

**TAYLOR COUNTY SCHOOLS
SAT REFERRAL PARENT FORM**

STUDENT NAME: Brittany Thomas **DATE:** 9/12/2018
SCHOOL: Excellence Elementary **GRADE:** 3rd
TEACHER: Ms. Smith **DATE OF BIRTH:** 0/00/00

REASON FOR REFERRAL: Poor Academics Behavior Communication
 Strong Academics Other: _____

DESCRIBE THE CONCERN:

Brittany seems to be falling behind in reading. When her brother was this age, he did not have difficulty reading a story and answering questions about it. Brittany reads slowly and struggles to tell me what she has read about when she is done. I am concerned because she seems to be losing motivation for school.

Have you contacted your child's teacher about this concern? Yes No

If so, how and when? Parent-teacher conference in September.

SO FAR, WHAT HAS BEEN TRIED TO ADDRESS THE CONCERN?

At home, we make Brittany read for twenty minutes each night, but it is always a fight. Sometimes she reads with her brother. When she was younger, we tried a tutor for a while.

PLEASE STATE ANY MEDICAL INFORMATION THAT MAY BE IMPORTANT (e.g., history of seizures, tubes in ears, severe allergies, previous medical or psychiatric treatment, head injury, surgeries, etc.)

Brittany has seasonal allergies. She had tubes in her ears when she was young.

SIGN: Kara Thomas **DATE:** 9/12/2018

**TAYLOR COUNTY SCHOOLS
REFERRAL TO STUDENT ASSISTANCE TEAM (SAT)**

*TO BE COMPLETED IN ITS ENTIRETY BY REFERRING INDIVIDUAL
BEFORE A MEETING CAN BE SCHEDULED!*

STUDENT NAME: Brittany Thomas WVEIS: 83000000
SCHOOL: Excellence Elementary GRADE: 3rd
DATE OF BIRTH: 00/00/0000 REFERRED BY: Ms. Smith

Reason for referral (please be specific):

Low academic performance. Brittany is reading below grade level (currently she is at a first grade level). Brittany has poor writing skills and seems to have trouble retaining information.

How long has this been a concern?

All year (Aug 2017-current)

Have the parents been contacted regarding your concern? Yes No

Does the student receive any support services (e.g., Title I, counseling, Special Education, 504)? Yes No

If yes, please list: Title 1

Is the student currently failing any subjects? Please attach present progress report and report card. Yes No

Has the student been suspended this year? Yes No

If yes, how many days? _____ ISS _____ OSS

Please list reason for suspension(s): no suspension on record

Does this student have any medical, emotional, or physical restrictions and/or conditions? Yes No

If yes, please describe: _____

Do you have concerns about this student's vision? Yes No

Do you have concerns about this student's hearing? Yes No

Does this student take any medication(s)? Yes No

If yes, please list: occasionally for seasonal allergies

Has this student been retained? Yes No Grade(s): _____

How many days has this student missed this year? 12 days as of 1-11-2018

Has attendance been a problem in the past? Yes No

Do you know if the student has been evaluated before? Yes No

If yes, describe: _____

Are there any social/emotional concerns of which you are aware (e.g., divorce, family changes, etc.)? Yes No

If yes, please describe: _____

Academic Information:

Reading Level: Running Record Level F; Star Reading = 89 Date of Last Assessment: 1-12-2018 (GR) 1-9-2018 (STAR)

Math Level Star Math = 362 Date of Last Assessment: 1-11-2018

Student Strengths (check all that apply):

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Positive attitude | <input type="checkbox"/> High expectations for self | <input type="checkbox"/> Handles constructive criticism well |
| <input checked="" type="checkbox"/> Hard worker/motivated | <input type="checkbox"/> Works well independently | <input type="checkbox"/> Athletic |
| <input type="checkbox"/> Focused/goal directed | <input checked="" type="checkbox"/> Good sense of humor | <input type="checkbox"/> Takes pride in appearance |
| <input checked="" type="checkbox"/> Works well in groups | <input checked="" type="checkbox"/> Cooperative | <input type="checkbox"/> Musically talented |
| <input checked="" type="checkbox"/> Respectful of authority | <input checked="" type="checkbox"/> Responsible | <input type="checkbox"/> Artistically talented |
| <input type="checkbox"/> Extensive vocabulary | <input type="checkbox"/> Good organization skills | <input type="checkbox"/> Enjoys learning new things |

