SAT Team Guidelines and Expectations

St. Paul Public Schools
2017-2018

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Definition and Function of SAT teams

SAT stands for "Student Assistance Team". SAT is a multi-disciplinary team whose function is to help teachers design effective individual (Tier 3) Interventions for a student. Some SAT Teams may also develop Tier 2 Interventions.

SPPS Expectations for SAT Teams

It is the expectation in St. Paul Public Schools that every school will have a SAT Team (or a Tier 3 problem solving team with the same function). The SAT facilitator should be designated by the principal, and their name submitted to the Department of School Climate and Support.
- It is expected that the SAT Team referral on Campus is filled out for each student who is brought through the SAT process. (Teams may continue to use established referral forms but should enter at least minimal information on the Campus referral.)
- It is expected that SAT Teams will enter Interventions into Campus.
- It is recommended that the SAT Team meet on a weekly or bi-weekly basis.
- It is recommended that the SAT Team use the 4-step problem solving model to guide the discussion at their meetings
- It is recommended that SAT Team conduct a "School Resource Inventory" in September to identify personnel and materials that may be used in conducting interventions.

Referrals that come to SAT

The SAT process is a regular education initiative. Students who are discussed at SAT do not have an active IEP. The exception may be for a student with an IEP that is only for Speech. In this case this student should be discussed in Child Study to determine if interventions should be designed through SAT or Child Study.

Make up of Team and Team Roles

The SAT Team is a regular education process. The majority of the SAT Team should be trained regular education staff. The team should include a variety of staff who have received some intervention training (i.e., teachers, counselor, social worker, School Psychologist, ELL staff, and Content specialists, coaches, cultural specialists). It may also include an Administrator, Special Education staff such as Speech Clinician, OT, or Special Ed Teacher.

There should be a core team who attend all meetings. The team invites appropriate staff on a case-by-case basis. This staff may include behavior support staff, ELL staff, etc. A co-located therapist may also be invited if a Release of Information has been signed by the parent for them to work with the student.

The Roles on the Team may include: Facilitator, Time Keeper, Recorder, Case Manager, and Coordinator. (See Resources Page 1 for detailed descriptions of each role)

*Note - School Psychologists will act as a consultant to SAT Teams in their buildings.
        Elementary Counselors will participate in SAT as follows:
     * full time in 1 building will be an active member of SAT
   * half time will act as a consultant to tem and should be invited as
       needed

Example SAT Team models:

Elementary Schools: At the elementary level it is best for the school to have one SAT Team. The exception is in schools with two buildings. In this case two SAT Teams are appropriate.

Middle Schools: In the Middle schools it is recommended that there is one SAT Team. In St. Paul, successful SAT Teams are using a model in which the SAT Team members come from each grade level team. In grade level team meetings the teachers work together to develop interventions. The SAT Team is updated on these plans and can make suggestions or improvements to the intervention plans. If the interventions are not successful, the SAT Team will then design an intervention or make suggestions for next steps.

High Schools: At the High School level there may be multiple SAT Teams, according to grade level or some other designation that makes sense. It is recommended that a Counselor, Social Worker or Administrator be assigned to each team. These team members should meet on a weekly or bi-weekly basis to discuss students who are having difficulty and update the team on the intervention status of struggling students.

Defining a Multi-Tiered System of Support
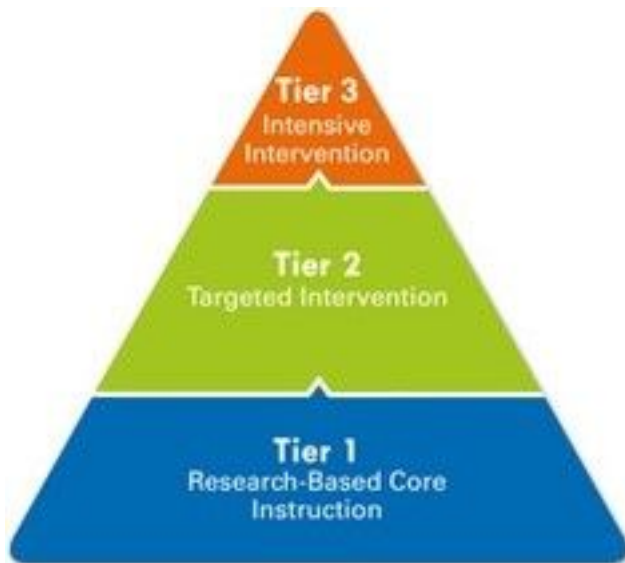
Tier 1:
Academic: St. Paul Schools Curriculum delivered to all students.
Behavioral: School-wide expectations and consequences, School-wide positive recognition programs (PBIS)
Social Emotional: School-wide social/Emotional curriculum or character education. (For example, Second Step, bully prevention, foundations topics)

