Instruction

Student Success Teams

The Governing Board encourages the collaboration of parents/guardians, certificated and classified staff, administrators, and/or the student, as appropriate, in evaluating the strengths and needs of students having academic, attendance, social, emotional, or behavioral difficulties and in identifying strategies and programs that may assist such students in maximizing their potential. The Superintendent or designee shall establish student success teams (SST) as needed to address individual student needs.

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 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.

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.

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.
### Student Success Teams (Cont.)

<table>
<thead>
<tr>
<th>State</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. Code 48260-48273</td>
<td>Truants</td>
</tr>
<tr>
<td>Ed. Code 48400-48454</td>
<td>Compulsory continuation education</td>
</tr>
<tr>
<td>Ed. Code 49600-49604</td>
<td>Educational counseling</td>
</tr>
<tr>
<td>Ed. Code 51745-51749.3</td>
<td>Independent study</td>
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</tr>
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<td>Ed. Code 54440-54445</td>
<td>Migrant children</td>
</tr>
<tr>
<td>Ed. Code 8800-8807</td>
<td>Healthy Start support services for children</td>
</tr>
<tr>
<td>W&amp;I Code 18986.40-18986.46</td>
<td>Interagency children’s services</td>
</tr>
<tr>
<td>W&amp;I Code 4343-4352.5</td>
<td>Primary interventions program, mental health</td>
</tr>
</tbody>
</table>

**Adopted:** 10/17/07  
**Approved:** 8/6/14, 10/20/21
Student Success Teams

Team Membership

Members of individual student success teams (SST) may include:

1. The principal or designee
2. One or more of the student's classroom teachers or former teachers
3. The student's parents/guardians
4. The student if appropriate
5. School Counselor(s)
6. Resource personnel or specialists, such as a school psychologist, nurse, outreach consultant, special education resource person, department chairperson, speech and language specialist, reading specialist, social worker, probation officer, community resource representative, mental health worker, and/or other person(s) relevant to the student's situation, as determined by the district

The makeup of each individual SST is at the district's discretion, and may not include participation from individuals in each of the categories listed above.

Team Responsibilities

The principal or designee shall:

1. Schedule meetings and establish meeting procedures
2. Contact parents/guardians and other team members regarding team meetings
3. Consult with appropriate school staff, including teachers and/or district resource personnel
4. Arrange for observation of the student as needed
5. Collect any additional background information necessary to inform team members about the student's strengths and needs, such as relevant student data, educational history, and work samples, as appropriate
6. Help the student and parents/guardians prepare for the meeting
7. Facilitate the team meetings
8. Develop a plan to support the student which incorporates intervention strategies
Student Success Teams (Cont.)

9. Ensure that the student's progress is monitored, that follow-up meetings are regularly scheduled, and that adjustments are made to the plan and related interventions as necessary

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Adopted: 10/17/07
Approved: 8/6/14, 10/20/21
SST Referral Packet

When should a student be referred for an SST meeting?

A student should be considered for referral to the SST after School-wide (Tier One) and Targeted (Tier Two) supports have been exhausted and he/she continues to demonstrate inadequate progress in the areas of academics, behavior, physical/mental health, or attendance. Students can be referred directly by their parent/caregivers, or by a staff member through the on-site case manager.

In the past, many have perceived the SST process as a vehicle for expediting students to Special Education. In reality, the SST is intended to assist students in becoming more successful so as to avoid Special Education whenever possible.

Why should I refer a student to the SST?

The purpose of an SST is to bring a group of people together who all possess different talents, knowledge and expertise. The function of the team is to support the referring teacher, caregiver and student by looking at the strengths and concerns from each team member’s unique viewpoint. The expectation is that teachers and other referring staff have attempted a variety of evidence-based interventions prior to an SST referral.

