

## **Problem Solving at PCCS**

For those students not succeeding either academically or behaviorally in the regular classroom environment, a problem solving process is used. The problem solving process is designed to assist teachers in designing and implementing interventions for students at risk of not reaching their potential. The process is also designed to assist teachers in collaboration with the parent(s) to become decision makers in the education and evaluation of a student, and to maximize the use of available resources. Any student is considered at risk that is not:

- Meeting goals of the educational program established by the district;
- Becoming a productive worker or successful citizen;
- Interacting with others in his/her environment in a positive fashion;
- Working up to expectations after experiencing a recent significant loss or traumatic event.

To begin, screenings are completed during the fall and winter. After all students have completed benchmark assessments student data is evaluated by the Principal, the School Psychologist, Reading and Math tutors and Classroom Teachers to identify students who are below academic and/or behavioral benchmarks set by the district. Those students identified below benchmark on academic assessments are given additional diagnostic assessments. Assessments are reviewed and students are ranked to identify current instructional level needs.

A portion of the first regularly scheduled early release in-service in September is dedicated to data analysis, using data collected during the fall assessment. Grade Band Teams\* meet and:

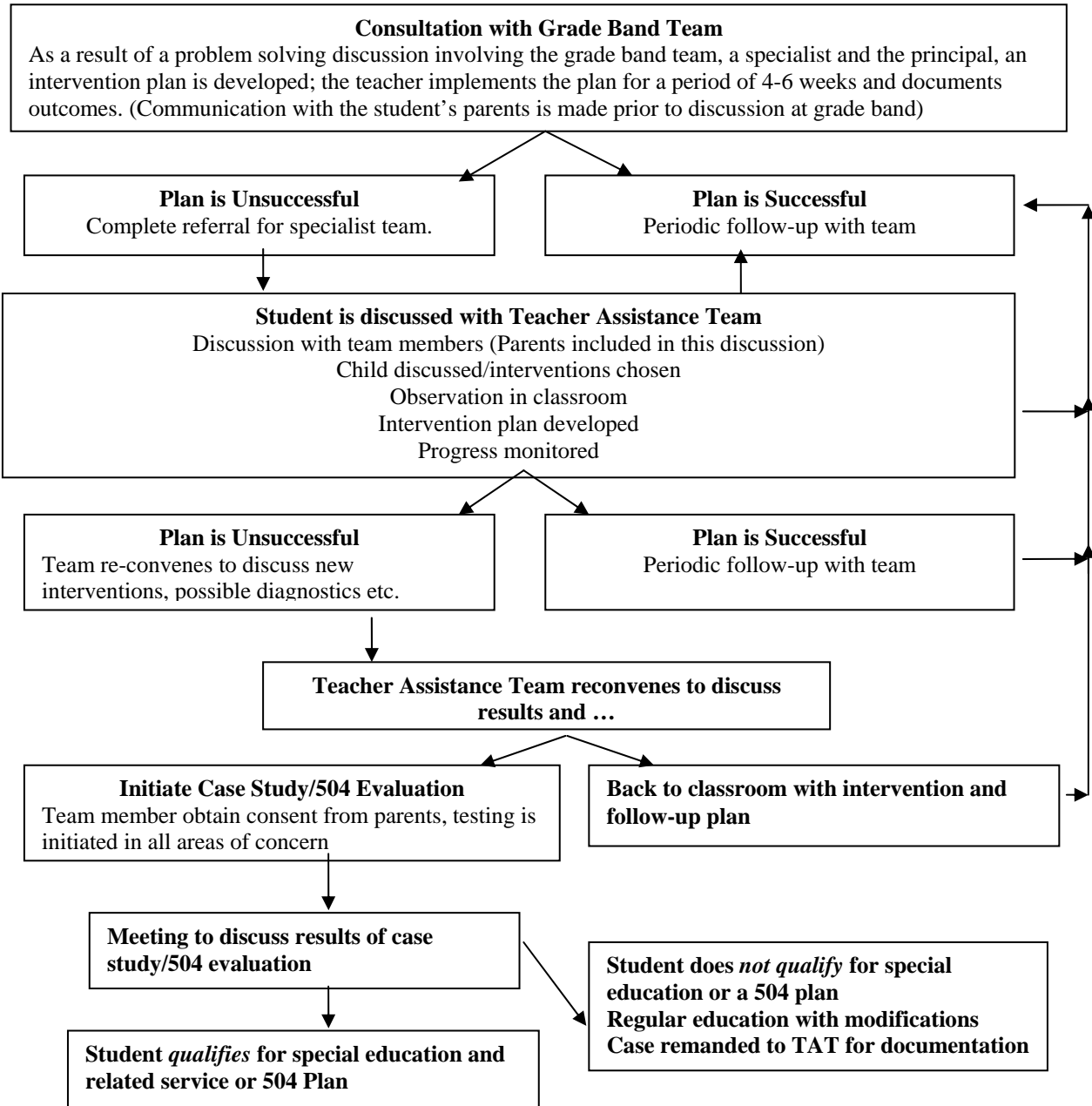
1. Identify students needing extra assistance;
2. Discuss possible interventions;
3. Select appropriate available\* interventions (classroom interventions, tutoring programs, etc.) and progress monitoring.