Tier 2:
Academic: Differentiated small groups for re-teaching/ reinforcement of a particular skill at their (baseline) level.
Behavioral: Group Interventions that are identified and planned so that students can be added quickly. Goals may differ, but the plan is the same. May be a mentoring group, Check-in/Check-out, or other group plan
Social Emotional: Support groups addressing Social/Emotional Learning. These groups can be conducted by a counselor, or social worker.

Tier 3: Academic: Individualized teaching and monitoring of a particular skill.
Behavioral: Individualized behavior plan which involves teaching behavior expectation and monitoring of skills being taught.
Social Emotional: Individualized counseling or skills work.

*Staff refers a student for the SAT process to implement a problem-solving model and implement an individualized intense intervention. Individualized intervention does not necessarily mean a 1:1 or **individual** intervention. In other words, Tier 3 interventions can be a small group of students (roughly 2 - 4) who are receiving intense intervention time for a particular skill at their (baseline) level with frequent progress monitoring*

Beginning of the Year Checklist

(Adapted from *RTI Toolkit: A Practical Guide for Schools:* An Introduction to RTI Problem-Solving Teams, Jim Wright, Presenter, www.interventioncentral.org)

Your SAT team can take steps early in the school year that will greatly increase its chances of success. By carefully setting up your team process and meeting procedures, informing teachers about the services that your team offers, and inventorying your school's intervention-related resources, your pre-referral team will be far better prepared to take on challenging teacher referrals. The checklist below offers a framework for quickly establishing your team as an effective teacher support.

1. **Establish a clear team process and meeting procedures.** Within the first two weeks of the school year, your team should:
   ❑ select a regular meeting time that is most convenient for team members and referring teachers. You will need 30-35 minutes.
   ❑ find a suitable meeting place.
   ❑ establish a system for responding promptly to teacher referrals. Teachers should have convenient access to the referral forms.
   ❑ work out procedures for communicating efficiently among all team members. Typically, the intervention team communication plan includes (1) procedures for all team members to review teacher referrals and related information prior to the initial meeting on the student, and (2) a uniform system for team members to use in communicating with the rest of the team

2. **Publicize your team and its services to your faculty, other staff, and parents**. Some methods for getting the word out to the school community about your intervention team include these ideas:
   ❑ Schedule time at a faculty meeting early in the school year to present an overview of your intervention team to staff.
   ❑ Create a brochure for staff about the SAT team and process.
   A template can be found on the schoology SAT Team group page or at www.dscs.spps.org under Student Assistance Teams
   ❑ Periodically present brief' updates' about your intervention team at faculty meetings throughout the school year. Share success stories!

❑ Present a workshop on your intervention team to your school's Parent Teacher Organization (PTO) group. Parents would appreciate knowing how the pre-referral intervention team differs from other school teams and how this team can help struggling learners to be more successful.

❑ Schedule occasional professional-development during the school year at which intervention-team members offer trainings to teachers on effective strategies to use for common referral concerns. These clinics can be a great way to expand the skill base of all teachers in the building while publicizing your intervention team as a consultation resource for teachers.

3. **Create an inventory of resources in your building that can be used by your intervention team.** Problem-solving teams can use all the help they can get when assisting teachers with student interventions. Here are some ideas to increase the intervention resources available to your team:

❑ Make a list of locations around the school that can be used as space for interventions (e.g., places with adult supervision where cross-age peer tutoring can take place).

❑ Write down the names of volunteers in your building who are willing to help with implementing and/or monitoring school-based interventions.