The goal is to provide the referring parties with new interventions that address the concerns and tap into student strengths. Therefore, each SST team member accepts some responsibility in assisting the student through their ideas, strategies, or hands-on support. It is critical that schools explore new prevention and intervention strategies.
Teacher Preparation Checklist for SST Meeting

Be prepared to present specific background information about the student, including:

- **Strengths** (to develop interventions)
  - *Academics* – good with math problem-solving, likes to read, enjoys art and music, works well on computer, writes creatively, exceptional science project
  - *Social/emotional* – wants to please adults, chosen by classmates as a friend and/or leader
  - *Multiple intelligences* – linguistics, logical-mathematical, bodily-kinesthetic, spatial, musical, interpersonal, intrapersonal

- **Interests** including student preferences for reading and writing topics, science and math themes, projects, etc.

- **Academic functioning in:** reading fluency/recognition/comprehension, oral language, written language and math – bring curriculum-based data to show levels, such as Running records, benchmark assessments, etc.

- **Amount/quality** of class work and homework (bring recent work samples)

Be prepared to:

- Discuss efforts to work with the family to resolve your concerns (Referral Checklist)
- Identify/discuss the area of greatest concern – academic, behavior, social-emotional, health (Problem Identification/Clarification Form)
- Discuss strategies and modifications you have already tried (Classroom Interventions & Modifications Form)
- State your desired outcome in measurable/observable terms
- Collaborate with the team to generate valid interventions (1-2) which target the identified area of greatest concern
- Implement, with support of the case manager, agreed upon classroom interventions
- Regularly monitor student (daily, weekly, as specified)

Bring to the SST Meeting:

- Recent work samples that reflect both strengths and areas of concern
- In-class assessments which show academic levels
- Other: ______________________________________
Student Support Team
Confidential – Teacher Worksheet

Student Data

Name of Student ___________________________ Date ______________
Date of Birth _______________ Age ________ Gender ________ Ethnicity ________________
Present grade in school ________ Campus _________________ Homeroom ___________________

Name of person(s) initiating intervention:

Reason for referral to SST:

School Data

Days absent this year ____________ Is absenteeism a problem this year? Yes
No
Has absenteeism been a problem in previous years? Yes No
Has student been retained? Yes No If yes, which grade(s)? ________________
Number of discipline referrals:

Attach copies of discipline referrals.

Have you contacted the parent about concerns before this meeting? Yes
No

Language

Student has Limited Proficiency in English Yes No
Language constitutes a barrier to learning (limited English spoken at home). Yes No
Expressive Language Skills: Poor Average Superior
Receptive Language Skills: Poor Average Superior
Behavioral Observations

Rate this student’s behavior in relation to his/her peers. For each behavior, mark:
1 = Poor  2 = Below Average  3 = Average  4 = Above Average  5 = Superior  N = Not observed

<table>
<thead>
<tr>
<th>Item</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generally cooperates or complies with teacher requests</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
<tr>
<td>Adapts to new situations without getting upset</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
<tr>
<td>Accepts responsibility for his/her own actions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
<tr>
<td>Makes and keeps friends at school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
<tr>
<td>Works cooperatively with others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
<tr>
<td>Has an even, usually happy, disposition:</td>
<td></td>
<td></td>
<td>Never</td>
<td>Sometimes</td>
<td>Usually</td>
<td>Always</td>
</tr>
<tr>
<td>Appropriate attention and concentration</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
<tr>
<td>Complies with teacher directives</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
<tr>
<td>Brings necessary materials to class</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
<tr>
<td>Fidgets, squirms, or seems restless:</td>
<td></td>
<td></td>
<td>Never</td>
<td>Sometimes</td>
<td>Usually</td>
<td>Always</td>
</tr>
<tr>
<td>Completes tasks on time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
<tr>
<td>Stays on task</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
<tr>
<td>Student is easily redirected</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
<tr>
<td>Remains seated</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
<tr>
<td>Takes turns, waits for turn (for younger students)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
<tr>
<td>Behaves in a manner appropriate for the situation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
<tr>
<td>Student exhibits extreme mood changes:</td>
<td></td>
<td></td>
<td>Never</td>
<td>Sometimes</td>
<td>Usually</td>
<td>Always</td>
</tr>
<tr>
<td>Student responds appropriately to praise and correction</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
</tbody>
</table>

