

Instruction**STUDENT STUDY TEAMS**

The SST is an early intervention process that brings together parents/guardians, certificated and classified staff, administrators, and/or the student, as appropriate, to identify student needs and develop an improvement plan to address those needs.

The Governing Board encourages the collaboration of the parent/guardian, certificated and classified staff, administrators, and/or students, as appropriate in studying the strengths and needs of students having academic, attendance, social emotional, or behavioral difficulties and in identifying strategies and programs that may resolve or alleviate these difficulties, and assist such students in maximizing their potential. The Superintendent or designee shall establish student study teams that address individual student needs. The Board expects that student study teams will improve communications within the school and support teachers in working with the student.

The Superintendent or designee shall establish and maintain a process for initiating the referral of students to SSTs, which may include referral by district staff, parents/guardians, and/or agency representatives. The Superintendent or designee may also establish and maintain a process for responding to SST referrals, which may include a determination by the district as to whether an SST shall be convened for an individual student.

Each SST may collect and analyze relevant student data, as appropriate. The SST may also review the student's educational history, work samples, strengths and areas for growth, and identify available resources and strategies.

Each SST shall develop a plan to support the student which incorporates tiered intervention strategies. Such strategies may include changes in program placement or instructional methods, recommendation of supplemental educational services, parent involvement strategies, social, emotional and/or behavioral interventions, discipline, referrals to other agencies or resources, and/or other appropriate interventions.

Student study teams may recommend transferring the student to another school only when the team has demonstrated that existing interventions have repeatedly failed to bring about expected change or the study team's investigation indicates that a different placement would result in resolving or alleviating difficulties, and/or assist in maximizing the student's potential.

The SST shall monitor the student's progress, evaluate the extent to which the recommended strategies have been implemented, make adjustments to the plan, and develop additional interventions as needed.

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STUDENT STUDY TEAMS (continued)

The SST process shall not delay or deny a referral for evaluation for eligibility for special education, as may be required under state or federal law.

The Superintendent or designee may integrate SSTs into the district's multi-tiered system of support, including identification of students who need additional support, the level(s) of support, appropriate interventions, monitoring of progress, and whether the goal of intervention has been met.

To strengthen the effectiveness of SSTs, the Superintendent or designee may provide staff development in the identification of students who may need additional support, implementation of measurable and targeted interventions, and monitoring of progress and goal attainment.

Legal Reference:

EDUCATION CODE

54720-54734 School-Based Pupil Motivation and Maintenance Program and Dropout Recovery Act

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The principal or designee at each school shall:

1. Select a coordinator who will set student study meeting times and procedures.
2. Establish a process by which teachers, other staff members or parents/guardians may initiate a student referral for Pre-SST or SST.
3. Provide staff development in the identification of students who may need additional support through Pre-SST or SST, implementation of measurable and targeted interventions, and monitoring of progress and goal attainment.
4. Design provisions for:
 - a. Contacting parents/guardians.
 - b. Observing the student in the setting where difficulties occur.
 - c. Collecting background information.
 - d. Helping the student and parent/guardian prepare for the meeting.
 - e. Bringing in other school or district resource personnel.

Members of individual student study teams may include:

1. The principal or designee.
2. Resource teachers or specialists: psychologists, nurses, school counselors, bilingual staff, categorically funded staff, department chairpersons, speech and language specialists.
3. One or more of the student's teachers or previous teachers.
4. The student's parents or guardians, and the student if appropriate.
5. Representatives of community or law enforcement agencies, if appropriate.

Team Meetings

Because a positive solution to a student's difficulties often grows out of the student's strengths and potential, the initial study team meeting shall always begin by discussing the student's strengths. His/her problems shall be described as precisely as possible, and a plan for resolving these problems shall be developed.

STUDENT STUDY TEAMS (continued)

Strategies and interventions may include, but are not limited to:

1. Program changes involving different classes, a different level and/or variety of instructional materials, and/or more time for completing assignments.
2. Contracts for task completion and/or behavior modification.
3. Daily progress reports / Check-In/Check-Out / Check and Connect.
4. Use of after-school tutoring, peer tutoring, cross-age or cross-grade tutoring or buddy system (i.e., Special Friends, Safe).
5. Reinforcement and (modifications at home.
6. Special instructional strategies for students of limited English proficiency.
7. Strategies for improving social-emotional skills, peer relationships and positive pro-social behaviors.
8. Special school projects or programs (i.e., Safe Student Intervention Program - SSIP).
9. Independent study.
10. Modified day.
11. Period-by-period attendance.
12. On-Campus Intervention (OCI).
13. After School / Lunch Academic, Behavior or Social Emotional Intervention.
14. Saturday school/academy or work program.
15. Work experience education.
16. Transfer to a different school (including opportunity, continuation or alternative education facility, as appropriate).
17. Referral to district resource or special education staff for academic assessment.
18. Referral for health examination.

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19. Referral to school psychologist.
20. Functional Behavior Assessment
21. Functional Communication Training
22. Academic Support Intervention
23. Coordinated Care/Wrap Services
24. Referral to community agency or other community resource.
21. Referral of family to community agency.

Whenever the student study team is considering the possibility of transferring a student to another school, the principal or designee of the school to which the student may be transferred shall be invited to attend the study team meeting before a final decision is made.

A follow-up meeting shall be scheduled to evaluate the effectiveness of the plan and the extent to which the recommended strategies have been implemented. The plan shall be modified as needed. Subsequent review meetings may be held to monitor the student's progress and reinforce the fact that real change for students takes sustained effort over time.