Academic Concerns (check all that apply):

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Poor basic reading skills | <input checked="" type="checkbox"/> Poor written expression | <input type="checkbox"/> Lacks background knowledge |
| <input checked="" type="checkbox"/> Poor reading fluency skills | <input type="checkbox"/> Poor expressive communication | <input type="checkbox"/> Does not work well independently |
| <input checked="" type="checkbox"/> Poor reading comprehension skills | <input type="checkbox"/> Poor listening comprehension | <input checked="" type="checkbox"/> Forgets previously learned information |
| <input type="checkbox"/> Poor math calculation skills | <input type="checkbox"/> Gives up easily | <input type="checkbox"/> Poor study skills |
| <input type="checkbox"/> Poor math problem solving skills | <input type="checkbox"/> Disorganized | <input type="checkbox"/> Slow rate of work |
| <input checked="" type="checkbox"/> Poor spelling | <input checked="" type="checkbox"/> Incomplete assignments | <input type="checkbox"/> Other: _____ |

Behavior Concerns (check all that apply):

- | | | |
|--|---|---|
| <input type="checkbox"/> Difficulty attending | <input type="checkbox"/> Hostile when constructively criticized | <input type="checkbox"/> Steals/cheats/lies |
| <input type="checkbox"/> Verbally disruptive | <input type="checkbox"/> Bullies others | <input type="checkbox"/> Easily frustrated |
| <input type="checkbox"/> Physically disruptive | <input type="checkbox"/> Destroys property | <input type="checkbox"/> Avoided by peers |
| <input type="checkbox"/> Verbally aggressive | <input type="checkbox"/> Easily distracted | <input type="checkbox"/> Impulsive |
| <input type="checkbox"/> Physically aggressive | <input type="checkbox"/> Shy/withdrawn | <input type="checkbox"/> Hyperactive |
| <input type="checkbox"/> Victim of bullying | <input type="checkbox"/> Argumentative | <input type="checkbox"/> Other: _____ |

Adaptive Concerns (check all that apply):

- | | | |
|--|---|--|
| <input type="checkbox"/> Does not respect other's personal space | <input type="checkbox"/> Difficulty with transitions | <input type="checkbox"/> Vocabulary not appropriate for age |
| <input type="checkbox"/> Does not maintain hygiene | <input type="checkbox"/> No interest in the activity of others | <input type="checkbox"/> Appears overly dependent on adults- |
| <input type="checkbox"/> Difficulty following daily routines | <input type="checkbox"/> Difficulty with fine/gross motor skills | <input type="checkbox"/> Difficulty expressing emotion verbally |
| <input checked="" type="checkbox"/> Does not ask for help when needed | <input type="checkbox"/> Does not persist with challenging tasks | <input type="checkbox"/> Does not tell adult when injured/sick |
| <input type="checkbox"/> Lacks knowledge of money/time | <input type="checkbox"/> Difficulty managing self-care | <input type="checkbox"/> Does not keep track of belongings |
| <input type="checkbox"/> Shows no caution/does not follow safety rules | <input type="checkbox"/> Does not show respect for other's belongings | <input type="checkbox"/> Unable to engage in back-and-forth conversation |

Interventions/Accommodations implemented PRIOR to referral:

What strategies have been used to address the student concern prior to the SAT request?

