# Student Success Team (SST) Manual

San Francisco Unified School District
Student Support Services Division

Revised August 2011

# Student Success Team (SST)
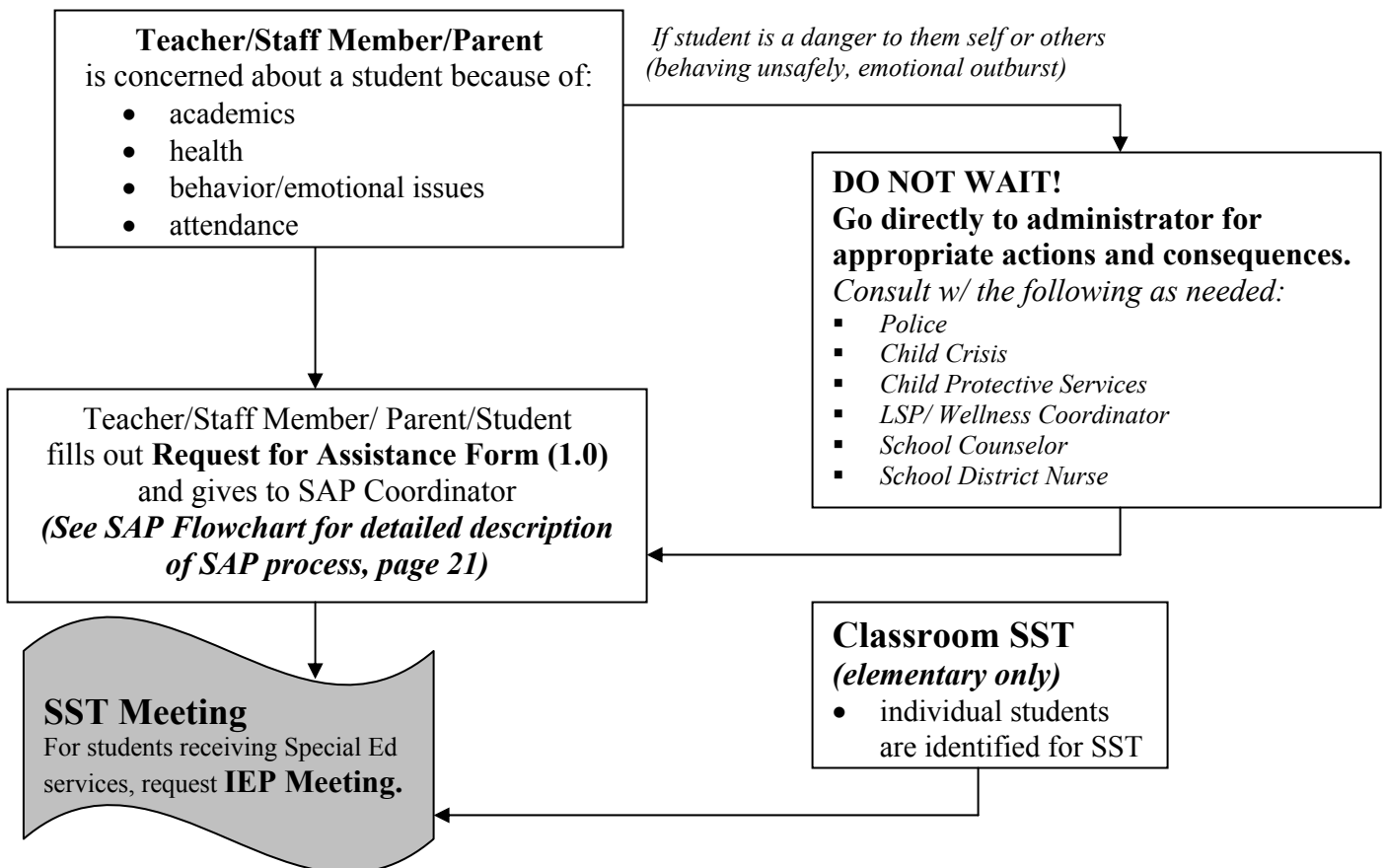
## Table of Contents

# Student Support Structures

The San Francisco Unified School District utilizes two student support structures to maximize student success across all grade levels, K – 12:

1. The **Student Assistance Program (SAP) is a 'learning support' umbrella structure that brings together all support service providers at a school site to develop and monitor programs and resources** that enhance prevention and intervention efforts contributing to student success. The SAP focuses on referred students, and coordinates respective programs and services to promote their academic success. In addition, school-wide issues are identified and addressed. Ideally, SST referrals are processed and prioritized by the SAP team at school sites.