Other information:

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
Academics

- Has difficulty understanding abstract concepts
- Needs oral questions and directions frequently repeated
- Has difficulty retrieving and recalling information
- Requires slow, sequential, substantially broken down presentation of concept
- Fails to remember sequences
- Distorts or mispronounces words or sounds when speaking (not attributed to dialect or accent)
- Has difficulty comprehending what he/she reads
- Uses inappropriate spacing between words or sentences when writing
- Does not compose complete sentences or express complete thought when writing
- Fails to change from one math operation to another
- Fails to follow necessary steps in math problems
- Is unable to perform assignments independently
- Does not perform or complete classroom assignments
- Requires repeated drill and practice to learn what other students master easily
- Other (list)

Other (list)

Instructional Rating
Rate the concerns you have about this student. For each skill, circle the appropriate rating.
1 = Poor   2 = Below Average   3 = Average   4 = Above Average   5 = Superior   N = Not observed

<table>
<thead>
<tr>
<th>Basic Reading</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comp.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
<tr>
<td>Written Expression</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
<tr>
<td>Spelling</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
<tr>
<td>Homework</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
<tr>
<td>Math Calculation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
<tr>
<td>Math Problem Solving</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
<tr>
<td>Follows Written Directions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
<tr>
<td>Follows Oral Directions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
<tr>
<td>Organizational Skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
</tr>
</tbody>
</table>

Attempted Interventions

- Bilingual/ESL
- Tutorials
- Counseling
- Parent Contact/Assistance
- Office Referrals
- Classroom Accommodations Implemented
- Modified Assignments
- Redirection
- Other (list)

Other (list)
## Modifications/Interventions

Please check modifications that you have tried to help this student. Also, please check the appropriate box if the modification/intervention you tried was reasonably effective in helping this student.

<table>
<thead>
<tr>
<th>Tried? ENVIRONMENT</th>
<th>Effective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Change Setting</td>
<td></td>
</tr>
<tr>
<td>☐ Reduce distraction where possible</td>
<td></td>
</tr>
<tr>
<td>☐ Change class</td>
<td></td>
</tr>
<tr>
<td>☐ Change group</td>
<td></td>
</tr>
<tr>
<td>☐ Create more physical space</td>
<td></td>
</tr>
<tr>
<td>☐ Consider physical health problems</td>
<td></td>
</tr>
<tr>
<td>☐ Special study area</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tried? TEACHING TECHNIQUES</th>
<th>Effective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Vary voice volume</td>
<td></td>
</tr>
<tr>
<td>☐ Use eye contact</td>
<td></td>
</tr>
<tr>
<td>☐ Use hands on shoulder contact</td>
<td></td>
</tr>
<tr>
<td>☐ Repeat instructions same way</td>
<td></td>
</tr>
<tr>
<td>☐ List assign./instructions on board</td>
<td></td>
</tr>
<tr>
<td>☐ Use visual aids in giving directions</td>
<td></td>
</tr>
<tr>
<td>☐ Teach study skills</td>
<td></td>
</tr>
<tr>
<td>☐ Provide individual instruction</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tried? ASSIGNMENT</th>
<th>Effective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Reading: adjusted difficulty of task</td>
<td></td>
</tr>
<tr>
<td>☐ Writing: adjusted difficulty of task</td>
<td></td>
</tr>
<tr>
<td>☐ Math: adjusted difficulty of task</td>
<td></td>
</tr>
<tr>
<td>☐ Shortened reading assignments</td>
<td></td>
</tr>
<tr>
<td>☐ Shortened writing assignments</td>
<td></td>
</tr>
<tr>
<td>☐ Shortened math assignments</td>
<td></td>
</tr>
<tr>
<td>☐ Extended time allowed for tasks</td>
<td></td>
</tr>
<tr>
<td>☐ Use of notebooks for assign./tests</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Tried? MATERIALS</th>
<th>Effective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Use different materials</td>
<td></td>
</tr>
<tr>
<td>☐ Manipulatives</td>
<td></td>
</tr>
<tr>
<td>☐ Computer/tablet</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Tried? MISCELLANEOUS</th>
<th>Effective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Daily school/home communication</td>
<td></td>
</tr>
<tr>
<td>☐ Weekly sch./home communication</td>
<td></td>
</tr>
<tr>
<td>☐ Confer with other school personnel</td>
<td></td>
</tr>
<tr>
<td>☐ Review cumulative records folder</td>
<td></td>
</tr>
<tr>
<td>☐ Parent contacts</td>
<td></td>
</tr>
<tr>
<td>☐ Use of consultation</td>
<td></td>
</tr>
<tr>
<td>☐ Peer tutoring</td>
<td></td>
</tr>
<tr>
<td>☐ Mentoring</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
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## Referral Process for Student Study Team Meeting

