intervention Meeting document. Send an email with Evaluation Follow-up forms if an evaluation is decided on.

Speech (as needed), Kelly Chang:

Provide RTI input as related to student Speech concerns. Follow up with the classroom teachers after SST Meetings to confirm Speech RTI is ongoing and data is accurate. Provide Speech Consults/Observations to students prior to SST evaluation referrals. Ms. Chang will call the parents after the meeting to report on the goal.

Special Ed. Team Leader, Robyn Reagan:

Provide RTI input. Follow up with classroom teachers as related to possible interventions. Work with the SST members to write goals for intervention plans. Ensure that the intervention plan is followed accurately and RTI documentation is being recorded as the SST intended.

Dyslexia, Molly Davis:

Provide RTI resources and input. Assist in following up with classroom teachers to ensure action plans are accurately followed and RTI data is collected and monitored. Provide input and recommendations regarding possible reading / dyslexia concerns.

ESL (as needed), George Arrendondo:

Provide RTI input and recommendations as it relates to ESL students.

Diagnostician (as needed), Lacey Foster:

Provide RTI input. Provide assistance in writing measurable goals for the intervention plans. Adviser for committee on decisions made about evaluations.

LSSP (as needed), Sian Flores:

Provide RTI input and recommendations regarding student behavior.

Classroom Teacher:

Consult with your team to get ideas for interventions prior to bringing the student to the SST meeting. Begin to record data about the student progress based on the suggested interventions prior to the SST meeting. Upload paperwork and referral form one week

prior to SST meetings in Edugence. Follow the intervention plan written by SST members and collect accurate data throughout the entire time specified in the action plan.

TEACHER INSTRUCTIONS

Begin RTI Documentation process during the first few weeks of school.

- If you find you have a student who was previously brought to SST, go to the AP's office to retrieve the electronic SST folder and look over the intervention plans that were put in place. Make copies and begin implementing the current intervention goal from the previous year.
- See the previous year's teacher or the AP for questions regarding interventions for this student.
- If you have a student who had not been taken to a SST meeting in the past but you see warning signs, begin documenting specific, measurable accommodations you are making for this student.
- If you feel you need to take the next step and bring the student to a SST meeting follow these directions:
 1. Inform the AP that you will be completing the starting form. She will guide you through the Intensive Intervention Referral Form.
 2. Email Nurse Lee asking for a Hearing/Vision check for the student.
 3. Begin documentation using the information in the packet (at least 4 weeks).
 4. Call the parent (see script) to inform them that their child will be discussed at the SST meeting and provide an explanation as to the purpose of the meeting, and complete the Parent Contact Section in the Intensive Intervention Referral Form.
 5. Schedule a meeting with AP in order to make sure all documentation is uploaded correctly into Edugence.
 6. Attend the SST meeting at the time you are scheduled to review the following information with you to the meeting:
 - Data, Data, Data
 - Area of Focus / Target
 - Student work samples
 7. Take a copy of the intervention plan put in place by the SST and begin following that plan within 2 days of the meeting.
 8. The AP will phone the parents to report the outcome of the meeting and share the intervention plan with them.

9. After the meeting add the goal to Edugence.

What & How

The SST meetings will be held on Mondays and Tuesdays. This committee serves as part of the RTI (Response to Intervention) process. Meetings will be conducted virtually on the SST committee zoom link and begin at 3:00.

- **How Do I bring a student to the SST Committee?....It begins with the “Intensive Intervention Referral Form”.**

In order to bring information concerning a student to the committee, the teacher should make a copy and complete the online Intensive Intervention Referral form in the Harrington RTI Folder. This allows scheduling of additional support staff if necessary and preparation in order to fully utilize discussion and meeting times. If you suspect additional support and/or interventions are necessary for the student, you are encouraged to begin the process of completing the Intensive Intervention Referral form, even though you may not be ready to bring the student to the committee at that time. Please let Corinne know when you are going to complete the Referral Form, so that she can discuss which SST date you will attend after completing the form.

- **What Do I bring with me to the SST Committee?..... DATA, DATA, DATA!**

You will want to bring as much data that supports the area of need you are concerned about. We want to target the areas where the intervention is needed most and put together an Intervention Plan that is specific and measurable for that targeted area....that’s why the data is so important. Prior to the SST meeting you are more than welcome and even encouraged to upload your documentation into Edugence.

- **What else do I need to do before the meeting?... “Choose a Target Area”**

During the SST meeting, if needed, we will write a plan of action based on a Target area. Prior to the SST meeting on the scheduled Tuesday afternoon, be thinking about a “Target area” that we will address on the intervention plan ... it could be one target area or two. Some examples of target areas might be “making an inference” or “understands main idea” or “subtracts whole numbers” or “solves multi-step word problems.”

