

Student Success/Study Team Handbook 2020

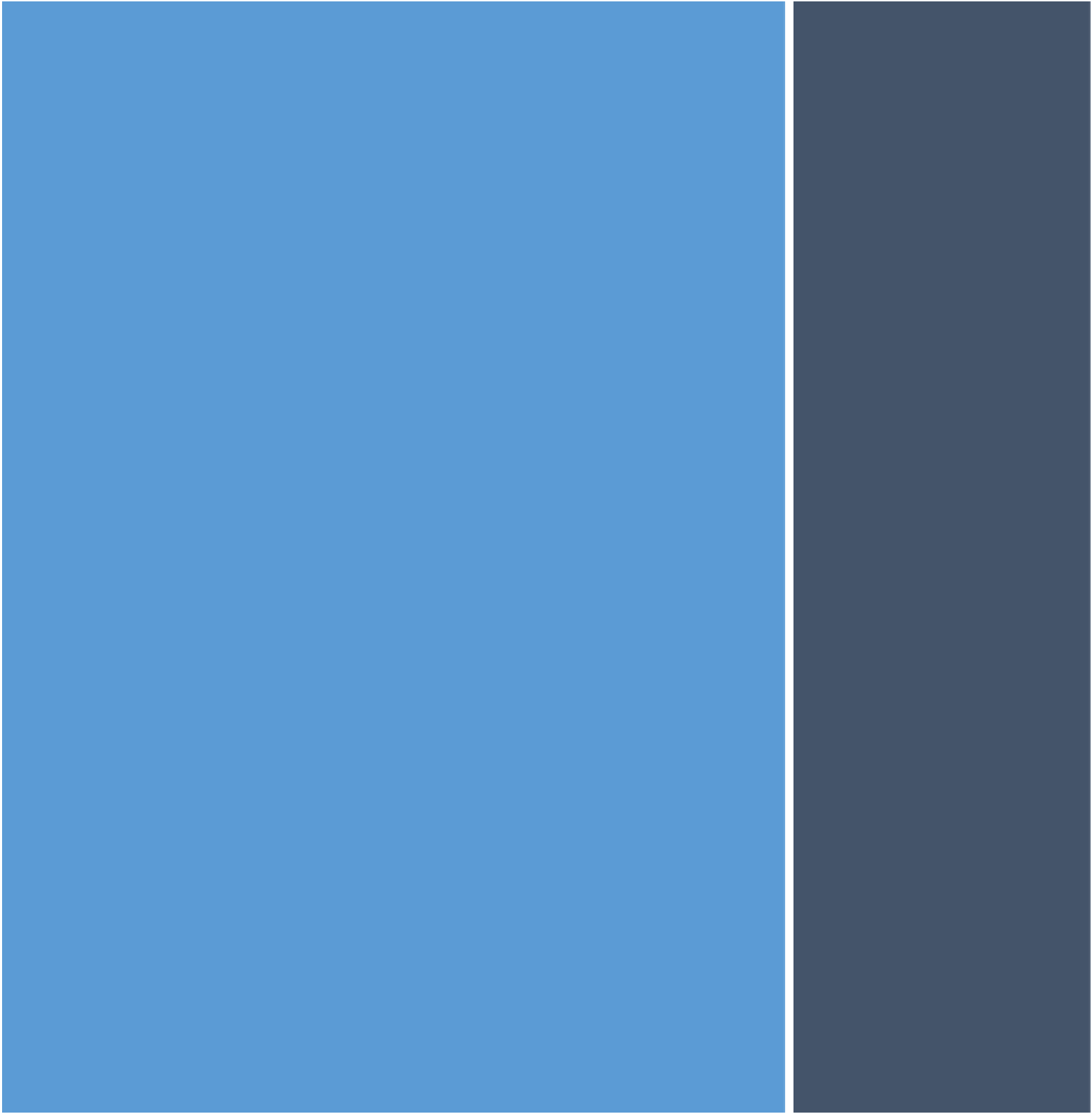


Table of Contents

1. What is the Student Study Team?.....	2
a. The SST as a General Education Function	
b. Who gets referred?	
c. SST Rationale and Purpose	
2. Student Study Team Procedures	3
3. SST Best Practices Checklist	4-5
4. SST Membership & Roles	6
a. Administrator	
b. SST Coordinator	
c. Teacher	
d. Counselor	
e. Intervention Specialist	
f. Parent/Guardian	
g. Resource Person	
h. Recorder	
i. Student	
5. The Parent/Guardian as Participant in the SST.....	8
a. Best Practices for Parent/Guardian Engagement	9
b. Sample Parent/Guardian Notification of SST Meeting.....	14
c. Parent/Guardian Preparation Interview for the SST.....	15-16
6. Referring Teacher (or Counselor) Responsibilities.....	7
7. General Questions and Answers.....	10-11
8. The SST...Fulfilling Legal Requirements for Special Education Referrals for Assessment..	12-13
9. Student Preparation Interview Worksheet for the SST	17-19
10. SST Process for Language Minority Pupils.....	20
11. Instructional Accommodations/Modifications.....	21-25
12. SST Diagnostic Survey.....	31-32
13. Modifications/Accommodations to be Considered.....	30
14. Can Student's Needs Be Met in General Education.....	26
15. SST Summary & Group Memory Sheet.....	27
16. Referral to SST	28
17. SST Student Strengths.....	29

What is the Student Study Team (SST)?

The Student Study Team (SST) is a school-based problem solving team that reviews lack of academic progress, behavioral concerns, attendance/truancy issues, parent/guardians and/or teacher concerns, and will recommend alternative strategies/interventions to be implemented in the regular classroom which allow a student to be successful in that setting. As such, student success teams are a function of general education.

The SST membership may consist of school administrators, classroom teachers, parents/guardians, students, district support personnel and special education personnel. The composition of the teams may vary according to student needs and the size and personnel resources of the school or the school district. Although psychologists and speech/language specialists may be involved, the Student Study Team is not a special education function. The referring person and administrator must always be present.

“A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.” (Ca. Ed. Code 56303) This current law requires that all options in the regular program be tried, and that interventions are well documented before a referral to special education be made.

These options can include, but are not limited to:

- Parent/Guardian contact any time there is a concern about a student
- Accommodations to the classroom program (e.g.) altering curriculum, preferential seating, etc.
- Accommodations to the school program (e.g.) shortened day, change of schools, etc.
- Referral to community and school resources (e.g.) peer tutoring, behavioral health, etc.

After several alternative strategies/interventions have been attempted over a determined period of time, and the student has still not made adequate progress, a special education referral *may* be appropriate.

