**Interlocal 619**

**Sumner County Educational Services**

**2612 N. A St.**

**Wellington, KS 67152**

**Phone: 620-326-8935 Fax: 620-326-6496**

Student Intervention Team Process Forms

Proper documentation is essential in the Student Intervention Team (SIT) process. Forms should provide adequate documentation of the team’s activities. Written summaries of the team’s actions should be kept for every meeting. These forms guide the thinking process of the SIT to evaluate the whole child in order to develop and implement best practice interventions for student success. The actions of the SIT should be so clear that new teachers/staff each year will have no difficulty determining what has been tried and found successful for the student in the past.

**D619 School Psychologists:**

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**STUDENT DATA PROFILE & SIT REFERRAL FORM**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_\_\_\_\_\_\_ Age: \_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_ Sex: M F

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Parent Contact Date** | **Discussion Summary** |
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| **Attendance** # of days tardy \_\_\_\_\_\_ # of days absent \_\_\_\_\_\_ | | |
| **Vision Screening** | Date: | Circle one: Pass Fail |
| **Hearing Screening** | Date: | Circle one: Pass Fail |
| If vision and/or hearing screening was failed, **STOP**. Refer to the nurse for follow up. | | |

**Area(s) of Concern:**

\_\_\_ Attendance \_\_\_ Behavior \_\_\_ Social Skills

\_\_\_ Phonics/Fluency \_\_\_ Reading Comprehension \_\_\_ Spelling

\_\_\_ Writing \_\_\_ Language Comprehension \_\_\_ English Language Proficiency

\_\_\_ Speech/Articulation \_\_\_ Mathematics \_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ Fine Motor (OT) \_\_\_ Gross Motor (PT) \_\_\_ Medical

\_\_\_ Previous Retentions: \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ Previous Suspensions: \_\_\_\_\_\_\_\_\_\_\_\_\_

**Assessment Data (Please attach):**

\_\_\_ Aimsweb Reading \_\_\_ Aimsweb Mathematics

\_\_\_ NWEA/MAP Reading \_\_\_ NWEA/MAP Mathematics

\_\_\_ STAR Reading \_\_\_ STAR Mathematics

\_\_\_ QPS- Quick Phonics Screener \_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ PAST- Phonological Awareness Skills Test

\_\_\_ Behavior Data/Referrals

*\*\*Include a copy of the most recent report card/midterm report.*

**What might be the cause(s) of the problem within the following areas: Classroom Environment, Instruction, Curriculum, and Learner**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**STUDENT INTERVENTION TEAM (SIT) MEETING NOTES**

The purpose of this meeting notes page is to serve as documentation of effectively implementing the SIT process.

It is to be maintained by the school’s SIT coordinator.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Referred by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_

**Initial SIT Meeting Date\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SIT Meeting #\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_ SIT Meeting #\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SIT Meeting #\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_ SIT Meeting #\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| *Student is presented to SIT to develop interventions and time frame for review. Interventions should be implemented for a minimum of 4 weeks before meeting again. School Psychologist and Special Education Teacher should be in attendance at 2nd meeting.* |
| \_\_\_SIT reviews documentation *(work samples, testing data, anecdotal notes, report card/progress report, etc.)*  \_\_\_SIT completes identifying checklist to help determine student’s area(s) of need  \_\_\_SIT develops specific academic/behavior goal(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_SIT determines specific intervention strategy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_Copy of intervention strategy provided to all implementers. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is responsible  for implementation of intervention strategy and documentation on daily monitoring form.  \_\_\_SIT reviews documentation and evaluates the success of intervention strategy  \_\_\_**Intervention successful**. Student has achieved goal and is no longer considered at-risk. Continue intervention in general  education setting. Refer back to SIT if regression noted.  \_\_\_**Continue current intervention**. Student shows some positive growth toward goal, but still considered at-risk. Follow up at  next SIT meeting with addition growth data to further evaluate gains.  \_\_\_**Intervention unsuccessful.** SIT has exhausted all interventions and student has not achieved success. Refer SIT  folder/documents to school psychologist for review. Intervention continues in general education setting while awaiting further  follow-up.  **SIT Meeting Summary:** |

**SIT Member Signature Position Date**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Parent/guardian will be notified that the SIT has decided to refer the SIT folder/documents to school psychologist for review. Parents will be notified by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date/Summary of contact: |

**Identifying Checklists**

**Academic Skills:** Identify each area as an area of strength (S), adequate skill level (A), or as a concern (C). Gather work samples to illustrate the student’s concerns.

**READING**   **MATHEMATICS**

\_\_\_ sight word recognition \_\_\_ computation

\_\_\_ phonics skills \_\_\_ reasoning

\_\_\_ comprehension \_\_\_ application

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ Estimated Grade Level\_\_\_\_\_\_\_ \_\_\_ Estimated Grade Level\_\_\_\_\_\_\_

**WRITTEN LANGUAGE ORAL LANGUAGE**

\_\_\_ sentence structure \_\_\_ oral expression

\_\_\_ vocabulary \_\_\_ communicating with peers

\_\_\_ organization \_\_\_ communicating with adults

\_\_\_ punctuation \_\_\_ following verbal directions

\_\_\_ spelling \_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ Estimated Grade Level\_\_\_\_\_\_\_

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**STUDENT CHARACTERISTICS** Check all areas that are a strength for the student.

\_\_\_ positive attitude \_\_\_ high expectations for self \_\_\_ handles conflict well

\_\_\_ hard worker/effort \_\_\_ works well independently \_\_\_ athletic

\_\_\_ trustworthy \_\_\_ good sense of humor \_\_\_ cooperates

\_\_\_ takes pride in appearance \_\_\_ works well in groups \_\_\_ musically talented

\_\_\_ respect for authority \_\_\_ responsible \_\_\_ artistically inclined

\_\_\_ motivated \_\_\_ transitions easily \_\_\_ organized

\_\_\_ possesses leadership qualities

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Identify areas in which the student displays significant difficulties or functions significantly below the expected level.**

**LEARNING BEHAVIORS SOCIAL ADJUSTMENT**

\_\_\_ working in a group \_\_\_ develops appropriate friendships

\_\_\_ working independently \_\_\_ relates appropriately to teachers/adults

\_\_\_ focus \_\_\_ emotional control

\_\_\_ impulsivity \_\_\_ responsible decision making and problem solving

\_\_\_ energy level \_\_\_ expressing personal thoughts in constructive ways

\_\_\_ organization \_\_\_ active listening

\_\_\_ perseverance with difficult tasks \_\_\_ recognize thoughts,feelings, and perspective of others

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ use communication/social skills to interact effectively

**Intervention Data:**

Interventionist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Goal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Date:** | **Intervention:** | **Freq/Duration:** | **Progress**  **Monitoring**  **Tool:** | **Data/Documentation:** |
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Interventionist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Interventionist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Interventionist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Date:** | **Intervention:** | **Freq/Duration:** | **Progress Monitoring**  **Tool:** | **Data/Documentation:** |
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