In addition, at the 1<sup>st</sup> in-service meeting of the year (referred to as the “Data Analysis Meeting”) teachers are asked to meet monthly within their grade bands to continually examine the progress of students identified as needing interventions. This monthly meeting is formally part of the district’s problem solving process.

*\*A Grade Band Meeting is described as a group of teachers teaching at the same level.*

*Note: Tutoring programs vary from year to year depending on available funding and student need. It is the goal of the district to provide strategic reading/math within the regular classroom and intensive reading/math interventions outside of the regular classroom.*

## Problem Solving Process at PCCS



## **Grade Band Team Meeting**

The problem solving process starts with consultation at the Grade Band Level. The Grade Band is a group of teachers teaching at the same level who proceed through the problem solving process to discuss students' needs. At the 1<sup>st</sup> in-service meeting of the year teachers are trained to examine data from formal and informal assessments administered within the classroom. At this meeting and throughout the year teachers identify students in need of support. Parents of students identified as not meeting grade level benchmarks are contacted by the classroom teacher and the problem solving process begins.

Grade Band meetings are held on a scheduled basis at least once a month. At these meetings the problem solving process is used as the grade band team members assist the classroom teacher in identifying instructional intervention and materials for the student(s) having difficulty. At the meeting, the teacher chooses which intervention(s) to be used in his/her classroom and a date at which data collected from the intervention implemented is to be reviewed.

A specialist is assigned to and will attend monthly grade band meetings. If a teacher would like to involve a specialist other than the one assigned to their grade level, he/she (the teacher) must send an email requesting assistance from a specialist at the grade band level to the TAT Team Coordinator. The TAT team discusses and assigns a specialist. The assigned specialist will work with the classroom teacher to identify and begin interventions.

If interventions are not successful over a period of at least four weeks, the teacher and/or specialist may request a formal TAT meeting.

If after a period of time the student is still struggling in the classroom, the teacher and/or the parent may request a formal Teacher Assistance Team Meeting.

**When a teacher has a concern about a child in his/her classroom they must follow these steps:**

1. Review the cumulative records (located in school office), past TAT meeting notes (located in Special Ed office), and/or talk with the student's other teachers or past teachers
2. Talk with the parent: rule out medical or family issues that may be impacting progress in school, ask what parents are doing at home that works.
3. Make a plan with the parents.
4. Discuss your concerns & share information gathered at a Grade Band Team Meeting. Document implemented strategies, choose intervention(s) to implement in the classroom, and document intervention(s) in the classroom.
5. Involve a specialist to a team meeting, to assist in data collection or to make an observation of student or intervention being tried.
6. If problem persists over a period of time and interventions tried and documented at the grade band level are unsuccessful the teacher should request a TAT meeting by emailing the TAT Coordinator. (Teachers must attach a completed TAT Request Form with this email.) The TAT Coordinator will approve the meeting and then schedule a meeting to include all needed participants.

### When should a child be presented at a Grade Band Team Meeting?

It is important at PCCS that all children achieve at their optimal academic and emotional level. The classroom teacher should carefully monitor each child's classroom progress. Should progress be less than expected the student should be brought up to their grade band team and/or TAT meeting to discuss\* and then implement interventions.