❑ **Conduct a School Resource Inventory to identify resources that will be helpful when designing and implementing interventions. This inventory can be found on Page – . It can also be found at www.dscs.spps.org or on the Schoology SAT Team group Resource page.**

4. **Practice the intervention team roles and meeting procedures before accepting your first staff referral**. One 'safe' way for your team to practice its problem-solving skills is to have team members refer a couple of students *from their own classrooms* to the intervention team. The referring team member, of course, will assume the role of the referring teacher in these practice meetings. In all other respects, however, these practice meetings follow the problem-solving model and include these steps:

❑ The referring intervention-team member completes a teacher referral.

❑ A case liaison is assigned to collect both classroom information and academic and behavioral- baseline data on the student prior to the initial team meeting.

❑ A formal intervention team meeting is scheduled, with at least 30 minutes reserved for discussion of the case.

❑ Team roles (i.e., facilitator, recorder, case liaison, time-keeper) are assigned prior to the meeting.

❑ Formal intervention and monitoring plans are developed at the initial meeting.

❑ A follow-up meeting is scheduled to review the student's progress during the intervention.

❑ Ample time is reserved at the conclusion of each 'practice' meeting for the team to debrief, with each member sharing his or her perceptions about what the team did well during the meeting and what areas of team-process may need improvement.

Modified from Jim Wright, Presenter www.interventioncentral.org 35

Conducting a School Resource Inventory

Directions: In your district or school, inventory the resources available to support RTI (personnel, academic and behavioral intervention, assessment and progress-monitoring). Once you have compiled a list of RTI resources throughout your district or school, organize them in an easy-to-access list (e.g., to be used by your RTI Leadership Team or building RTI Problem-Solving Team).

1. Personnel Resources

Personnel/Flexible Time. List the names of any personnel available in your school/district with flexibility in their schedule that may allow them—with appropriate training— to support RTI in various ways (e.g., delivering selected student interventions; assisting with school-wide student academic screenings, etc.) Check the 'Availability/Access?' box next to any name if you are unsure of how to *access* the person for RTI support. After completing the survey, follow up to answer your availability or access questions.

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Availability/ Access?	Name	Position
☐	. _____	_____
☐	. _____	_____
☐	. _____	_____
☐	. _____	_____
☐	. _____	_____

Personnel/Expert Knowledge. List the names of those personnel in your school/district with formal training or experience in academic or behavioral interventions, assessment, or other RTI topics who can serve as consultants, coaches, or trainers to other staff. Check the 'Availability/Access?' box next to any name for which you are unsure of the *availability* of that person or of how to *access* the person for RTI support. After completing the survey, follow up to answer your availability or access questions.

Availability/ Access?	Name	Position	Area(s) of Expertise
☐	. _____	_____	_____
☐	. _____	_____	_____
☐	. _____	_____	_____
☐	. _____	_____	_____
☐	. _____	_____	_____

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2. Intervention Resources

Academic Intervention Resources. List any resources available in your school/district that could be used to support academic interventions at any level (Tiers 1-3). Check the 'Availability/Access?' box next to any item for which you are unsure of the *availability* of the resource or of how to *access* it. After completing the survey, follow up to answer your availability or access questions.

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Availability/ Access?	Academic Intervention Resource	Availability/ Access?	Academic Intervention Resource
☐	· _____	☐	· _____
☐	· _____	☐	· _____
☐	· _____	☐	· _____
☐	· _____	☐	· _____
☐	· _____	☐	· _____

Behavior Intervention Resources. List any resources available in your school/district that could be used to support behavioral interventions at any level (Tiers 1-3). Check the 'Availability/Access?' box next to any item for which you are unsure of the *availability* of the resource or of how to *access* it. After completing the survey, follow up to answer your availability or access questions.

3. Assessment/Progress-Monitoring Resources

Student Assessment/Progress-Monitoring Resources. List any resources available in your school/district that could be used to conduct school-wide screenings or to monitor the academic or behavioral progress of students at any level (Tiers 1-3). Check the 'Availability/Access?' box next to any item for which you are unsure of the *availability* of the resource or of how to *access* it. After completing the survey, follow up to answer your availability or access questions.