Students in regular education programs, including English learners, (or students who are mainstreamed in regular education programs) may be referred if they are experiencing, but not limited to:

- Lack of academic progress
- Increasing behavioral concerns
- Attendance or truancy issues
- Problems with peers
- Parent/Guardian concerns which do not appear to be resolved
- Language or communication problems
- Work habits or study skills problems

STUDENT STUDY TEAM PROCEDURES

STEP 1: STUDENT IDENTIFICATION

A student is identified as needing assistance. Referring party attempts initial modifications and keeps an anecdotal record or a record of alternatives attempted. Referring party contacts the student's parents or guardians.

If a student is a danger to themselves and/or others, Don't wait! Go directly to the administrator for appropriate actions and follow procedures as a Mandated Reporter. When in doubt, consult with Child Protective Services and/or police.

IF INTERVENTIONS ARE SUCCESSFUL, CONTINUE THEM

STEP 2: REFERRAL TO TIER 2 TEAM	STEP 3: TIER 2 INTERVENTIONS
Referring Party collects data & completes the Request for Assistance form to Tier 2.	<p>Tier 2 Team documents 6 weeks of interventions matched to student need (e.g. student conference, tutoring, parent/guardian conference, email to all teachers).</p> <p>After 6 weeks, the Tier 2 Team reviews progress and follows up with the teacher & parent or guardian.</p>

Step 4: SST REFERRAL / PRIOR TO SST

If Tier 2 interventions are NOT successful, Tier 2 Team contacts the SST Coordinator to begin the SST process. If appropriate, the SST Coordinator puts the student on agenda and invites the team, including parents or guardians. SST Coordinator completes Pre-SST Protocol.

Step 5: SST MEETING

At the **SST Meeting**, information is summarized, and problems are described. **Action plan developed and followed for 6 weeks.** Follow-up meeting is scheduled. Action plan filed with follow-up information in cumulative file and SIRAS.

Step 6: FOLLOW UP SST MEETING(S)

If Interventions are NOT Successful	If Interventions ARE Successful
<ul style="list-style-type: none"> Conduct Follow Up SST Meeting Revise action plan New intervention action plan implemented. Make appropriate referrals for student Action plan filed with follow-up information in cumulative file and SIRAS Schedule additional follow-up SST as needed 	<ul style="list-style-type: none"> Watch and consult Action plan filed with follow-up information in cumulative file and SIRAS No further follow-up SST needed

Student Study Team Best Practices Checklist

Pre SST Meeting

STEP 1

- ☐ There is a designated person who coordinates the SST process
- ☐ There is a referral process in place that uses the Tier 2 Request for Assistance form.
- ☐ The referring party identifies the problem – attempts interventions/modifications and keeps record of modifications attempted.
 - ☐ The referring party calls parents/guardians to inform them of the problems the student is having and the efforts that have been made to help the student.

STEP 2

- ☐ Referring party collects data and completes referral for Tier 2 interventions.
- ☐ **Tier 2 Team** documents 6 weeks of interventions: student conference, tutoring, parent conference, email to all teachers.
- ☐ After 6 weeks, the Tier 2 Team reviews student grades and follows up with the teacher & parent.

STEP 3

- ☐ If interventions are not successful, Tier 2 Team contacts the SST Coordinator and submits a SST Referral to begin the SST process.
- ☐ Staff is aware of the SST process and knows the SST Coordinator.
- ☐ SST Coordinator opens a new student case in SIRAS

STEP 4

- ☐ If appropriate, SST Coordinator puts the student on agenda and invites the team, including parents. Collection & duplication of data from cumulative file search.
- ☐ The parent/guardian receives a meeting notice letter and an SST Parent/Guardian Brochure in their home language.
- ☐ A point person is designated to make meeting reminder phone calls and a system is in place to keep a schedule/calendar of SST meetings.
- ☐ SST Coordinator sets a meeting date in collaboration with stakeholders, and notifies the entire team.
- ☐ The teachers receive the Teacher Preparation Checklist prior to the SST meeting and use it to prepare for the meeting.
- ☐ The student receives support to prepare for the SST meeting.
- ☐ The SST Coordinator does cumulative file search, collects data, work samples, notes on modifications, language dominance information, test scores, contact logs.
- ☐ SST Coordinator prepares for meeting:
 - ☐ Duplicates referral for SST members.
 - ☐ Health records, language data, educational history, standardized test scores, behavior issues, retention, attendance records
- ☐ SST Coordinator sends parent/caregiver the Notice of SST Meeting form

During SST Meeting

STEP 5

- ☐ Meetings start and end on time (30 – 60 min. for initial SST, 15-45 min. for follow-up SST).
- ☐ The facilitator welcomes the parent/guardian, introduces the members of the team, and explains the purpose and process of the SST meeting.
- ☐ There are designated people who fulfill roles during the meeting (e.g. facilitator, recorder, team member, etc.).
- ☐ Members participate and share their respective knowledge.

- ☐ Student information is available at the meeting (e.g. cumulative file, work samples, test data).
- ☐ SST Summary Form is used to document the meeting and serves as a guide for meeting discussion (i.e. start with discussion of student's strengths).
 - ☐ The team is able to brainstorm a broad range of interventions for each student concern identified.
 - ☐ An action plan is developed and responsibility for each action item is assigned.
 - ☐ A follow-up meeting is scheduled at the 1st meeting.

Follow-Up SST Meeting(s)

STEP 6 & 7

- ☐ Follow-Up Meeting, SST Summary Form is used to document the meeting.
- ☐ Action Plan created at initial meeting is discussed.
 - ☐ Review if successful or not successful.
 - ☐ If not, discuss and develop alternative action plan or develop referral for assessment.
 - ☐ If successful, file action plan with follow-up information in cumulative file and SIRAS
- ☐ Multiple Follow-Up SST Meetings may be necessary to attempt additional interventions and assess efficacy of action plans.
- ☐ If, after the unsuccessful implementation of the modified action plan, a referral for special education assessment may be appropriate OR a discussion for possible 504 Plan eligibility, SST Coordinator invites parent/guardian(s), psychologist, and other appropriate specialists to attend the meeting for Special Ed testing OR contact is made with 504 Coordinator for consultation.
- ☐ If, after assessment, the student does not qualify, SST Coordinator may hold a possible follow-up meeting to discuss outcomes.

Post SST Meeting

STEP 8

- ☐ Meeting notes are copied, using the SST Summary Form, and distributed.
(Distribution: copy for the parent/guardian, copy for the teacher, digital copy attached in Synergy, and original for the student's SST file)
- ☐ Action items are monitored and follow-through occurs.
- ☐ SST team members and parents/guardians are reminded of scheduled follow-up meetings if applicable.

STUDENT STUDY TEAM MEMBERSHIP AND ROLES

Student Study Teams generally consist of five to seven members with various roles. The **referring party, student, parent/guardian and administrator must attend**. The members assume a variety of roles during the meeting, such as the facilitator, note-taker, time-keeper, and/or participant.