2. The **Student Success Team (SST)** is a problem solving and coordinating structure that assists students, families and teachers to seek positive solutions for maximizing student potential. The SST **focuses in-depth on one student at a time, and invites the parent and student to participate in finding solutions**. Additionally, at the elementary level, the **Classroom SST** provides a structure to review the academic, behavioral and health status of each student in a particular classroom. This process informs individual actions for students, including referral to the formal SST process, and class-wide actions to address issues such as use of class resources, behavior management, classroom modifications, and health education.

──────────── **Student Success Team (SST) Flow Chart** ────────────

**Teacher/Staff Member/Parent**
is concerned about a student because of:
- academics
- health
- behavior/emotional issues
- attendance

*If student is a danger to them self or others (behaving unsafely, emotional outburst)*

Teacher/Staff Member/ Parent/Student
fills out **Request for Assistance Form (1.0)**
and gives to SAP Coordinator
*(See SAP Flowchart for detailed description of SAP process, page 21)*

**DO NOT WAIT!**
**Go directly to administrator for appropriate actions and consequences.**
*Consult w/ the following as needed:*
- *Police*
- *Child Crisis*
- *Child Protective Services*
- *LSP/ Wellness Coordinator*
- *School Counselor*
- *School District Nurse*

**SST Meeting**
For students receiving Special Ed services, request **IEP Meeting.**

**Classroom SST**
*(elementary only)*
- individual students are identified for SST

# What is a Student Success Team (SST)?

The SST is a problem solving and coordinating structure that assists students, families and teachers to develop positive solutions for maximizing student potential. It provides an opportunity for school staff, family members, community agencies, and other important people to present their concerns about an individual student, and through discussion and study, to plan a positive course of action, assign responsibilities and monitor results for a student/family. **For students receiving Special Education services, request an IEP meeting to address these issues.**

❖ **The SST focuses in-depth on one student at a time.**

**Asset-based Model:** The SST always starts with a discussion of a student's strengths/assets, and develops solutions that build on these strengths.

**Problem Solving:** The SST gathers background information regarding the student in the areas of school, home/ family and health, and collaboratively brainstorming solutions to address areas of concern.

**Service Coordination:** An action plan is developed of interventions and supports designed to address students needs; team members are assigned responsibility for action items.

**Monitor Results:** Action items are monitored and a follow-up SST meeting is scheduled to review results/outcomes of interventions, make adjustments and continue to strategize positive solutions to ensure student success.

**Benefits**: The coordination of school, home and community interventions improve student learning, and provide focused/positive support to teachers, families and students.

### Who is on the SST?
- Parent/guardian is always invited
- Students participate as appropriate
- Administrator (Principal, Assistant Principal of Pupil Services, Dean)
- Beacon/After School Program Site Coordinator or designee
- Classroom Teacher(s)
- CLAD, BCLAD or ELD certificated staff *(for EL students)*
- Instructional Reform Facilitator
- Learning Support Professional
- On-site resource/support staff
- Parent Liaison
- Peer Resource Coordinator
- Resource Specialist - RSP Teacher
- School Counselor
- School District Nurse
- School Psychologist
- Student Advisor
- Wellness Coordinator
  Others invited as appropriate (e.g. CBO partnership provider, mentor, social worker, etc.)