A student needs to be brought to and discussed at a Grade Band Team meeting if academic progress in the regular education setting is less than expected or if behavioral expectations are not being met. At the grade band team level a written plan should be developed and implemented for a period of no less than four weeks.

*\*Identification of an academic, behavioral, or social emotional difficulty may be made by the principal, classroom teacher, tutor, special service staff or a parent/guardian.*

A student needs to be brought to and discussed at a Grade Band Team Meeting *IMMEDIATELY* if one or more of the following occur:

#### Academics

- Students who are not already eligible for special education whose NWEA scores are one standard deviation (SD) below the mean, on one or more of tests administered (Math, Reading or Language Arts) in the Spring, Winter or Fall of the school year.
- A student who is in tutoring is not making adequate progress toward the expected goal.
- If at the *mid-point* of a grading period (trimester) a student is receiving a failing grade in one or more content area(s) due to academic difficulties.

#### Behavior

- If a student has one documented significant behavioral referral to the principal's office he/she should be referred. (A referral may be made at this time for an informal meeting with the Social Worker.)
- If at the *mid-point* of a grading period (trimester) a student is receiving a failing grade in one or more content area(s) due to behavioral or organizational difficulties he/she should be referred.

## **Teacher Assistance Team (TAT) Meetings**

### Intervention process:

#### Teacher

1. Identify the problem in behavioral terms of the student having difficulty.
2. Contact parent to discuss identified difficulties student is experiencing.

#### Grade Band Team Meeting

3. Discuss student at grade band team meeting.
4. Fill out grade level meeting form.
5. Intervention over a period of time (no less than four weeks).
6. Return to grade band team for additional guidance or email TAT team coordinator for specialist assistance.
7. TAT team discusses and assigns a specialist to work with teacher (specialist can be requested in step four or six).
8. Interventions over a period of time with student (no less than four weeks).
9. Return to grade band team for additional guidance or email TAT team coordinator to request a TAT meeting.
10. Teacher completes the TAT form and attaches grade band intervention form. This form is sent to the TAT team coordinator.

#### TAT Team Meeting

11. A meeting date is scheduled with parents and all requested members\*.
12. Team meeting is held: Interventions are chosen and follow-up timelines are set.
13. Teacher implemented strategies in the classroom or in small group discussed at TAT meeting.
14. Teacher or specialist collects data.
15. Teacher provides follow-up data when TAT meeting reconvenes. Problem solving process loops.

\*A TAT meeting may also be scheduled when the team needs to determine if a student should be evaluated for eligibility for special education and related services. (For further information regarding this topic, see Special Education Referral on p. 47.) If a case study is warranted and a student qualifies for special education and related service; *remember the classroom teacher and the parent(s) are important active members of the evaluation process and the formulation, if necessary, of the Individualized Education Plan (IEP).*

### TAT Team members:

Parent(s) of students being discussed, Classroom Teacher, Principal, School Psychologist, Special Education Teacher, Occupational Therapist, Social Worker, Speech Therapist, Special Education Director. (The issue of the child determines specific team members in attendance at meetings.)

When a student should be automatically presented to the Teacher Assistance Team (TAT)?

A student needs to be brought to and discussed at a Teacher Assistance Team if one or more of the following occur:

**Academics**

- A student who is in tutoring is not making adequate progress toward the expected goal after nine weeks of intervention.
- If a teacher is presented with documentation, from a previous school district, parent or student, regarding a student having an academic difficulty (including but not limited to: learning disability, sensory integration issues, fine & gross motor, ADHD, Autism) impacting educational performance in the regular education classroom.
- If at the end of a grading period (trimester) a student is receiving a failing grade in one or more content area(s) due to academic difficulties.

**Behavior**

- If a student has two documented significant behavioral referrals to the principal's office documentation of these visits need to be communicated with TAT team coordinator and recorded in the TAT notes. (A referral may be made at this time for an informal meeting with the Social Worker SW).
- If at the end of a grading period (trimester) a student is receiving a failing grade in one or more content area(s) due to behavioral or organizational difficulties.
- If a teacher is presented with documentation, from a previous school district, parent or student, regarding a student having a social/emotional issue (including but not limited to: depression, anxiety, ADHD, Autism) impacting educational performance in the regular education classroom.