ADMINISTRATOR	Provides support and direction to team members. Ensures a strength-based approach. Diffuses emotionally charged statements. Assists SST coordinator with facilitating meetings. Expects accountability of all involved.
SST COORDINATOR	Coordinates logistics before and after meetings. Notifies team members of meeting time and place and name of student scheduled. Documents action items and ensures fidelity of plan. Facilitates SST meeting and ensures notes are taken while stakeholders are sharing, checks for understanding, and encourages input from all stakeholders. Prior to concluding SST, the coordinator will schedule a follow up meeting in 6 weeks, if needed.
CLASSROOM TEACHER	Provides support for the referring party and submits the classroom information sheet to the SST Coordinator. Defines student strengths, identification of areas of concern. Shares interventions attempted over a period of time. Gathers information/data regarding the student and supports SST Plan and identified interventions.
REFERRING PARTY**	Follows the process in the flowchart. Contacts the parent/guardian, attends SST Meeting
COUNSELOR	Provides complete information/data regarding attendance, graduation/promotion status, social emotional and/or behavior concerns, and additional information as needed
INTERVENTION SPECIALIST	Will attend SSTs as needed. Collaborates with the referring party and SST Coordinator to facilitate the intervention process. During SST meetings, shares attempted interventions and its outcomes. Monitors the students' interventions on SST Plan.
PARENT(S)/ GUARDIAN(S) OF STUDENT	Provide additional information; share family concerns; contribute problem related information from home environment, share effective and ineffective home interventions; clarify questions of staff; share student's strengths and goals. Participate in implementation of strategies jointly developed on the SST Action Plan.
RESOURCE PERSON(S)	Provides information and another point of view in the problem solving process; knows the school population well.
STUDENT	Shares progress, feelings, goals and ambitions; participates in the decision making; is responsible for working on strategies developed on the Action Plan.

* Resource persons could include Outreach consultant, Reading Specialist, English Learner Specialist, Counselor, Psychologist, Speech/Language Specialist, Resource Specialist, Adaptive PE teacher, Nurse, career/ vocational education specialist, community service provider, etc. Inclusion on the team is dependent on: relevance of the problem to their area of expertise; structure and policies of the school site; and availability to the school team.

**At the SST meeting, the referring party is required to participate. The student's other teachers are also invited to participate.

REFERRING TEACHER/COUNSELOR RESPONSIBILITIES

The referring staff member must be present at the SST meeting and should prepare.

MATERIALS TO BRING:

Completed SST Referral with concern.

Information regarding parent contacts (noted on Contact Logs).

Recent work samples (spelling, reading, math, language).

Anecdotal notes (if appropriate).

Notes on previously attempted modifications and interventions (include modification, duration of intervention and results).

The referring teacher/counselor should be ready to discuss the following:

- Reason for referral and a specific statement of the problem or problems.
 - Areas of strengths and weaknesses:
 - Academic skills (Examples: Participates in classroom discussions, seems unable to take notes during lecture, difficulty reading textbook. Classroom behavior, peer relationships, adult relationships, work habits:
 - (Examples: Very cooperative, seems willing to put effort into class, chosen by classmates to be a leader, rarely turns in chapter questions assigned for homework. Performance on tests is poor – unable to complete tests in a time period.

THE PARENT/GUARDIAN AS PARTICIPANT IN THE SST MEETING PROCESS

- Parents/Guardians should ALWAYS be included at the SST meetings because they can provide crucial information about the home environment. Meetings should not take place if they are not available
- The parent's/guardian's knowledge of the problem at an early stage often facilitates the problem-solving process
- The parents/guardians should be contacted personally by the SST coordinator inviting them to participate and ask if a translator is needed. Contact may be followed up with a letter to home.
- The SST Coordinator should explain that the SST is a problem solving meeting, not a disciplinary meeting. It is an opportunity for school staff and the parents/guardians to share in a process which looks at a student's strengths as well as concerns in order to help the student succeed at school.
- The SST Coordinator should explain what will happen at the meeting and who will be participating. Sharing a blank copy of the SST action plan with the parents/guardians before the meeting will help them understand the format.
- Parents/Guardians should be informed that they are a part of the team and have the necessary background information regarding their child. They will be asked to complete an information sheet and bring it with them to the SST meeting. They also need to know their input is essential for forming a realistic action plan.

BEST PRACTICES FOR PARENT/GUARDIAN ENGAGEMENT

- Have someone, preferably the SST Coordinator, greet the family at the front office and walk them to the SST meeting room
- Offer the family any drinks or snacks while they wait in the SST meeting room
- The SST Coordinator will assure to the family that the SST is not to condemn or “bad talk” their student, but on how the team can better support the student
- The SST Coordinator will remind the parent/guardian that they are an invaluable asset to the SST team and thank them for their time
- The SST Coordinator will remind the parent/guardian that there will be a timekeeper in order to respect everyone’s time.
- Preferably, seat the family next to a family or staff member they already know. Using name tags at the meeting may be helpful for the family
- At the beginning of the meeting, the SST Coordinator will ask the parent/guardian to introduce themselves and share the strengths of the student
- Afterwards, the team members will introduce themselves and share the strengths of the student without complicated jargon
- The parent/guardian will share concerns they have regarding their student
- Afterwards, the team members will share their concerns regarding the student
- The SST Coordinator will actively ask parents/guardians if they have any questions and initiate their participation in the implementation of interventions developed by the SST Team
- Intervention and support strategies should be focused around the improvement of the student’s learning
- At the end of the meeting, the SST Coordinator will ask the parent/guardian and student to sign the Action Plan
- The SST Coordinator will provide the parent/guardian a physical and digital copy of the completed SST Action Plan and SST feedback form
- The SST feedback form will consist of questions such as: How did they feel? Was it a good experience for them? Did the parent(s) feel heard and supported? What could’ve been done better?
- Have someone, preferably the SST Coordinator, escort the family back to the front office and provide them their business card

GENERAL QUESTIONS AND ANSWERS

1. Who can refer a student to the SST?

-School staff or parent/guardian can refer a student to the SST. The referring person must be in attendance at the SST meeting. If school personnel refer a student, the following should be asked to attend: Parent/guardian or person acting as parent/guardian, general ed teacher, administrator or SST Coordinator and student if appropriate.

2. Does the parent/guardian have to be invited to the SST?

-YES.They will be contacted and advised that there are concerns and that the SST will meet.

3. Who contacts the parent/guardian?

-The referring school staff is the recommended parent/guardian contact. It is assumed that the referring school staff will have been in communication with the parent/guardian regarding his/her concerns before the SST referral is initiated.

