

PST Process

- What does PST mean?
Problem Solving Team
Two Levels-Grade Level and Individual Team
- Grade Level Problem Solving Team (GPST)
- Purpose?
Brainstorming about student difficulties and possible interventions between grade level teachers, principals, reading resource teachers, and school psychologists.
At times other interventionists would be invited like behavior itinerant, speech or any other staff member to help child make progress.
- Who?
Grade Level Teacher
Reading Resource Teacher
Principal
School Psychologist
Behavior Itinerant
Speech Therapist
- When do they meet?
Monthly

At Central-

Middle school teams will meet about students the first Thursday of every month using spreadsheet.

After school from 245p-315p -3rd week of the month for grade level PST teams of Kindergarten(Tues), 1 st grade (Wed), 2 nd grade(Thur) and then on the 4th week of the 3 rd grade (Tues), 4 th grade(Wed), 5 th grade(Thurs.)

At West-

Before school 800a-830a- 3rd week of the month for grade level PST teams of K-1st grade (Tues.) 2nd grade (Wed), 3rd grade(Thurs.) and then on the 4th week of the 4th grade (Tues), 5 th grade (Thurs).

When will IPST or Individual Problem Solving Teams meet?

Central will meet 2nd and 3rd Tues. of every month from 245p-315p

- Individual Problem Solving Team (IPST)
- Purpose?
From data examined during GPST team meeting, a student is not making progress and is still struggling then this meeting would occur.

- Who?
Grade Level Teacher
Reading Resource Teacher
Parent
If needed:
Principal
School Psychologist
Behavior Itinerant
Speech Therapist

- When do they meet?
Middle school teams will meet about students the first Thursday of every month using spreadsheet.

- What are the criteria of both PST teams?

Examine data of AIMS WEB, ISAT, or NWEA, classroom interventions of core instructions, continuous absences.

Look at all data significant to discuss intervention, fidelity that intervention was delivered. On going discussion of intervention success or progress of closing the gap may continue beyond just a school year depending on what the individual success is

- How often should data be looked at during these meetings?

6-8 weeks for groups of children / individual students as needed

- What does the GPST team do if the intervention is not working?

Varies, but for example: more days of interventions, smaller group...

- What should be brought to each GPST meeting?

IPF file for each student (classroom teacher or homeroom teacher in middle school brings), All graphs and data from interventions currently being used for each student. Classroom teacher is responsible for gathering this information; they should go to the interventionist to get this.

Reading specialists should be progress-monitoring data.

When there is a question regarding a student and if something else is being seen in the classroom, then the classroom teacher should bring evidence to discuss this. *Ex: Graph comparing student to the rest of the class in a weekly test.*

- What are the roles during the GPST team meetings?

Facilitator-

Who? Typically the principal or the school psychologist or a specific team member to be assigned by principal at the start of the year.

Job? Keep everyone on track, make sure meeting runs on time, send email reminder to all participants day before meeting, direct conversation, should monitor the grade level spreadsheet (take notes).

Spreadsheet of notes on all students would be added to. Spreadsheet is color coded with AIMS WEB scores, ISAT or NWEA scores where green is (good), yellow is (take closer look), and red (warning or significant concern).

Begin meetings with looking at spreadsheet and the students to be discussed quickly with as little duplication as possible:

What is being done? Do we need to change anything?

What progress occurred since last meeting?

- Who communicates with the parent and when?

When a child is first added to Reading Resource or receiving an intervention an introduction letter will be sent home from the Reading Resource teacher or the interventionist.

Letter should introduce who will be implementing this and how often child will be seen.

Every 6-8 weeks the classroom teacher should give the parents regular progress updates for any student receiving interventions, even if nothing has been changed.

Email is the best mode of contact....

Ex: Email to parent -John is seeing Mrs. Marasco every Thurs. and he's making steady progress. If there has been a change or a concern, it would be the classroom teacher that would first contact the parent. The interventionist can then contact parent to give them more information if needed.

End of year progress report should be sent to all students receiving interventions.