

Student Support and Intervention Team Guidelines

Purpose

Student Support and Intervention Team (SSIT) is an interdisciplinary team that uses the Collaborative Problem-Solving Process to serve two primary functions:

- Groups of Students: Analyze data to support, develop, select and evaluate tier 2 and 3 interventions
- Individual: Address the needs of individual students who are not making expected progress

Parameters

We accomplish our purpose through:

- Alignment, integration and interaction with the work of other teams (at all tiers)
- Regular meetings, agendas and note-taking
- The Collaborative Problem-Solving Process which includes:
 - Problem Identification
 - Problem Analysis
 - Plan Implementation & Monitoring
 - Plan Evaluation
- Culturally and linguistically responsive practices
- Collaborative meeting practices, including clear roles and responsibilities
- Membership that includes established leadership, standing members & representatives specific to the desired meeting outcomes
- The use of approved referral, documentation and feedback tools
- Consistent follow-through and communication

Presuppositions

- The SBLT regularly utilizes the cycle of inquiry to improve larger, school wide 'systems' (e.g., PBS, Literacy) that impact all students (Tier 1)
- Other teacher teams (grade level, department, instructional teams) are in place, and respective team members regularly use the Cycle of Great Teaching to:
 - Improve systems and practices within the classroom
 - Identify and provide groups of students with (tier 2) interventions
 - As needed, refer students to SSIT for individual problem-solving
- Principals play a vital role in supervising the team to ensure high quality SSIT as part of a larger school team structure
- Through the School Support Team, SSITs will access the necessary tools and professional development needed to fulfill their defined purpose
- MMSD will provide adequate technology resources to complete and document practices as described by these guidelines, expectations and recommendations

Guidelines for team membership

The following should be considered for membership on the SSIT at both elementary and secondary levels:

- *Administrator:*
Supervises team to ensure high quality SSIT as part of a larger school team structure, provides role authority necessary for instructional decision-making, and serves as the primary conduit to Leadership Team
- *Parent:*
Good faith effort to include the student's parent/guardian at the individual student problem-solving meeting is an expectation. If the parent is unable to attend, plans should include methods for including parent input prior to the meeting, and communication of meeting outcomes following the meeting
- *Academic representative (s):*
Learning Coordinator (LC), Instructional Resource Teacher (IRT), Literacy Coach, etc.
- *Behavior representative(s):*
Positive Behavior Support (PBS) coach, cross categorical teacher (CC), etc.
- *Classroom representative(s):*
Classroom teacher, CC, English Language Learner (ELL) teacher, etc.
- *Student services representative(s):*
Counselor, nurse, psychologist, social worker
- *School-based program support teachers* when available and/or applicable
- *Speech/Language clinician*
- *Representatives from additional areas as determined by individual concern and systems level work:*
Interventionists, Occupational and/or Physical Therapist (OT/PT), Advanced Learner Instructional teacher (AL-IRT), IRT, ELL, Lesbian, Gay, Bisexual, Transgender and Questioning resource teacher (LGBTQ), parent liaisons, engagement coordinators, specials teachers, prior teachers, etc.

Guidelines for team member roles

SSIT clearly identifies and defines team member roles which include coordinator, facilitator, time keeper, note taker and engaged participant

*Coordinator: **

Supports systems purpose in following ways:

- Schedules completion of SSIT Self-Assessment Survey annually
- Gathers data on the work of the SSIT for school leadership team review
- Data point person who gathers and brings data sets to the SSIT

Supports individual problem-solving purpose in following ways:

- Collects SSIT referrals and ensures appropriate membership and roles for the SSIT meetings
- Manages calendar and list of invitees for new referrals
- Ensures that representation for SSIT work is adequate to develop an informed intervention plan
- Monitors calendar to ensure that team follows up on referrals and is prepared for re-visits

*It is the administrator's responsibility to determine who will serve as the SSIT coordinator. Desired skills include the ability to use/interpret data, attend to organizational detail, maintain adequate records and manage time.

Facilitator:

Facilitates the SSIT meeting:

- Prepares agenda and states the desired outcomes
- Adheres to the SSIT agendas, maintaining one topic and one process at a time
- Uses the Collaborative Problem-Solving process
- Ensures that participation is balanced, and that conflict is managed effectively

Time Keeper:

- Keeps track of time and makes sure the group finishes tasks on time
- Ensures that there is ample time to document the intervention plan

Note Taker:

- Records information regarding the work of the SSIT

Engaged participants:

- Come prepared to contribute fully to the Collaborative Problem-Solving Process

Meeting Frequency and Time: Weekly, 60- 90 minutes

Suggested Scheduling for Agenda Content*

(1) Systems: data problem-solving (tiers 2 &3)

(2) Individual: individual student problem-solving: initial and revisits

(*Recommended meeting agendas are being developed for both systems and individual problem-solving purposes)

The following examples provide several *suggested* scheduling options which allow the SSIT to meet both designated purposes. Other options can also be considered that offer the best fit for school structures.

Example 1: (90 minutes weekly)

Week 1: day of wk:___	Week 2: day of wk:___	Week 3: day of wk:___	Week 4: day of wk:___
2:30-4:00 Systems	2:30-4:00 Individual	2:30-4:00 Individual	2:30-4:00 Individual

Example 2: (90 minutes weekly)

Week 1: day of wk:___	Week 2: day of wk:___	Week 3: day of wk:___	Week 4: day of wk:___
2-2:30: Systems 3:00 - 4:00 Individual	2-2:30: Systems 3:00 - 4:00 Individual	2-2:30: Systems 3:00 - 4:00 Individual	2-2:30: Systems 3:00 - 4:00 Individual

Example 3: SSIT by Grade level/Neighborhood/House (60 minutes weekly)

Week 1: day of wk:___	Week 2: day of wk:___	Week 3: day of wk:___	Week 4: day of wk:___
10 am - 11 am Systems	10 am - 11 am Individual	10 am - 11 am Individual	10 am - 11 am Individual