<table>
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<tr>
<th>Activity</th>
<th>Person Responsible</th>
<th>Timeline</th>
</tr>
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<tbody>
<tr>
<td>- Teacher, Admin or Parent refers to counselor for SST meeting. Meeting is scheduled, invitation is sent to parent. Included in invitation to parent is information handout about SST process. Those who may be invited are: referring person, admin, psychologist, sped teacher, teachers, coaches, mental health counselors or other community agency members. - Counselor sends SST packet to teacher(s) for input.</td>
<td>Counselor of record for student.</td>
<td>Upon notification of referral</td>
</tr>
<tr>
<td>- Study Team meeting is held. All information is shared and recommendations are made. Follow procedure for SST meetings. Information is documented. - If parent does not attend SST meeting, recommendations of the SST are sent to the parent by mail. No actions that require parent consent can be taken without their written approval.</td>
<td>Counselor of Record</td>
<td>During SST</td>
</tr>
<tr>
<td>- If the SST team recommends assessment for special education, the school psychologist must be immediately notified and provided a copy of the SST documentation. The psychologist or speech therapist will follow-up with parents in the timeline listed below regarding that assessment. - If the team is concerned about medical issues for the student, the counselor will contact the school nurse to follow up with the family and establish a plan or referral for outside services.</td>
<td>Counselor of Record will notify appropriate staff</td>
<td>Immediately following SST meeting</td>
</tr>
<tr>
<td>- Upon completion of the meeting, the counselor will make a copy of the SST notes to all members who are part of the action plan. The original SST document will be filed in the students cum file. A log of the SST will be made in the SST log book maintained at each site.</td>
<td>Counselor of Record</td>
<td>Immediately following SST meeting</td>
</tr>
<tr>
<td>If an evaluation is recommended, the following actions will occur:</td>
<td>Psychologist/SLP</td>
<td>Within 15 days of SST meeting date.</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>o Psychologist will contact parent within 15 days to get consent signed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Documents provided to parent at time of signature include: Prior Written Notice for Initial, Assessment Plan, Developmental History, Copy of Procedural Safeguards.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Once forms are signed and received by psychologist, the psychologist will send all originals (SST notes, PWN Form, Assessment Plan, Dev History) to Director of Education. | Psychologist | Within 5 days of receipt |

| Comprehensive multi-disciplinary evaluation is conducted and IEP meeting is held to determine eligibility. | Psychologist | Within 60 calendar days of receipt of parent consent. |

3/19/14-JC
How do SSTs Problem-Solve?