Availability/ Access?	Behavior Intervention Resource	Availability/ Access?	Behavior Intervention Resource
☐	· _____	☐	· _____
☐	· _____	☐	· _____
☐	· _____	☐	· _____
☐	· _____	☐	· _____

Availability/ Access?	Assessment/Progress-Monitoring Resource	Availability/ Access?	Assessment/Progress-Monitoring Resource
☐	· _____	☐	· _____
☐	· _____	☐	· _____
☐	· _____	☐	· _____
☐	· _____	☐	· _____

"Campus" Referral Tab

St. Paul Public Schools has developed an online referral to provide documentation of concerns about a student's progress.

Many schools will continue to use the referrals they have developed on Google Docs or some other forms.

Teams are encouraged to document referral information on the Campus form to provide consistency and to ensure awareness of concerns if the student moves to another St. Paul School. Teams may choose to include this referral in information that is sent in cum folders for students who move out of the St. Paul School district.

To use the referral form on Campus:
1. Choose the student
2. Choose Index
3. Choose Student Information
4. Choose Response to Intervention
5. Choose General
6. Choose Referral Contact

<u>Meeting Process</u>

It is recommended that Student Assistance Teams follow the 4-Step Problem Solving Process. This process helps the meeting discussion to focus on the issue, gather in-depth information and move the meeting along efficiently. Below is a general outline of the process. On Resource page ---- is a script that may be used to guide the facilitator through a SAT meeting.

The 4-Step Problem Solving Process

STEP 1: PROBLEM IDENTIFICATION
Consider the following:
a.   What is the primary concern (academic or behavior)?
b.   What is the baseline data related to student learning?
c.   What has been done to address the primary concern? (Tier 1 and Tier 2 Instruction, data, outcomes)

STEP 2: PROBLEM ANALYSIS
Consider the following:
a.   Student strengths and interests
b.   Relevant educational background
c.   Parent information
d.   Health information
e.   Cultural background
f.   Observational data from SAT member (if appropriate).

SAT should analyze student learning concerns by applying the ICEL Framework (instruction, curriculum, environment, learner):
To what extent is the concern
-   *an instructional issue?*
-   *A curricular issue?*
-   *An environmental issue?*
-   *A learner issue?*

Use an equity lens when considering the concerns and ICEL Analysis.
Where is race intersecting with the concerns?
Is there a perspective missing about why this student is struggling?
How should we intervene?

STEP 3: INTERVENTION PLAN & MEASUREMENT

Consider the following:

a. Intervention plan description including: skill focus of intervention, intervention process, materials needed, start date, frequency, where intervention will be done, who will implement).

b. Measurement system including: expected rate of progress for this intervention, data which will be collected, how and where data will be recorded, frequency of data collection, who will collect data.

STEP 4: ANALYSIS OF THE INTERVENTION

Consider the following:

    a. Data review date

    b. Baseline data

    c. Resulting data

    d. Analysis (did we reach the goal? Did the student make the expected progress as defined during Step 3
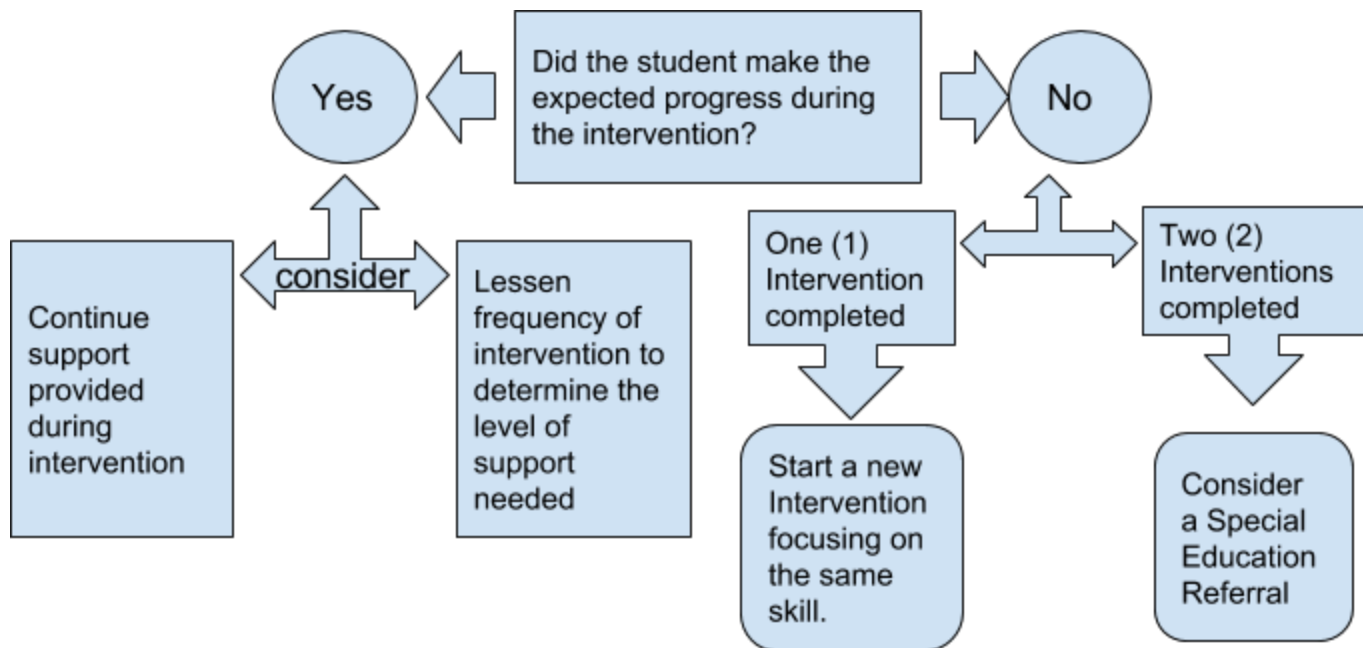
Interventions