Check all that apply:

| | How long tried? | Results? |
|---|--------------------------|--|
| <input checked="" type="checkbox"/> Small-group instruction | Since beginning of year | Slight improvement, still behind peers. |
| <input type="checkbox"/> Tutoring | | |
| <input type="checkbox"/> Assistive technology | | |
| <input type="checkbox"/> Daily behavior chart | | |
| <input checked="" type="checkbox"/> Reward positive behavior | Since beginning of year | Building confidence in reading. |
| <input type="checkbox"/> Assigned or preferential seating | | |
| <input type="checkbox"/> Use of graphic organizers | | |
| <input type="checkbox"/> Use of manipulatives | | |
| <input type="checkbox"/> Re-teaching concepts | | |
| <input checked="" type="checkbox"/> Instructional accommodations <i>Specify:</i> Preferential seating; read tests aloud. | Since beginning of year. | Brittany benefits from being seated close to the teacher. Improved test scores when questions are read aloud. |
| <input checked="" type="checkbox"/> Curriculum modifications <i>Specify:</i> Fewer choices for comprehension; fewer spelling words each week. | Since beginning of year. | Continues to work below grade level in reading and written expression. |
| <input checked="" type="checkbox"/> Interventions <i>Specify:</i> Daily guided reading intervention | Since beginning of year. | While Brittany has made slight improvement (Improving to guided reading level F from a level D at beginning of year), her reading performance continues to be more than a grade level below her peers. |

Signature of Referring Individual: Ms. Smith DATE: 1-11-18

RETURN THIS FORM TO THE SAT CHAIR FOR YOUR BUILDING.

FOR SAT CHAIR ONLY:

Date referral form received: 1-11-18 Date Notice Sent: 1-11-18 Scheduled SAT Date: 1-16-18

**TAYLOR COUNTY SCHOOLS
STUDENT ASSISTANCE TEAM (SAT) MEETING MINUTES**

STUDENT NAME: Brittany Thomas DATE: 1-16-18

SCHOOL: Excellence Elementary WVEIS: 83000000

PURPOSE OF CONFERENCE: Initial Meeting Follow-up Meeting

Discussion of concern(s) and classroom/progress monitoring data:

Brittany's third grade teacher, Ms. Smith, indicates concerns in the area of reading. Despite her efforts, Brittany is currently performing at a first grade level in the areas of basic reading skills and comprehension as indicated through Guided Reading and STAR Reading assessments. On 1-12-18, Brittany read on a Guided Reading Level F. On 1-9-18, Brittany earned a score of 89 on the Star Reading assessment (grade equivalent of 1.3). Brittany's mother shares Ms. Smith's concerns regarding her reading skills.

As a result of today's discussion, Brittany will begin receiving targeted, small-group reading intervention with a Title 1 interventionist. Intervention will occur three days a week for twenty minutes per session, focusing on phonemic awareness, sight-word recognition, and comprehension. The team will meet again within 45 days to review Brittany's progress and determine if additional supports are needed.

List any accommodations/modifications needed:

Continue preferential seating; read tests aloud; fewer choices for comprehension; reduced spelling lists.

Recommendations:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Initiate intervention supports* | <i>* Requires new Student Intervention Record form</i> | <input type="checkbox"/> Refer to 504 |
| <input type="checkbox"/> Change present interventions* | | <input type="checkbox"/> Refer for evaluation: |
| <input type="checkbox"/> Continue present interventions | | <input type="checkbox"/> Psychoeducational |
| <input type="checkbox"/> Phase out/discontinue present interventions | | <small>Indicate suspected disability:</small> _____ |
| <input type="checkbox"/> Continue core instruction and regular benchmarking. (No follow up SAT required.) | | <input type="checkbox"/> Other <small>(check all that apply):</small> <input type="checkbox"/> Speech <input type="checkbox"/> OT <input type="checkbox"/> PT |

Proposed Meeting Review Date: 3/2/18

DOCUMENTATION OF ATTENDANCE

| | |
|----------------------|------------------------|
| Administrator: _____ | Current Teacher: _____ |
| Parent: _____ | Member: _____ |
| Specialist: _____ | Member: _____ |

| | |
|--|--------------------------|
| Date of parent notification of SAT recommendations: <u>1-16-18</u> | Method: <u>In-person</u> |
| Date of parent notification of student participation in MTSS: <u>1-16-18</u> | Method: <u>In-person</u> |

**TAYLOR COUNTY SCHOOLS
STUDENT INTERVENTION RECORD**

STUDENT NAME: Brittany Thomas WVEIS: 83000000
 TEACHER: Ms. Smith SCHOOL: Excellence Elementary

