K-5 TAT PROCESS
Tri County Area Schools

PURPOSE/VISION

A problem resolving team of educators that develops, monitors, and evaluates plans for students in need of additional academic and/or social-emotional experiences and/or services. A common form will be used throughout the district to document students' progress and interventions. This document is used by the problem resolving team to gather needed data determining appropriate interventions, documentation of interventions, and if enough data is gathered to warrant an individual evaluation plan for students.

WHEN

Teacher Assistance Team (TAT) meetings will be scheduled each month by the building secretary.

WHO

The core team will consist of:
- Building Principal
- Assistant Principal(s)
- Social Worker
- Title teacher(s)
- General Ed. Teacher
- Teacher Consultant
- School Psychologist

Based on the need, the team may also consist of:
- Speech Pathologist
- Physical Therapist
- Occupational Therapist
- Special Education Director
- Currilcum Director

PROCESS
Prior to Bringing a Student to TAT
1) The teacher identifies the concern (academic, behavior, attendance) and intended outcome (brainstorm partnership, how to talk to guardians, strategies/ideas, data collection methods, supports, etc).

2) The teacher investigates the CA60 for past concerts and analyzes the content
3) The teacher brings the concern to colleagues (PLC team, grade level team, Title teacher, building coach, and/or prior years teacher).
4) The teacher notifies the building administrator or coach to ensure the outcome is clear (hopes/desires of teacher) and to define data/evidence to be brought to the TAT group.
5) Teacher notifies the parent(s)/guardian(s) of concern and TAT process
6) The teacher talks with the building secretary to get on TAT schedule.
7) Open a Study Study in Synergy, to enter data from the below chart.

Types of Data Based on the Concern
Teachers will bring 2-3 types of data (see ideas below) that correlate with the concern

Academics	Behavior	Attendance
-Unit assessments -Student work samples -Conferring notes/guided instruction notes -Running records -Recent F & P diagnostic -Fluency/comprehension monitoring -Easy CBM -NWEA/MStep	-Synergy reports -Past TAT plans -Documentation of tried strategies -Parent contact log -Analysis of data (time of day, subject area, a new pattern of behavior, etc)	-Synergy reports -Parent contact log -Past data

During the Meeting
1) The teacher explains the concern and intended outcome.
2) Teacher presents data from above.
3) Team dialogue surrounding a plan of intervention, implementation, monitoring, and support.
4) Team documents the plan of action and commits to support the plan.
5) Team informs all staff who might be impacted.
6) Parents are notified of the plan either in writing or a phone call (celebrating successes, informing of the plan, and building a partnership)
7) Team determines when they will meet again to analyze the plan of support

Building Data Review
Teams will engage in a bi-monthly data review; analyzing the bottom 40% data and all Title data. The team will devise a plan to ensure all of these students/teachers are being monitored and supported. If/when necessary the team will reach out to specific teachers related inquire about study progress and needs.