When designing interventions the following information should be included:

Skill Focus:
Be specific and narrow it down to ONE skill.

For example if the student is struggling in Reading -
What part of reading will be the focus? Fluency? Comprehension?
If you choose Fluency…. What part of fluency will be the focus? Words per minute? Sight words? Letter sounds?

The Intervention should be designed around ONE skill per area of concern. (A student may have an academic intervention and a behavior intervention going at the same time.)

Baseline Data:
Where is this student functioning right now in this skill? If baseline data was not available before the meeting, it should be gathered and recorded before the intervention starts.

Expected progress:
Discuss and decide how much progress would be typical based on student's baseline/starting skill level. The decision should be made using data. The goal should be based from within-classroom, within-building, within-district, or standardized norms.

Start date and end date:
Date the Intervention will begin and end. Set a meeting for looking at the progress of this student.

Materials to be used:
Name the evidence based practice/curriculum to be used for this intervention

Who and How:

Identify who will be doing the intervention with the student, exactly what they will do, when and where the intervention time will take place. (See the Resources and Helpful Information section)

Progress monitoring/ Data collection:
Identify how progress will be monitored, where the data will be recorded and how often it will be recorded. It should also be determined WHAT data would be collected. The way baseline data was measured should be how all data is measured and how the resulting data should be measured.

Student name
_____

Skill Focus
_____

Baseline Data (numbers)

_____

Date Collected _____

Data collection dates

_____

_____

Materials to be used

_____

_____

Start Date _____

End Date _____

Where and how data will be documented

_____

Intervention will be implemented by _____

On _____(days) at_____ (time)

in/at _____ (location)

End data_____

Follow up/Next step_____

Resources and Helpful Information

INTERVENTION AND PROGRESS MONITORING RESOURCES

Resources for Interventions and Progress monitoring

 *Websites

http://www.fcrr.org/ - Florida Center for Reading Research

www.interventioncentral.org - Intervention Central

http://www.pbisworld.com/- PBIS world (Behavior
Interventions/monitoring)

http://dbr.education.uconn.edu/library/information-for-parents-and-pro
fessionals/- behavior data collection forms

http://www.interventioncentral.org/teacher-resources/graph-maker-fre
e-online - free charting/graphing website

Other information and forms can be found on the SPPS website at www.dscs.spps.org Look for the SAT section!

- Behavior Reinforcement System Tip sheet
- Tip sheet for Self-monitoring or goal oriented Interventions
- Progress monitoring graphing fidelity Tip sheet
- Problem solving Model Guided Worksheet
- Notes Template for SAT Meeting
- SAT brochure template - can be customized for your school.

*Commonly used monitoring forms are contained on the next pages.