4. How do I know if a referral is appropriate?

-Any referral is "appropriate" if a parent/guardian, teacher, or student needs support or help in making a student successful. It is better to refer a student at the earliest warning signs or concerns. A supportive team can help reduce frustration that builds when a teacher feels that he/she is not meeting a student's needs and/or when a parent/guardian feels his/her concerns are not being heard.

5. Why do we have to go through filling out vision and hearing screenings?

-It's important to know if these screenings are current. Medical issues which could be impacting a student's learning and/or behavior should not be overlooked. In addition, if the SST decides that a referral for assessment for special education eligibility is necessary after interventions have been systematically attempted. Current vision and hearing screenings are required to be completed prior to additional assessments.

6. Why do we have to go through the cumulative file?

-Again, it is important to know the child's educational history. Valuable information sometimes gets lost; and/or school history often lends an otherwise unknown perspective. Limited or poor school attendance or a multi-school history may indicate the concerns are not related to a specific disability but rather lack of exposure or opportunities.

7. Who attends the SST?

-Referring person, parent/guardian, student when appropriate, administrator or SST Coordinator, and other staff. An administrator and the referring person are required. Research has documented that the Administrator's participation is the key to a successful SST. An Administrator is in the position of effecting change. The referring person is a necessary participant as this is the individual identifying a concern and will be involved in implementing strategies to address the concern.

8. What if the parent/guardian doesn't want to participate in the SST process?

-Each school will have to determine how to handle this situation. Parents/guardians must be kept informed of concerns and recommendations. SST members report that when parents/guardians realize that the school wants to help, the parent/guardian is receptive to participating. There have been schools

that have not held the SST unless the parent/guardian participated. All information indicates that parent's/guardian's perception of the school improves with participation on the SST.

9. How long should the SST meeting last?

-Usually 30 to 45 minutes. Sufficient ideas should be generated within that time frame. If brainstorming is not successful within that time, it is probable that the issue needs to be more clearly defined or more information needs to be obtained. (Refer to Page 6 of this manual for information to be addressed.)

10. How many times does the SST meet regarding a specific child?

-At least 2: the first to determine what interventions need to be put into place and the second to report back on the success of the interventions or suggest other interventions. Subsequent meetings may be scheduled as needed.

11. When does the SST refer for special education assessment?

-When there is enough data to provide information to the following questions: When is the student able to access general education? What supports and interventions are successful? When is the child not able to access general education? What supports and interventions have been tried? What additional information is needed to help this child succeed? What will be available in special education that is not available in the general education setting? If the SST team feels that a referral to special education or 504 is imminent, then special education personnel should be involved in the SST before a referral for assessment is made.

12. Does the SST information get put in the cumulative file?

-Yes. It is recommended that an SST folder be established and placed in the cumulative file. This will allow others to see what concerns have surfaced and how those concerns were addressed. The SST information will also be logged in the SIRAS information system.

13. What if the SST doesn't solve the problem?

-Due to the range of concerns that can be presented to the SST, not all student needs may be solved. What can result, however, is ownership of a child by a school-site, which provides teacher/parent/guardian support in knowing that all that is currently reasonable and possible is being done. The "problem" may not be solved, but communication and support can be increased.

14. Can a teacher refuse to implement strategies or interventions for a student.

-No. A student has rights under several different entitlements in the law to an appropriate education. Interventions and strategies do not mean that a student cannot be held accountable for learning a core amount of information considered necessary for success in a class. Interventions and strategies do mean that a student can receive the information and/or demonstrate the competencies in alternative modes of instruction and/or assessment.

15. What if a doctor puts a special education assessment request in writing?

-Anyone can request an assessment and the request must be considered by the LEA. However, only the person who holds educational rights may sign the assessment plan authorizing assessment.

16. What do we do if a parent/guardian requests an assessment for special education? Does this bypass the SST process?

-Not necessarily. See page 12.

THE SST...FULFILLING LEGAL REQUIREMENTS for Special Education Referrals for Assessment

1. If a referral to special education is the outcome, the SST fulfills the legal function of ensuring that documented attempts have been made to modify the general education program before referring the individual for special education, as per (EC56303; 5 CCR 3021).
2. If the SST recommends an assessment for special education after attempted systematic and substantiated general education interventions, the assessment questions to be answered focus on: a) whether the child has a disability, b) to determine the educational needs of the child, and c) if the child would educationally benefit from special education services.

The SST documentation provides necessary information regarding eligibility criteria:

- Attendance records
- Family/student mobility
- Consistency and fidelity of academic program
- Behavioral issues
- Disciplinary records
- Cultural/linguistic issues
- Current information regarding vision/hearing/motor problems

The SST needs to take note of all the steps that have been taken by the school to include the student in a general education classroom:

- Supplementary aids and services provided
 - Alterations of the regular program already implemented to accommodate the student
 - Consistency of interventions and outcomes
 - Coordination with other school site programs
 - Fidelity of interventions and outcomes
3. The general education teacher will be an integral part of the IEP process, and will be able to address the questions posed to assist in determining eligibility as well as answering the concern for referral. Review of the above documented SST information can be used by the team to respond to eligibility issues. (EC 56320, EC 56337(a-c), 5 CCR 3030). These eligibility issues will be addressed through the questions posed in the [\[SST 6\] Needs Met in General Education Setting Checklist](#) and listed on page 26 in Appendix 4.

THE SST...FULFILLING LEGAL REQUIREMENTS for Special Education Referrals for Assessment (continued)

If a student's Home Language Survey indicates a language other than English as the home language, the SST needs to consider the issues discussed in the SST Process for English Language Learners Flowchart.

4. If a student is REFERRED for special education assessment and does NOT meet eligibility criteria (e.g., including information provided in the above-stated questions and a processing disorder which is determined through formal assessment) the SST may need to:
 - a. re-review additional school support programs
 - b. consider referrals to community agencies
 - c. re-review implemented interventions to determine if adjustments to these can be developed/refined
 - d. In some instances, if a student has a physical or mental impairment which may substantially limit a major life event (e.g., learning), the student may be referred for consideration under Section 504. There should be a separate 504 eligibility team.

NOTICE OF STUDENT STUDY/SUCCESS (S.S.T.) TEAM MEETING

Date _____ Student _____ Birthdate _____

Parent/Guardian _____ Phone _____

Address _____

School _____

Dear Parents:

This is to request your attendance at a Student Study/Success Team (S.S.T.) meeting which has been scheduled to discuss your child's current school performance. The S.S.T. is a team of teachers and support staff which meets with parents to develop possible strategies for increasing your child's success in school. Your child was referred to the S.S.T. by because of concerns in the following areas: _____.

Meeting Date: _____ **Time:** _____ **Place:** _____

If you have any questions regarding this meeting or need to reschedule, please contact the following person: Phone _____

Those who have been invited to attend this meeting:

Parent/Guardian:

Administrator:

Teacher(s):

Others:

Student:

✂----- **CUT AND RETURN** -----

PLEASE RETURN THIS PORTION TO:

Student Birthdate I have been informed of the meeting on. Yes, I will be at the S.S.T meeting.