Define the Problem (Problem Identification)
- Prioritize problems and choose the one of greatest concern
- Create a specific and observable description of the behavior (academic/social)

Analyze the Problem
- Gain a clear understanding of the causes (functions) of the problem
- Identify relevant obstacles
- Develop a goal to address the problem (observable and measurable)

Generate Solutions
- Brainstorm and evaluate possible solutions
- Make sure solutions directly address the identified problem

Implement the Plan
- Select a research-based intervention
- Assign roles
- Model intervention

Progress Monitor
- Select a method/tool to systematically monitor the student’s progress toward written goal(s) - daily observation/log, weekly assessment of a specific skill, etc.

Evaluate the Intervention
- Review progress monitoring data
- Determine appropriate next steps
Helpful Suggestions for Effective SST Meetings

- Speak with the parents/caregivers in advance to let them know what to expect at an SST meeting
- Have appropriate translation when needed
- Have a separate facilitator and note taker
- Begin with a positive remark and welcome all participants to the meeting
- Explain the purpose of the meeting
- Follow the structure of the SST Meeting Summary Form to facilitate a successful meeting
- Set a positive tone for the SST meeting by recognizing the student’s strengths before listing concerns
- Use specific samples of the student’s work when explaining any strengths, weaknesses, or means of improvement
- Specific examples of student’s behavior should also be used to explain his/her level of development, socialization, and personal adjustment
- Explain any evaluation process including formal and informal
- Do not use “education” or “mental health” jargon
- Suggest, using concrete examples, to parents/caregivers of how they may help/support their child at home
Helpful Suggestions for Effective SST Meetings (continued)

- Brainstorm strategies and interventions together
- Prioritize concerns and action items; it is better to focus on one problem in depth than to give superficial treatment to many
- Let parents/caregivers ask questions; they will likely have something specific to discuss with the SST team
- Have consent for services forms, release of information forms, and community referrals available at the meeting
- Set a date for a follow-up SST, if appropriate
- Make parents/caregivers aware of availability of team members
- End the meeting with a summary of the action plan and a positive comment
- Thank parents/caregivers for participating in the SST meeting
- Give copies of completed SST meeting summary form to parents/caregivers
Oroville Union High School District
Student Study Team (SST)
Parent Information

Just what is the Student Study Team?

The Student Study Team is a positive school-wide early identification and early intervention process. As a team, the student, parents, teachers, school administrator and other related staff, work to identify the student’s learning strengths and needs, upon which an improvement plan can be designed.

As a regular school process, the SST develops recommendations based on teacher/school concerns that will facilitate the student’s success within his or her current program. Concerns are seen as obstacles to student success and not descriptors of the student or his or her character. The Team creates a plan with measurable, targeted interventions assigned to the student, the teacher(s), and the parents intended to support and encourage academic growth and a positive learning experience. Follow-up meetings are planned as needed to provide a continuous casework management strategy to maximize the student’s success.

Is the SST process mandated?

California Education Code 56303 states, “A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.” The SST develops recommendations that facilitate the student’s success within his/her regular education program. It is only after those interventions have not been successful that the SST would refer for evaluation to determine if the student requires special educational instruction and services.

Why go through the SST process?

The SST process supports regular education teachers as they work with struggling students to identify their needs prior to the referral for evaluation of more specialized instructional supports. The 2004 authorization of the Individuals with Disabilities Education Act (IDEA) emphasized that students with disabilities should receive the maximum time appropriate in the regular classroom.

The SST also serves as the 1st step to determine the need for evaluation to assess eligibility for Section 504 Accommodation Plans and Special Education services. The SST process helps teachers to develop interventions to assist the student. Specific areas of concern are identified; information is gathered through observation, interview, review of school records and informal assessment.

The SST develops new strategies to help address the concerns. For example, a teacher may implement a behavior contract for a child who has difficulty maintaining appropriate classroom behavior and completing classroom assignments. Classroom teachers and parents implement these strategies for several weeks. The SST then reconvenes to assess the student’s progress.