INTERVENTION LOG: DAILY CHART (Please make tallies)

Student:

_____

Identified Concern:

_____

Intervention:

_____

_____

_

Baseline data: _____ **Goal:**

_____

Start Date: _____ **End Date:** _____

Week Date:	Monday-	Tuesday-	Wednesday-	Thursday-	Friday-

Progress Monitoring Sheet

Student's name:

_____

Intervention:

_____

Baseline Data: _____ **Collected on:**

_____

Goal to be obtained: _____ **By:**

_____

Data

Date:	Data:	Date:	Data:

Graph

SAT TEAM ROLES and RESPONSIBILITY

All team are responsible to:
Understand the importance of an effective SAT in an instructional system to meet student needs, eliminate the achievement gap, and reduce inappropriate or inequitable special education referrals

Administrator	* Understand the importance of an effective SAT in an instructional system to meet student needs, eliminate the achievement gap, and reduce inappropriate or inequitable special education referrals * Support staff commitment to the problem solving process and implementation of interventions * Aware of the students being discussed, their needs, and school level data * Brainstorm the analysis and research-based interventions
Facilitator / Team lead (Dual role for a SAT member)	* Set weekly agenda * Facilitate the SAT meetings so they run effectively and efficiently * CUM file review * Connect with referring teacher to assure data is available for analysis, including attendance prior to meeting * Conduct observation (along with other team members) * Bi-weekly check-ins with
SAT Liaison (Dual role for some SAT members)	* Check in with classroom teacher to confirm the intervention is being completed with fidelity * Report back to SAT team about data regarding the on-going intervention * Support classroom teacher to recognize if an Intervention needs to be modified
Equity Team or CARE Team member (Could be a dual role for one or more SAT members)	* Ground each meeting using the Courageous Conversations protocol: The Compass, Four Agreements and Six Conditions | * Assure that race and culture are considered as concerns and needs are analyzed * Consider the cultural relevancy of the student's educational program and interventions -- Do students see themselves in the curriculum and instruction?
Referring Teacher	* Pull together current data * Complete the Student Information Form * Contact the parent and complete the Parent Information Form * Present the concern(s) about student, current data, differentiated instruction already implemented * Continue with Tier 1 and Tier 2 instruction as Tier 3 interventions are implemented * Implement or collaborate with other staff who are implementing the Tier 3 plan to assure fidelity and data collection
Social Workers;	* Affirm that the interventions are research-based

Counselor Intervention Teachers / Specialists; Coaches; Special Educ Teachers	* Provide data monitoring forms and/or behavior tracking forms * Brainstorm Intervention * Conduct observation (along with other team members) * Be a SAT Liaison * Assist with online referral process IF, at the end of the prevention process, the summative data suggests the need for a special education referral * (Staff with academic license) Collaborate with team to ensure that interventions are individualized to student's baseline skills
School Psychologist	* Help teams to consider research-based interventions * Collaborate with academic licensed staff to ensure that interventions are individualized to student's baseline skills * Help teams with identifying data patterns and trends * Provide data monitoring forms and planning for a data collection system * Be a SAT Liaison
Grade Level Teacher(s)	* Intervention brainstorm * Provide expertise on grade level curriculum and data systems * Communicate with grade level teams
Nurse	* Medical expertise * Provide baseline health data * Provide vision and hearing screening information
** NOTE**	● School Psychologists will act as a consultant to SAT Teams in their buildings. ● Elementary Counselors will participate in SAT as follows: * full time in 1 building will be an active member of SAT * half time will act as a consultant to tem and should be invited as needed

(Created by St. Paul Public Schools Psychology Department)

Optional: SAT meeting script

Welcome and explanation of Purpose:

"Welcome to this initial SAT meeting. We are meeting today to talk about concerns that (Teacher) has about (student)

The purpose of this meeting is for all of us to work together to come up with practical interventions to help this student be more successful in school. I am the facilitator for this meeting. The notetaker will be _____. The timekeeper will be _____. The SAT Liaison for this student will be_____.

You can expect this meeting to last about _____ minutes. When you leave today we want to make sure you leave with a complete intervention plan for this student. If the team needs additional information to identify the appropriate intervention, a follow up plan will be discussed.

In order to use our time efficiently we will follow a structured Problem solving model for this meeting. The _____ form will be used to guide our discussion and to document.

As the student's teacher, you are the most important participant in this meeting. This meeting will not be a success unless *you* feel the intervention ideas that we offer will address the student's difficulties and are feasible for you to do.