Yes, I would like to participate by phone.

No, I cannot come at the scheduled time. Please contact me at to reschedule. No, I cannot come at the scheduled time. Please proceed without me.

Parent/Guardian Signature Phone

(These S.S.T. meetings involve the planning and coordination of many people's schedules. If it does become absolutely necessary to cancel, please call as soon as possible, so all parties involved may be notified.)

Parent/Guardian Preparation for the SST

This form is to be used to assist the parent or guardian in thinking about what they may want to discuss at an SST Meeting. [Click here to locate the Fillable Google Doc SUHSD Parent/Guardian Interview Form](#) and here for the [Spanish version](#).

Student Name: _____ Parent/ Caregiver Name: _____

School: _____ Interviewer: _____

Grade: _____ Age: _____ Date of Interview: _____

Please identify your child's strengths:

What kinds of activities (recreational and academic) does your child prefer?

1. Please describe the problem behavior(s) that your child is having at home. What problem behavior(s) are they having at school?

2. What are the events/situations (antecedents) that precede/set off the problem behavior(s)? In other words, what triggers the behavior(s)?

3. All behavior has a purpose. Most of the time people either get something or avoid something by engaging in their behavior. What do you think your child is getting/avoiding (consequence) by engaging in the problem behavior(s)?

_____ gets friend/adult attention

_____ avoids attention

_____ items difficult tasks

_____ preferred activity activities/demands

_____ status

_____ vents feelings

_____ control

Other _____

4. Have there been any recent changes in your child's life? These may include but are not limited to things such as death, divorce, moving, arrests/involvement of law enforcement, medical conditions, and/or medication changes. (setting events)

How do you think your child is coping with these changes?

What have you found that works/doesn't work when dealing with the problem behavior(s)?

Additional Comments:

SUHSD SST Student Preparation/ Interview Form

Student Name: _____ Student ID Number: _____

School: _____ Interviewer: _____

Grade: _____ Age: _____ Date of Interview: _____

The following questions should be used to assist students to prepare for the SST meeting.

1. Share the academic progress you are making.
2. State areas you feel you do really well in.
3. State areas where you would like more help:
 - a. in school
 - b. at home
 - c. with your friends
 - d. in planning your future
4. Sharing your goals or ambitions:
 - e. for the rest of the year
 - f. for the next year
 - g. after you finish school
 - h. for preparing for a job you would like to have
 - i. for living on your own
5. Talk about ways you have found that help you learn best.
6. My favorite adult at school is:
The things I like to do with this adult are:
7. My best friend at school is:
Some things I like to do with my best friend at school are:
8. Some other friends I have at school are:

Some things I like to do with them are:

9. When I do well in school, a person I'd like to know about it is:

10. When I do well in school, I wish my teacher would:

11. I will do almost anything to keep from:

12. The kind of consequence at school that I hate most is:

13. I get mad at school when I can't:

14. The thing that upsets my teacher the most is:

The thing that upsets me the most is:

Part II Reinforcers (check all that apply)

Favorite Edible Reinforcers

☐ Candy (specify) _____

☐ Fruit (specify) _____

☐ Vegetables (specify) _____

Other (specify) _____

☐ Snacks (specify) _____

☐ Drinks (specify) _____

☐ Cereal (specify) _____

Academic Reinforcers

☐ Going to the library

☐ Getting good grades

☐ Giving report

☐ Completing creative writing projects

☐ Helping grade papers

☐ Earning stickers, points. Etc.

☐ Having good work displayed

☐ Having parents praise good school work

☐ Making projects

☐ Earning teacher praise

☐ Getting a good note home

Other (specify) _____

Favorite Tangible Items

☐ Books

☐ Paper

☐ Technology/Phone

☐ Pencils, markers, crayons

☐ Sports equipment

☐ Puzzles

Activity Reinforcers

☐ Coloring/drawing/painting

☐ Going on field trips

☐ Going shopping

☐ Going to movies

☐ Reading

☐ Working on the computer

☐ Making things

☐ Taking care of playing with animals

☐ Eating out in a restaurant

☐ Spending time alone

☐ Having free time in class

☐ Other (specify) _____

Social Reinforcers

- ☐ Teaching things to other people
- ☐ Spending time with my friends
- ☐ Spending time with the principal
- ☐ Having class parties
- ☐ Helping keep the room clean
- ☐ Being a leader in class

- ☐ Being the teacher's aide
- ☐ Spending time with the teacher
- ☐ Spending time with _____
- ☐ Working with my friends in class
- ☐ Being a tutor
- ☐ Other (specify) _____