TYPE OF INTERVENTION: **Targeted** *Defined as 3 to 5 15-30 minute sessions per week.* **Intensive** *Defined as 3 to 5 30-60 minute sessions per week.*

SUBJECT/SKILL AREA: Reading

| | |
|---|--|
| Baseline Level of Performance: Guided Reading Running Record Level F (1-12-2018) STAR Reading = 89 (1-9-2018) | Target/Goal Level of Performance: Guided Reading Running Record Level H STAR Reading = 189 (GE = 2) |
|---|--|

Intervention Strategy/Program:
 Phonemic awareness instruction focusing on blends/digraphs/vowel patterns. Orally blending CVC and CCVC pattern words. Hears and records sounds in CVC words using sound boxes and dictating words with three phonemes. Word play/word building activities.
 Sight word drilling.
 Engage in conversation about the text using pictures to support details. Monitor for meaning and prompting for comprehension. During discussion after reading, having her take turns retelling one part of the story (tell me more, what else did you read, think about the pictures).
Frequency: 3 times a week for 20 minutes a session.

Progress Monitoring: How often? Weekly Biweekly Other: _____
Note: WDE Guidance recommends every 2-3 weeks for Targeted or every 1-2 weeks for Intensive intervention.

Tool(s) Used for Progress Monitoring: STAR Reading; Running Records

| Progress Monitoring Attendance/Data Collection Record: | | |
|---|--|--|
| Date | Interventions Performed | Progress Monitoring Data (if assessed) |
| 1/17/18 | Phonemic awareness instruction/sight word drilling | STAR Reading = 81 (GE = 1.2) |
| 1/19/18 | Phonemic awareness instruction/sight word drilling | Guided Reading = Level F |
| 1/22/18 | Comprehension activities | |
| 1/24/18 | Phonemic awareness instruction/sight word drilling | |
| 1/26/18 | Phonemic awareness instruction/sight word drilling | |
| 1/29/18 | Comprehension Activities | STAR Reading = 85 (GE = 1.3) |
| 2/2/18 | Phonemic awareness instruction/sight word drilling | |
| 2/5/18 | Phonemic awareness instruction/sight word drilling | |

See reverse for continued progress monitoring data collection chart.

| Date | Interventions Performed | Progress Monitoring Data (if assessed) |
|---------|--|--|
| 2/7/18 | Comprehension Activities | Guided Reading = Level F |
| 2/9/18 | Phonemic awareness instruction/sight word drilling | |
| 2/12/18 | Phonemic awareness instruction/sight word drilling | STAR Reading = 93 (GE = 1.4) |
| 2/14/18 | Comprehension Activities | |
| 2/16/18 | Phonemic awareness instruction/sight word drilling | |
| 2/19/18 | Phonemic awareness instruction/sight word drilling | |
| 2/21/18 | Comprehension Activities | |
| 2/23/18 | Phonemic awareness instruction/sight word drilling | |
| 2/26/18 | Phonemic awareness instruction/sight word drilling | STAR Reading = 82 (GE = 1.3) |
| 2/28/18 | Comprehension Activities | Guided Reading = Level G |
| 3/2/18 | Phonemic awareness instruction/sight word drilling | |
| 3/5/18 | Phonemic awareness instruction/sight word drilling | |
| 3/7/18 | Comprehension Activities | |
| 3/9/18 | Phonemic awareness instruction/sight word drilling | |
| 3/12/18 | Phonemic awareness instruction/sight word drilling | Star Reading = 105 (GE = 1.4) |
| 3/14/18 | Comprehension Activities | |
| 3/16/18 | Phonemic awareness instruction/sight word drilling | |
| 3/19/18 | Phonemic awareness instruction/sight word drilling | |
| 3/21/18 | Comprehension Activities | Guided Reading = Level G |
| 3/23/18 | Phonemic awareness instruction/sight word drilling | |
| 3/26/18 | Phonemic awareness instruction/sight word drilling | STAR Reading = 118 (GE = 1.5) |
| 3/28/18 | Comprehension Activities | |
| 3/30/18 | Phonemic awareness instruction/sight word drilling | |
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