If the interventions are not successful, however, the SST may refer the student to the school Guidance Team who would determine if evaluation for a Section 504 Accommodation Plan or Special Education eligibility is appropriate.
The SST is usually run by your student's Counselor as an administrative designee. In addition to you, as the student's parent/guardian, the student's teachers may be invited as well as any other support staff that is appropriate to that meeting (such as other teachers, special education teachers, and the school nurse or school psychologist). Community service providers may also be invited to attend.

**Who may request an SST?**

The expertise of the SST is for the benefit of the entire school. Any unresolved problem that impedes learning may lead to a request to the SST by a teacher, administrator, parent or student. Typically, the student's teacher will initiate a meeting with the parent/guardian to discuss his/her concerns about the student's progress. Other times, the parent/guardian might request a parent/teacher conference in response to a school concern. Together, you will come up with strategies to address those concerns. If, after a sufficient period of time to implement the strategies, the concerns persist, the student's teacher initiates the referral to the SST for more support.

**What happens at an SST meeting?**

The SST works hard to maintain a positive, student-focused environment. The meeting usually begins with a statement from the parent/guardian (as well as other members present who know the student) about the student's strengths in any area. Identifying these strengths are extremely important in brainstorming possible intervention strategies; building off of what the student is already good at to increase the chances for his/her success.

Following the conversation about the student's strengths, relevant background information is discussed. At this time any important education information (like retention or previous school attendance), family information (such as changes in the family structure, primary caregiver, etc.) and health information (any medical conditions that may impact the student's academic success) is discussed. The parent/guardian is asked to complete a Background Information form prior to the SST meeting so that this information is readily available to the team. Following the SST, all documents including the Background Information form would be placed in the student's confidential educational record.

At this point, the team members discuss the main concerns that brought the student to the SST. The team brainstorms different strategies to address these concerns and creates a timeline for implementing and monitoring the strategies. The SST will discuss if a follow up meeting is necessary to review the student's progress and determine the need for future intervention.

**What is my role in the SST as a parent/guardian?**

You know your student best. Therefore, your insight into his/her background and behaviors at home is a critical part of viewing the whole child. Prior to the first SST meeting, you may be asked to complete a Background Information form about your student. Please complete this information and either return it to the school before the meeting or have it ready to share at the first SST. Next, be prepared to share your thoughts of your student's strengths, as well as any concerns you have. The SST will ask for your input about what you have successfully tried to help your student. Historically, the SST is most successful when the teacher(s) and parents work together to set similar expectations for behavior and learning for the student. The school will send home a pamphlet for parents/guardians about the SST process prior to the first SST meeting which you can review for additional information.
Must a parent/guardian be present at an SST for their child?

Parents/guardians are invited to all SST meetings regarding their student and strongly encouraged to attend. However, if a parent/guardian cannot attend, the SST meeting can take place without parent consent and the SST plan can be implemented (except where parent consent is required, such as in the case of screenings or evaluation or change to the general education program). When the parent/guardian is absent, SST notes will be sent home and placed in the student’s confidential educational record.

What kinds of recommendations come out of an SST?

The SST is a brainstorming process used to generate recommendations for addressing the specific teacher and parent concerns about the student. Therefore, recommendations are unique to the individual student and vary case by case. However, the SST might recommend different instructional strategies not yet tried by the teacher, or homework strategies not yet tried by the parent. Sometimes, the SST will refer the teacher and/or parent to other support systems where available, such as school-based counselling, academic intervention programs or after-school tutoring. On occasion, the SST may recommend that a specialist conduct a screening in the area of concern, such as attention or speech, at no cost to the parent. If there are health-related concerns, the SST may recommend that the parent/guardian look into further supports available through community resources. As a last resort, the SST can refer the student for consideration of a special education assessment.

Is parental consent required for screenings and evaluations?

The parent/guardian must give their consent for any screening, evaluation or participation in a program that will remove their student from their regular education program. However, the SST may request additional hearing and vision screenings; because these are given to every student in a particular grade, they would not require parental consent.