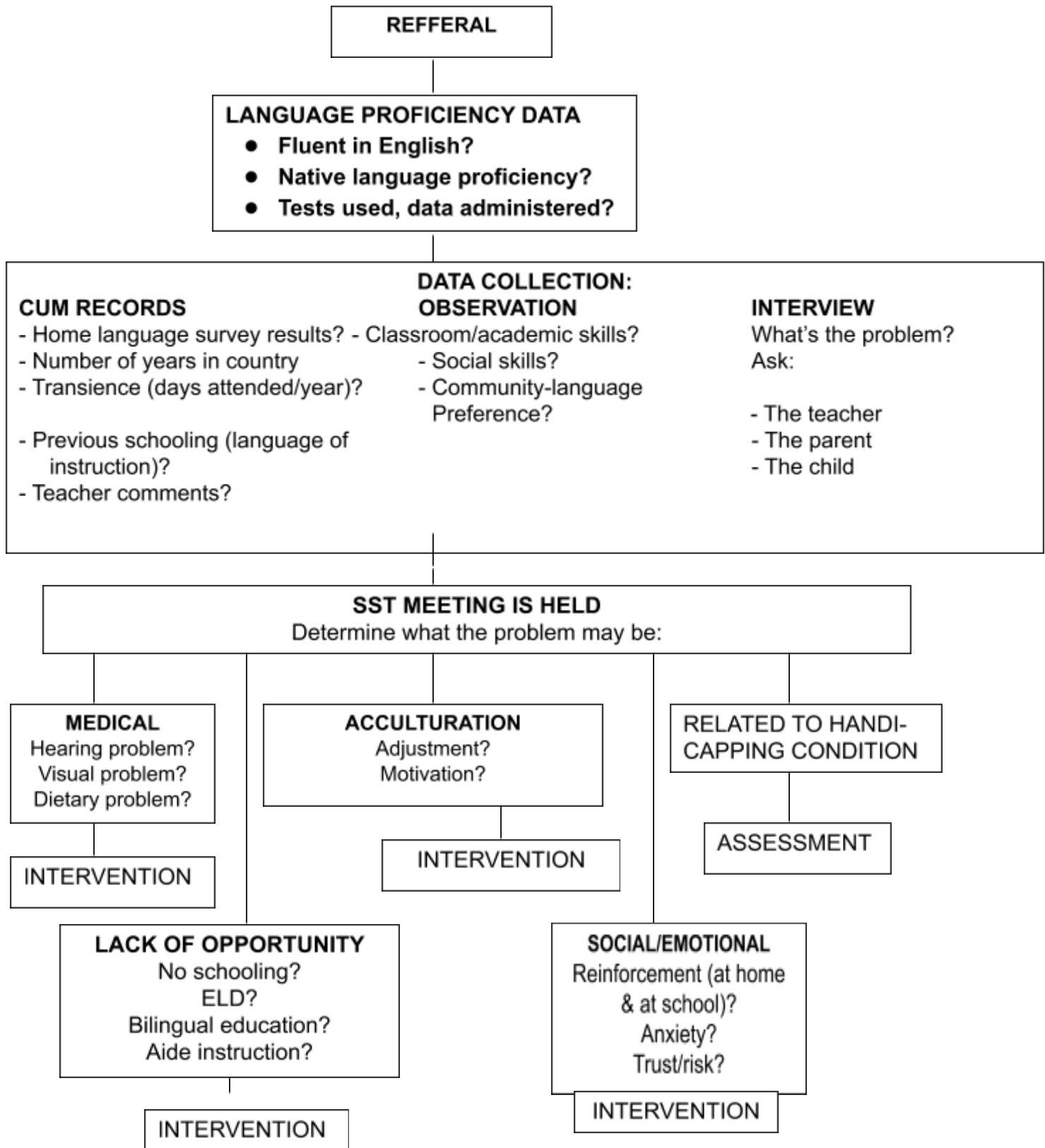
Recreation/Leisure Reinforcers

- ☐ Listening to music
- ☐ Playing a musical instrument
- ☐ Cooking
- ☐ Woodworking/carpentry
- ☐ Working with crafts

- ☐ Singing
- ☐ Watching TV
- ☐ Building models
- ☐ Sports (specify) _____
- ☐ Other (specify) _____

STUDENT STUDY TEAM PROCESS FOR English Language Learners

Studies have shown a significant relationship between membership in ethnic minority groups and the likelihood of being referred to special education (Collier, 1988). What pre-referral data might be used by SST members to avoid inappropriate referrals of this population for special education assessment?



MODIFICATIONS/ACCOMMODATIONS

Modifications/Accommodations Can Be Considered

Environmental Strategies

- Provide a structured learning environment.
- Adjust class schedules.
- Provide classroom aides and note takers.
- Modify nonacademic times such as lunch room and recess.
- Modify physical education.
- Change student seating.
- Provide use of a study carrel.
- Alter location of personal or classroom supplies for easier access or to minimize distraction.
- Provide alternate setting to ensure privacy for medical procedures.

Organizational Strategies

Modify test delivery.

- Use tape recorders, computer-aided instruction, and other audiovisual equipment.
- Select modified textbooks or workbooks.
- Tailor homework assignments.
- Use of one-to-one tutoring.
- Provide peer tutoring.
- Set time expectations for assignments.
- Provide cues such as clock faces indicating beginning and ending times.
- Provide tests in segments so that student finishes one segment before receiving the next part.
- Highlight main ideas and supporting details in the book.

Behavior Strategies

- Use behavioral management techniques.
- Implement behavioral academic contracts.
- Utilize positive reinforcements (rewards).
- Utilize negative reinforcements (consequences).
- Confer with the student's parents/guardians (and student as appropriate).
- Confer with the student's other teachers.
- Establish a home/school communication system for behavior monitoring.
- Post rules and consequences for classroom behavior.
- Write a contract for student behavior.
- Offer social reinforcers (i.e., praise, winks) for appropriate behavior.
- Establish daily/weekly progress report for the student.
- Implement self-recording of behaviors.

Presentation Strategies

- .. Tape lessons so the student can listen to them again.
- .. Provide photocopied material for extra practice (i.e., outlines, study guides).
- .. Require fewer drill and practice activities.
- .. Give both oral and visual instructions for assignments.
- .. Vary the method of lesson presentation:
 - a. lecture
 - b. small groups
 - c. large groups
 - d. use of technology
 - e. peer tutors or cross-age tutors (i.e., take notes, monitor assignments, read aloud, listen)
 - f. demonstrations
 - g. experiments
 - h. simulations
 - i. games
 - j. 1-to-1 instruction with other adult
- .. Provide for oral testing.
- .. Ask student to repeat directions/assignments to insure understanding.
- .. Arrange for a mentor to work with student in his or her interest area or area of greatest strength.

Methodology Strategies

- .. Repeat and simplify instructions about in-class and homework assignments.
- .. Supplement oral instructions with visual instructions.
- .. Change instructional pace.
- .. Change instructional methods.

Curriculum Strategies

- .. Change instructional materials.
- .. Utilize supplementary materials.
 - .. Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current interest and functional levels.
 - .. Implement study skill strategies (survey, read, recite, review). Introduce definition of new terms/ vocabulary and review to check for understanding.
- .. Limit amount of material presented on a single page.
- .. Provide a sample or practice test.
- .. Be aware of student's preferred learning style and provide appropriate instruction/materials.

100 Common Accommodations

Instructional Modification Menu

1. Provide study cards.
2. Use room dividers.
3. Provide headsets to muffle noise.
4. Seat child away from doors/windows.
5. Seat near model (student or teacher).
6. Provide time-out area.
7. Rearrange student groups (according to instructional needs, role models, etc.).
8. Group for cooperative learning.
9. Vary working surface (e.g., floor or vertical surface such as blackboards).
10. Simplify/shorten directions.
11. Give both oral and written directions.
12. Have student repeat directions.
13. Have student repeat lesson objective.
14. Ask frequent questions.
15. Change question level.
16. Change response format (e.g., from verbal to physical; from saying to pointing).
17. Provide sequential directions (label as first, second, etc.).
18. Use manipulatives.
19. Alter objective criterion level.
20. Provide functional tasks (relate to child's environment).
21. Reduce number of items on a task.
22. Highlight relevant works/features.
23. Use rebus (picture) directions.
24. Provide guided practice.
25. Provide more practice trials.
26. Increase allocated time.
27. Use a strategy approach.
28. Change reinforcers.
29. Increase reinforcement frequency.
30. Delay reinforcement.

