

SaS Consideration Toolkit Facilitator Tips

Making arrangements with a team

1. Contact district contact and send via email **Component A**, ***“Introduction and Preparation for Use”***. *Optional: provide link to webinar overview of Toolkit for members to view prior to session.*
2. Ask district contact to share **Component A** with team members in preparation for the process. Team members are encouraged to contact facilitator for clarification of process.
3. Ask district contact to provide parent with **Components A & C** prior to the meeting.
4. Schedule date for SaS Consideration Toolkit process. Plan for at least 3-4 hours
5. If needed, schedule Day 2 for Action Planning. Plan for approximately 1 hour
6. Make copy of **Component A** document and place in folder for meeting.
7. Facilitator can enlarge Components A – D to make poster size charts for display at the SaS Consideration Toolkit meeting as a reference throughout the process.
8. Recommended team members:
 - a. Special educator(s)
 - b. General educators)
 - c. Parent(s)
 - d. Building principal and/or Special Educator Administrator
 - e. Others (OT, PT, Speech, O & M, Vision, Paraprofessional, Guidance Counselor and student)

Completing Student Profile (**Component B**)

1. When the date for the SaS Consideration Toolkit process has been confirmed, send **Component B** via email to district contact.
2. Prior to the meeting, have the Special Educator and/or General Educator complete the **Sensory, Motor, and Processing Considerations** section of **Component B**.
3. Team will complete the **Strengths** and **Interests** section of **Component B** at the meeting, so that all team members, including parents, have an opportunity to provide input and discuss.
4. **Component B must** be returned to the facilitator prior to the team meeting in order to make copies.
5. Make copies of the **completed Component B** document and place in folder for meeting.

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<p>Develop Profile of General Education Classroom (Component C, Step 1)</p>	<ol style="list-style-type: none"> 1. Send Component C via email. 2. Component C, Part 1 is to be completed by the General Education Teacher - The general education teacher may seek input from a special educator or other who work within the general education classroom. 3. The only section to be completed prior to the meeting is the “Develop Profile of General Education Classroom(s)” section. 4. Component C, Part 1 must be returned to facilitator prior to team meeting for copies to be made. 5. Team should not review any completed sections of Component C, Part 1 until the day of the meeting. 6. Make copies of the completed Component C, Part 1 document and place in folder for meeting.
<p>Identify Potential Barriers to Curriculum Access and Instruction: (Component C, Step 2)</p>	<ol style="list-style-type: none"> 1. The facilitator will facilitate the process of the Component C, Step 2, Barriers. 2. All team members are to participate. 3. Goal is to list all of the potential barriers that may occur within the general education environment. There are no wrong answers. 4. Steps 1 and 2 must be completed in full prior to beginning Step 3.
<p>Identify Strategies and Services to Eliminate Barriers: (Component C, Step 3)</p>	<ol style="list-style-type: none"> 1. The facilitator will facilitate the process of the Component C, Step 3, Strategies & Services. 2. All team members are to try to suggest at least two strategies and/or services to support the student in the general education classroom. 3. The facilitator may need to ask probing/guiding questions to elicit team members’ responses. 4. Remind participants that everyone needs to be respectful of team members’ ideas. At this time we are making no determination, just collecting ideas. 5. As the facilitator writes the responses on the charts, ask someone to record the responses.
<p>Identify Viable Alternatives for Implementation: (Component C, Step 4)</p>	<ol style="list-style-type: none"> 1. Component C, Step 4 can be completed if time permits or scheduled for another day. 2. The facilitator guides team members to generate student supports, adult supports and supports of implementation and rationale for choosing these supports. 3. The facilitator guides the team to come to consensus to generate student and adult supports and supports of implementation. 4. If another day is scheduled to complete this process, announce the date, time and location of the next meeting.

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Follow-up After the Meeting

1. The action plan needs to be implemented, based on consensus of team members.
2. The information generated may be incorporated into the student's IEP via a subsequent IEP meeting.
3. The facilitator will support implementation of action planning items, if specified on action plan.
4. The Facilitator can also support the team in accessing additional external resources to support the implementation of the action plan as needed (e.g. professional development for team members needed to implement new strategies.)

Needed: Recorder, Facilitator, Laptop and LCD projector; Optional: posters, flip chart

Folder: Components A-D

SaS Fact Sheet

LRE BEC