On occasion, the SST may request a screening of the student’s abilities/skills in a particular area (such as attention or speech). With parental consent, these screenings are conducted by a specialist working for the school district who has expertise in that area. The results are shared with the parent/guardian, the SST, and become a part of the student’s cumulative educational record. The screening is not an assessment for special education and does not result in a change of the student’s academic placement.

Can the SST refer students for evaluation for special education consideration?

Yes, but only after several important decision criteria are met: 1) that reasonable classroom interventions of sufficient duration have been carefully attempted, without success; and 2) that the cause of the problem is suspected to be a disability that cannot be resolved without special education services.

Do all referrals for special education need to go through the SST?
OROVILLE UNION HIGH SCHOOL DISTRICT

Generally speaking, all referrals should go through the SST referral process. The SST interventions can be bypassed for students for whom it would be detrimental or for students whose difficulty is so severe or so unusual as to render the SST of no help. This is a decision to be made by the school with parent input. The referral from the SST goes to the school's psychologist who reviews the student's records and interventions to date. The psychologist informs the parent/guardian of the decision to evaluate for special education (and obtains parental consent for the evaluation) or explains why the referral is not appropriate at that time.

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**How do you know that the SST is effective and not just delaying the special education evaluation process?**

Many factors can show success of the SST process, from teacher/parent satisfaction to pre/post student performance. As a problem-solving process, the SST is a crucial step prior to special education referral to make sure all that can be tried within the general education environment has been tried. Only those students who have not shown a positive response to the SST intervention strategies should be referred for special education assessment. These students are likely to require special education support as all else has been unsuccessful.
STUDENT STUDY TEAM
PARENT REQUEST FOR SPECIAL EDUCATION TESTING

Student Name _______________________ SS # _______________________
DOB _______________________ Grade _______________________ School _______________________ 
Father’s Name _______________________ Phone (home) _______________________ (work) _______________________ Address _______________________
Mother’s Name _______________________ Phone (home) _______________________ (work) _______________________ Address _______________________

I am requesting that _______________________ be referred to the Student Study Team for review of his/her educational program. The review is requested because: [include behaviors observed at home, academic strengths/weaknesses noted during homework completion, strategies attempted to correct the problem at home and with the classroom teacher(s)].

__________________________________________________________________________________________________________________________________________________

Has the classroom teacher indicated concerns about your child’s academic performance? Yes/No. If yes, please list concerns _______________________

__________________________________________________________________________________________________________________________________________________

What classroom instructional strategies do you think would help your child? _______________________

__________________________________________________________________________________________________________________________________________________

Has your child had any previous evaluations through any school system or private provider? Can you provide a copy of who conducted the evaluation and when? _______________________

__________________________________________________________________________________________________________________________________________________

I would like for my child to begin the Student Study Team process immediately.

Parent(s) Signature _______________________ Date _______________________ 

-OR-

The counselor has explained the Student Study Team process to me in detail. I understand the process but wish to skip all interventions and have my child tested for Special Education. I understand that the process is in place to help prevent my child from being labeled as a child with a disability. (GIVE COPY OF PROCEDURAL SAFEGUARDS). Begin the referral process.

Parent(s) Signature _______________________ Date _______________________
SST Meeting Agenda

- **Introductions** (2 minutes)

- **Problem Identification** (2 minutes)
  - ✔ Review Problem Identification/Clarification Form
  - ✔ Review Environmental/Functional Factors Form (if behavior is primary concern)

- **Problem Analysis** (10 minutes)
  - ✔ Complete SST Goal(s) Form

- **Generate Solutions** (10 minutes)
  - ✔ Complete SST Intervention Plan Form

- **Determine Intervention Specifics** (5 minutes)
  - ✔ Who:
  - ✔ What:
  - ✔ Where:
  - ✔ When:
  - ✔ How:

- **Set up Progress Monitoring** (1 minute)

- **Schedule SST Follow-Up Meeting** (10 weeks later)
  - ✔ Date:
  - ✔ Time:
  - ✔ Location:

- **Remember:** Information shared during an SST Meeting is confidential
Butte County Special Education Local Plan Area
Authorization for Exchange of Confidential Information

The purpose of this authorization is to allow the gathering and sharing of academic, psychological, and health information to develop an educational plan of comprehensive services for the student below.