100 Common Accommodations

31. Increase wait time.
32. Use firm—up activities.
33. Use specific rather than general praise.
34. Have a peer tutor program.
35. Provide frequent review.
36. Have student summarize at end of lesson.
37. Use self-correcting materials.
38. Adapt test items for differing response modes.
39. Provide mnemonic devices.
40. Provide tangible reinforcers.
41. Use behavioral contracts.
42. Establish routines for handing work in, heading papers, etc.
43. Use timers to show allocated time.
44. Teach self-monitoring.
45. Provide visual cues (e.g., posters, desktop number lines, etc.).
46. Block out extraneous stimuli on written material.
47. Tape record directions.
48. Tape record student responses.
49. Use a study guide.
50. Provide critical vocabulary list for content material.
51. Provide essential fact list.
52. Use clock faces to show classroom routine items.
53. Use dotted lines to line up math problems or show margins.
54. Use cloze procedure to test comprehension.
55. Provide transition directions.
56. Assign only one task at a time.
57. Provide discussion questions before reading.
58. Use word markers to guide reading.
59. Alter sequence of presentation.
60. Enlarge or highlight key words on test items.
61. Provide daily and weekly assignment sheets.
62. Post daily/weekly schedule.
63. Use graph paper for place value or when adding/subtracting two digit numbers.
64. Provide anticipation cues.
65. Establish rules and review frequently.

100 Common Accommodations

66. Teach key direction work
67. Use distributed practice
68. Provide pencil grips.
69. Tape paper to desk.
70. Shorten project assignment onto daily tasks.
71. Segment directions.
72. Number (order) assignments to be completed.
73. Change far-point to near-point material for copying or review.
74. Put desk close to blackboard.
75. Repeat major points.
76. Use physical cues while speaking (e.g., 1,2,3, etc.).
77. Pause during speaking.
78. Use verbal cues (e.g., “Don’t write this down”, “This is important”).
79. Change tone of voice, whisper, etc.
80. Collect notebooks weekly (periodically) to review student notes.
81. Reorganize tests to go from easy to hard.
82. Color code place value tasks.
83. Use self-teaching materials.
84. Do only odd/or even numbered items on a large task sheet.
85. Use a primary typewriter or large print to create written material.
86. Provide organizers (e.g., cartons/bins) for desk material.
87. Teach varied reading rates (e.g., scanning, skimming, etc.).
88. Provide content/lecture summaries.
89. Use peer-mediated strategies (e.g., “buddy system”).
90. Call student’s name before asking a question.
91. Use extra spaces between lines of print.
92. Use computer for writing tasks.
93. Color code materials/directions.
94. Use raised-line paper.
95. Provide calculators.
96. Circle math computation sign.
97. Use hand signals to cue behavior (e.g., attention, responding).
98. Establish a rationale for learning.
99. Help students to develop their own learning strategies and
100. Use peer checkers to review completed work.

Salinas Union High School District

CHECKLIST: CAN STUDENT'S NEEDS BE MET IN GENERAL EDUCATION SETTING?

Questions the SST should consider **before** a referral for special education assessment and following general education interventions.

1. Steps taken by the school to include the child in a general education classroom in conjunction with supplementary aids and services.

- Has the school considered the whole range of supplementary aids and services, including appropriate site level, programs and services?
 - ☐ Yes, Specify
 - ☐ No, Rationale
- Has the school made efforts to modify the general education program to accommodate the child?
 - ☐ Yes, Specify
 - ☐ No, Rationale
- Does the child demand so much of the teacher's time for academic or behavioral support, that the teacher is required to ignore the other student's academic needs?
 - ☐ Yes, Specify
 - ☐ No, Comments
- Is it possible for the child to succeed in general education for some academic programs?
 - ☐ Yes, Specify
 - ☐ No, Rationale
- Is it possible for the child to succeed in nonacademic classes?
 - ☐ Yes, Specify
 - ☐ No, Rationale

2. If eligible, what does the SST believe special education services can provide that the general education setting can not provide?

NOTE: Neither a behavior disorder nor a second language development issue alone qualify a student for special education services.

STUDENT STUDY/SUCCESS TEAM SUMMARY

Participants Signatures:

Teacher: _____
 Parent: _____
 Administrator: _____
 Other: _____
 Other: _____

Group Memory Sheet

(These are typical topics for each column)
 Date _____
 Primary Language _____
 Current Vision/Hearing _____
 Screening Results: _____

STUDENT _____ GRADE _____ BIRTHDATE _____ AGE _____ SCHOOL _____

SCHOOL DISTRICT

Strengths	Information	Documented Interventions	Areas of Concern/Questions	Action Plan/Planned Interventions	Person(s) Responsible Who When
Academic What areas does the child succeed in? What areas does he/ she do best?	Previous test scores		Academic concerns What is top priority now? Academic questions concerning the student Remediation techniques	Who will do what?	Any team or faculty member with the time and expertise
Social/Emotional Interaction with peers? playground? adults? people of authority?	School background information		Social/Emotional concerns Physical concerns both coordination and health	How will team members assist and support each other?	(Remember, the team includes the parents.)
Behavioral How student handles stressful situations, e.g., disappoint- ment, praise, punishment, limits.	Family history - what is happening at home (general)				
Physical Athletic abilities Hobbie					

Salinas Union High

Residency: _____

Date received by Case Manager _____

Date received by SST Meeting Date _____

REFERRAL TO STUDENT STUDY/SUCCESS TEAM

REFERRED BY: _____
(Name, Title)

Student _____ Birthdate _____

School _____ Teacher _____ Grade _____ Room _____

Parent/Guardian(s) _____ Phone Work: _____

Address _____ Home Phone _____

(Street)

(City)

(Zip Code)

Hispanic: ☐ Yes ☐ No

Primary Language of Home _____ Student _____ Race _____ ☐

Language Proficiency Scores: Date: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Rationale for referral: _____

Classroom Teacher / Parent Contact Date(s): _____

Outcome of Contact(s): _____

Health: Vision Date: _____ Result: ☐ Pass ☐ Fail Hearing Date: _____ Result: ☐ Pass ☐ Fail

Special health concerns (if any): _____

Attendance: Current Total Days Absent: _____ Tardy: _____ Attendance History: _____

Description of Social Behaviors: _____

Description of Work Habits: _____

Description of Speech/Oral Language: _____

Description of Classroom Academic Functioning: _____

Standardized Test Scores: CAASPP: ELA _____ Math _____ Science _____ Other _____

Reported by: %ile SS GE NCE Total Reading _____ Total Language _____ Total Math _____ Total Battery _____

To be completed by SST Case Manager

☐ See attached SST documentation

Classroom interventions/considered or utilized: _____

Results of interventions: _____

Follow Up: Review Date: _____ Rationale _____

Follow Up: Review Date: _____ Rationale _____

☐ Recommended Services: _____

* Referral for assessment to determine possible eligibility for Special Education. Date: _____

* Referral for assessment to determine possible eligibility for 504. Date: _____

* Appropriate personnel must be present if a referral is made.