SST MEETING AGENDA

- Introductions of members
- Confidentiality Statements
- Areas of Concern:
 1. *History*
 2. *Current Performance*
 3. *Data*
- Parent Concerns
- Review outside reports, data and evaluations
- Discuss Possible Interventions
- Create/Review/Revise Intervention Goal in the Intensive Intervention Plan for the Student
- Follow-up dates and recommendations
- Read SST Student Summary
- Signature Page

SST COMMITTEE & CALENDAR

<u>2021-22 SST Committee</u>
<p>Kayla Casillas Corinne Dias Lauren Canfield Robyn Regan Kelly Chang-as needed Lacey Foster- as needed Sian Flores- as needed</p> <p>Molly Davis (K,1,2) Sydni Sonnier (Reading) (3,4,5) Sarah Clopton (Math) (3,4,5)</p>

SST Meeting Date	Date to Have Starting Form Completed
Meetings will be held every Monday and Tuesday	The Thursday before your meeting.

FAQ'S

What is the teacher role during the SST meeting?	<p>The teacher will:</p> <ul style="list-style-type: none"> -summarize important information from the student data sheet, and the parent communication. -summarize interventions and the student's response to those
---------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>interventions. Has he/she made progress? Was the progress at the expected rate? Did you change the intervention if no progress was made? Review date from behavior plans that you have implemented if applicable. Come armed with DATA.</p> <p>-provide 1-2 examples of behavior if its a behavior/focus concern</p> <p>-be prepared to answer follow up questions from the committee if clarification is needed.</p>
<p>What to do if a parent requests testing?</p>	<p>The teacher will:</p> <p>-email an administrator the day the request is made. The school has 15 school days to respond to the request either by providing a refusal to test (known as a Prior Written Notice letter prepared by the diagnostician) or agree to go forward with testing. IT IS IMPORTANT TO FOLLOW THIS PROCEDURE AS IT CAN RESULT IN LEGAL IMPLICATIONS IF NOT HANDLED CORRECTLY. NEVER TELL A PARENT YOU HAVE TO GO TO SST BEFORE TESTING. TIMING IS IMPORTANT. Administrators may call an impromptu SST meeting to review the student's progress or if you have already been to SST on that student and doing RTI, they may review it with the diagnostician or LSSP.</p> <p>-tell the parent that we will get back with them regarding their request soon.</p>
<p>What do I do if a parent wants to give me an outside evaluation they have had done on their child?</p>	<p>The teacher will:</p> <p>-first, make sure the parent knows that once they give you the information, you must act on it.</p> <p>-email the AP informing them of the outside evaluation and request that she schedule the student for the next available SST meeting to discuss the evaluation. The SST will take the evaluation into consideration and determine next steps.</p>
<p>Why do I need to turn the paperwork in early? Do I need to complete all of it? What if it is only for speech/articulation only?</p>	<p>The paperwork needs to be submitted in advance so that the AP has time to go through the information and see if anything is missing. The AP will also want to make sure the correct people are in attendance at the SST meeting.</p> <p>Yes! All paperwork needs to be completed to the best of your ability (even if it is speech / articulation concern or the student has been</p>

	brought in previous years). We want to make sure we have the most current information on the child.
If a student is already in Special Education (including speech), and I have concerns, do I go through SST?	No. If a student is already in Special Education it would go through the ARD committee instead of SST. Keep in constant contact with the case manager (resource or speech teacher) to share your concerns so they know what you are seeing in the classroom and are not surprised in an ARD meeting.
If a student is using reversals or confusing pronouns what should I do?	The teacher will: -consult with the dyslexia therapist. Tell them what you are seeing and get suggestions from them. If they think the student may be a good candidate for dyslexia testing, they will have you bring the student to SST
If I notice a student isn't saying sounds correctly or having trouble with his/her speech / language, what should I do?	The teacher will: Let Corinne know your concerns and she will let you know if it is appropriate for their age. She will tell you if the child would be a good candidate to bring to SST to look at speech/language testing.

**SST (Student Support Team) Teacher Quick Page
2020-2021**

- Begin RTI Documentation process during the first few weeks of school.
- If you find you have a student who was previously brought to SST, go to the AP's office to retrieve the SST folder and look over the intervention plans that were put

in place. Make copies and begin implementing the current intervention plan from the previous school year.

- See the previous year's teacher or the AP for questions regarding interventions for this student.
- If you have a student who has not been taken to SST in the past but you see warning signs, begin documenting specific, measurable accommodations you are making for this student.
- If you feel you need to take the next step and refer the students to the SST (Student Support Team) follow these directions:
 - Inform the AP that you will be completing the Referral for Intensive Intervention Form (make a copy from Harrington Google).
 - Hearing and Vision form for Nurse Lee to fill out. (email Nurse Lee)
 - Begin documentation using the information in the packet (at least 4 weeks).
 - Upload any documentation and student work into Edugence one week before the next SST meeting.
 - Call the parent to inform them that their child will be discussed at the SST meeting and provide an explanation as to the purpose of the meeting.
 - Explain to the parent that we make suggestions for accommodations and interventions to help the student be successful. (If you need more help with an explanation see a committee member).
 - Attend the SST meeting at the time you are scheduled. Bring/ be ready to share the following information with you to the meeting:
 - Data
 - Area of Focus/Target
 - Student work samples
 - Take a copy of the intervention plan put in place by the SST and begin following that plan within 2 days of the meeting.
 - The AP will phone the parents to report the outcome of the meeting and share the intervention plan with them. Ms. Chang will call if we add speech goals.