Name(s): ____________________________  Birthdate: ________  Social Security #: ________ (Optional)

Parent or Guardian:  Name: ____________________________  Phone: ________________

Mailing Address: ____________________________

Street Address: ____________________________

Information to be released from: (Initial appropriate agencies/providers.)

___ Butte County Dept. of Employment and Social Services:
    CSD  ASD  Eligibility
___ Butte County Health Department
    California Children’s Services  CHDP
    Immunization Clinic  Other: ____________________________
___ Butte County Behavioral Health
___ Butte County Office of Education
___ Butte County SELPA
___ Butte County Probation Department
___ Family Services Association
___ Far Northern Regional Center
___ Home Health Care Agency
___ Hospital/Medical Centers

___ Medical Clinics

___ Parent Education Network
___ Physicians/Health Care Providers
___ Audiologist
___ Ophthalmologist/Optomertist
___ School District
___ Other (initial each entry)

___ Other
___ Other

Type or description of information requested: (Initial appropriate information.)

___ Educational records, including psycho-educational reports
___ Immunization records
___ Consultation or examination reports
___ Discharge summary
___ Psychological evaluation reports
___ Psychiatric summary including history, diagnosis, treatment, progress
___ Court records
___ Other (initial each entry)
___ Other
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DURATION: This authorization shall become effective immediately and shall remain in effect until _________ (enter date) or for one year from the date of signature, if no date entered.

RESTRICTIONS: California law prohibits the Requestor from making further disclosure of my health information unless the Requestor obtains another authorization form from me or unless such disclosure is specifically required or permitted by law (FERPA).

YOUR RIGHTS: I understand that I have the following rights with respect to this Authorization:
1. I understand that signing this authorization is voluntary.
2. I (the student/child or, if a minor, his or her parent, guardian, parent surrogate or conservator) may receive a copy of this Authorization (Civil Code Section 56.10).
3. I may revoke this Authorization at any time. My revocation must be in writing, signed by me or on my behalf, and delivered to the agencies/persons listed above. My revocation will be effective upon receipt, but will not be effective to the extent that the Requestor or others have acted in reliance to this Authorization.

RE-DISCLOSURE: I understand that the Requestor (School District) will protect this information as prescribed by the Family Equal Rights Protection Act (FERPA) and that the information becomes part of the student's permanent educational record. The information will be shared with individuals working at or with the School District for the purpose of providing safe, appropriate, and least restrictive educational settings and school health services and programs.

SIGNATURE AUTHORIZING THIS RELEASE OF INFORMATION:

Date: ______________________

(Signature of Student) (Printed name of student)

(Signature of parent or guardian) (Printed name of parent or guardian)

(*Signature of Surrogate Parent) (Signature of Witness)

*This signature releases only educational information. Additional information release will require the signature of guardian.

Confidentiality of client maintained according to Education Code Section 49069; California Welfare Institution Code, Section 4514, 42 CFR Part 2.

This information has been disclosed to you from records protected by Federal confidentiality rules (42 CFR Part 2). The Federal rules prohibit you from making any further disclosure of this information unless further disclosure is expressly permitted by the written consent of the person to whom it pertains or as otherwise permitted by 42 CFR Part 2. A general authorization for the release of medical or other information is not sufficient for this purpose. The Federal rules restrict any use of the information to criminally investigate or prosecute any alcohol or drug abuse patient.
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Any information released will meet requirements of HIPPA regarding disclosure and re-disclosure. Recipients are obligated to maintain HIPPA protections for any and all materials released under these conditions.
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