Distribution: Case Manager, Cum Folder, Parent, District Office as appropriate

SST 1

Salinas Union High

Student: _____ Date of Birth: _____ Date: _____

Student Strengths

*Each child has unique strengths that parents and teachers can nurture and build upon.

*Parents, please help us by circling all the items that apply to your child. Bring this sheet to our Student Success Team meeting to share.

*Teachers, use this sheet as a reference when writing the student's strengths on the group memory.

Bodily/Kinesthetic Intelligence <ul style="list-style-type: none"> <input type="checkbox"/> good fine motor skills <input type="checkbox"/> good gross motor skills <input type="checkbox"/> loves movement <input type="checkbox"/> athletic/participates in sports <input type="checkbox"/> dances <input type="checkbox"/> builds/fixes things <input type="checkbox"/> likes hands-on experiences <input type="checkbox"/> enjoys role playing 	Verbal/Linguistic Intelligence <ul style="list-style-type: none"> <input type="checkbox"/> enjoys reading <input type="checkbox"/> writes well for age <input type="checkbox"/> spells well/has developmental spelling that is advanced for age <input type="checkbox"/> listens well <input type="checkbox"/> likes to tell jokes, stories <input type="checkbox"/> good memory for names, dates, places <input type="checkbox"/> well-developed vocabulary <input type="checkbox"/> uses language fluently
Visual/Spatial Intelligence <ul style="list-style-type: none"> <input type="checkbox"/> artistic/enjoys drawing <input type="checkbox"/> likes jigsaw puzzles, mazes <input type="checkbox"/> designs and builds things with Lego blocks, other material <input type="checkbox"/> enjoys photographs, illustrations <input type="checkbox"/> active imagination <input type="checkbox"/> does well with maps, charts, diagrams 	Interpersonal Intelligence <ul style="list-style-type: none"> <input type="checkbox"/> likes to work and play with others <input type="checkbox"/> has leadership qualities <input type="checkbox"/> is well-liked/has many friends <input type="checkbox"/> sensitive to moods of others <input type="checkbox"/> communicates well with others <input type="checkbox"/> enjoys being around others
Logical/Mathematical Intelligence <ul style="list-style-type: none"> <input type="checkbox"/> likes order, patterns, categories <input type="checkbox"/> good at chess, checkers, strategy games <input type="checkbox"/> asks many questions about how things work <input type="checkbox"/> proficient with computers <input type="checkbox"/> good at math computations <input type="checkbox"/> computes math problems in head <input type="checkbox"/> good at math problem solving <input type="checkbox"/> reasons things out logically and clearly 	Intrapersonal Intelligence <ul style="list-style-type: none"> <input type="checkbox"/> likes to work independently <input type="checkbox"/> is self-motivated <input type="checkbox"/> is confident <input type="checkbox"/> has many personal interests, hobbies <input type="checkbox"/> good intuitive ability <input type="checkbox"/> good at identifying his/her own feelings
Musical Intelligence <ul style="list-style-type: none"> <input type="checkbox"/> sings <input type="checkbox"/> plays a musical instrument <input type="checkbox"/> loves to listen to music <input type="checkbox"/> remembers melodies of songs <input type="checkbox"/> is aware of surrounding sounds <input type="checkbox"/> learns best when music is playing in the background 	Other strengths to note <ul style="list-style-type: none"> <input type="checkbox"/> good attendance <input type="checkbox"/> returns homework regularly <input type="checkbox"/> is able to complete in-class assignments <input type="checkbox"/> parent support <input type="checkbox"/> puts forth much effort enjoys a challenge <input type="checkbox"/> follows school rules <input type="checkbox"/> high self-esteem <input type="checkbox"/> wants to learn

Salinas Union High

Instructional Accommodations & Modifications

Student: _____ Date of Birth: _____ Date: _____

ACCOMMODATIONS

PROGRAM MODIFICATION:

A change in placement, materials, techniques, or an addition or change of services for child having difficulty in the current regular education assignment. "A pupil shall be referred for special education instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized." California Education Code 56303)

INTERVENTIONS:

Please use this sheet to document which accommodations have been attempted. **Check the accommodations that have been successful.** Use the space at the bottom of this form for comments.

[illegible]

Additional comments concerning intervention used and the results:

--

STUDENT STUDY TEAM DIAGNOSTIC SURVEY

1. Have we had regularly occurring meetings free from frequent cancellations?
2. Do meetings start promptly?
3. Are our meetings characterized by a comfortable yet professional tone?
4. Is adequate time allocated for meaningful discussion?
5. Are members of our team adequately prepared, as necessary, for meetings (cumulative file, records reviewed, interviews/observations complete, etc.)?
6. Do meetings progress in a structured, organized time efficient manner?
7. Do we as SST members have well defined roles (facilitator, recorder, etc.)?
8. Are parents/guardians well involved in the process?
9. When parents/guardians are involved in meetings, are:
 - Introductions properly made?
 - SST purposes and desired outcomes explained at the beginning?
 - Parents/guardians encouraged to participate actively?
10. Are the discussions student centered and focused upon the active brainstorming of possible solutions?
11. Do discussions frequently drift to tangential subjects (parents/guardians, siblings, other children)?
12. Is the SST viewed by the regular staff as a helpful, supportive service (versus a bothersome hurdle)?
13. Are referrals received from a reasonable cross section of the staff rather than from just a few teachers?
14. Is our SST referral form short enough to not be an obstacle to some teachers in providing referrals?
15. Is our form complete enough in that it asks for the most important/relevant information?
16. Are there organized attempts to educate staff as to the variety of cases/problems/issues appropriate for SST discussion?
17. Does the site administrator and other team members promote SST as an important school function?
18. Does our SST represent a general education emphasis? or Is the team viewed (or operated) as a Special Education team?
19. Is the SST membership overly dominated by special education staff?

20. When necessary, is there a system of pre-intervention which limits the number of cases seen by the SST?
21. When special education students' cases are considered by SST, is the result not to supplant an IEP meeting?
22. Are adequate records of our discussions kept? Do they clearly document important/relevant information?
23. For LEP/NEP students (or those suspected of being LEP/NEP) does the SST clearly document the child's language status (test results/home language survey)?
24. Are SST records/minutes placed in the child's cumulative file?
25. When the SST recommends a special education assessment, do the minutes of the SST become part of the student's special education records?
26. When Special Education assessment plans are proposed does a specific team member take the responsibility to clearly explain:
 - General information regarding the proposed assessment?
 - That this is a Special Education referral/assessment?
 - That a (e.g.) learning disability is suspected?
 - Basic points of parents/guardians rights (timelines, right to present information, independent assessment)?
27. Does the SST meet at least annually in order to establish roles and standardize processes?
28. Does the SST meet at least annually to reevaluate its effectiveness?