Our _____ form will document the concerns and intervention we select and individualize. Remember, the parent(s) should be contacted by the referring staff member/teacher about the intervention plan. The information provided should be written in a professional manner and kept confidential.

Are there any questions?
We will begin the meeting."

Step 1: Problem Identification

(The facilitator can review the information in the referral OR can ask the teacher the following questions to Identify the problem.)

What is the primary concern?
What are the specific difficulties you would like us to address today?
How is this problem impacting this student's learning?
What has already been done to address the primary concern? (Tier 1 and Tier 2 Interventions)

*The team is ready to move on when team members have a thorough knowledge of the teacher's concerns

 ### Step 2: Problem Analysis

What are the Student's Strengths?
What are the Student's Interests?
What else can you tell us about this student's educational background? -
-   Where have they attended school in the past?
-   Do they have consistent attendance?
-   Have they been referred to SAT or Special Education in the past?
Are there any Health Concerns?
What are concerns that the parents have expressed?
What is the student's cultural background?
How does race intersect with the concerns? Is there a missing perspective?
Did anyone on the team do an observation of this student? What are their observations?

Apply the ICEL framework (Instruction, Curriculum, Environment, Learner) Go through these question in this order.

To what extent is the concern an <u>instructional </u>issue? Do they respond differently to other types of instruction? When do they learn best?

To what extent is the concern a <u>curricular </u>issue? Is the curriculum too difficult? Is the curriculum culturally appropriate?

To what extent is the concern an <u>environmental</u> issue? Is the student affected by noise? Do the have negative interactions with peers? Do they feel safe in the classroom? Do they need space or movement?

To what extent is the concern a <u>learner</u> issue? Can the student see and hear? Do they engage in instruction? Do they have a high or low threshold for frustration?

Based on the information presented the team decides what should be included in the intervention plan.

What should we focus on for the intervention?
What are some things we have identified that may be motivating for this student when we design the intervention?

The team is ready to move on when they have decided on a skill focus for the intervention and some ways to motivate/ reward the student during the intervention.

Step 3: Intervention Plan & Measurement

What is the focus skill?

What is the student's current functioning in this skill? *(This is baseline data - Numbers should be used….. Such as; words per minute, # of problems correct, percent of work completion, # of out of class referrals)*

Given the student's functioning, what gains do you expect that the student will make in 6-8 weeks if this intervention is successful?

How will this skill be taught?
What materials will be used?
Who will conduct this intervention with the student?
When will the intervention time take place?
Where will the intervention be conducted?

How will progress be measured?
How often will it be measured? (Set dates when data should be entered)
Who is the SAT Team member who will monitor this intervention?

When we the team meet to discuss the results of the intervention?

The team is ready to move on when the Intervention has been designed and the teacher agrees that they will be able to carry out the intervention.

Note: If the intervention isn't working after 2-3 weeks the Case Manager can work with the teacher to modify the intervention or can bring the case up at a SAT Team meeting for further direction.

Step 4: Analysis of the Intervention

(This meeting usually takes place 6-8 weeks after implementation of the intervention)

"Welcome back to SAT. Today we are discussing the intervention that has been conducted with (Student). The Intervention focused on (focus skill). For this skill the baseline data was)_____. At our last meeting we agreed that the expected gain for this student should be_____.

Questions for the teacher:

How many weeks has the intervention been in place?
Was the intervention done with fidelity?
What were the results of the intervention?

**Student made expected gain…….*

What was learned from doing this intervention with the student? What do they need to be successful? How can we provide what they need?

*Since the student made the expected gain our choices are to:
Continue the intervention
Reduce the intervention frequency
Start an Intervention focusing on another skill (Go back to Step 3)

**Student did not make the expected gain…….*

What was learned from doing this intervention with the student? What do they need to be successful? How can we provide what they need?

*Since the student did not make the expected gain our choices are to:
Start a second intervention focusing on the same skill (Step 3)
Modify the intervention and continue it for a longer time period
Refer the student for a Special Education Evaluation
 (If a Special Education referral is recommended identify who will be responsible for completing the referral. Some SAT Teams will ask the case manager to partner with the teacher to complete this referral. Make sure the SAT notes are available to the teacher for use when completing referral.)