**A SST can help students who are facing significant concerns related to:**
- academics
- attendance problems
- behavioral/emotional issues
- consideration for Special Education disabilities
- health issues (including substance use/abuse)
- retention
- social adjustment

| **Referral To**<br>☐ Student Assistance Program (SAP)<br>☐ Student Success Team (SST) | **Request for Assistance (1.0)**<br>**San Francisco Unified School District**<br>School Site: _____ | *Attach photo of student if available* |
|---|---|---|

## --CONFIDENTIAL: please do not leave out for others to read--

| Student: (Last, First) | Grade | Gender<br>M    F | DOB | Ethnicity | HO# |
|---|---|---|---|---|---|
| Parent/Caregiver | Home Language | | Telephone Number | | |
| Name of Person Making Request | Your Title | | Classroom or Telephone Extension | | |

| **1. Student's Strengths** | **2. Your Concerns about Student** | **3. Prior Interventions** |
|---|---|---|
| ☐ Able to problem solve<br>☐ Articulates feelings/needs<br>☐ Asks for help<br>☐ Attentive in class<br>☐ Cooperates with others<br>☐ Demonstrates sense of humor<br>☐ Enjoys math<br>☐ Enjoys reading<br>☐ Follows instructions<br>☐ Helpful to others<br>☐ Listens well<br>☐ Makes/maintains friendships<br>☐ Negotiates/compromises<br>☐ Participates in class<br>☐ Regular Attendance<br>☐ Other: _____ | **Please check and provide additional details:**<br><br>☐ Academic<br>_____<br><br>☐ Attendance<br>_____<br><br>☐ Emotional or Behavioral<br>_____<br><br>☐ Family/home<br>_____<br><br>☐ Physical Health/Medical<br>_____<br><br>☐ Other<br>_____ | ☐ Behavioral interventions<br>☐ Classroom modifications<br>☐ Instructional modifications<br>☐ Consult w/ CLAD, BCLAD, or ELD certificated staff *(for EL students)*<br>☐ Met with student<br>☐ Offered tutoring/after-school program<br>☐ Spoken to/met with parent/caregiver<br>☐ Other:_____<br><br>**Please describe your interventions and strategies, including length of time tried and response by student.**<br>_____<br>_____ |

=============================== *Complete if student is referred to SST* ===============================

| **4. Student Profile Section** (SAP/Counselor/SST Team to complete): | | | | | | |
|---|---|---|---|---|---|---|
| STAR 9 (Two previous yrs): Year | Reading | Lang | Math | Support Services student is currently receiving: | | |
| | | | | ☐After-School Prog   ☐GATE   ☐ELD/ELL | | |
| | | | | ☐Tutoring   ☐Mentoring   ☐Peer Resources | | |
| CELDT Scores:<br>Students' primary language proficiency assessment results: | | | | ☐IEP   ☐504 Plan   ☐Foster Youth Services (FYS)<br>☐Mental Health   ☐Physical Health   ☐Other: | | |

| *Health*   Most recent Physical Exam: _____<br>Immunizations:   Complete   Incomplete: _____<br>Chronic health conditions? | *Screening* | *Date* | *Status –Pass/Fail* | *FU required?* |
|---|---|---|---|---|
| | Vision | | | |
| | Hearing | | | |

5. Date family notified re: referral to SST:_____   Results:_____

=============================*Feedback to Referring Person*=============================

| Date Referral Processed | Primary Contact Person |
|---|---|

| Action Items Planned<br>1. | Who Will Follow-up |
|---|---|
| 2. | |
| 3. | |

DISTRIBUTION:   **ORIGINAL**: SAP Binder   **COPIES**: Primary Contact Person & Referral Source

## Supplemental Request for Assistance (1.0A)
## SST Referral for English Learners
San Francisco Unified School District

**\*\*This form is REQUIRED to accompany the *Request for Assistance (1.0)* for all EL students referred for a SST\*\***

**Name of Student:** _____  **School:** _____

**HO#:** _____  **Date of Birth:** _____  **Primary Language:** _____

**Living with:** _____  **Relationship to Student:** _____

**Referred by:** _____  **Date of Referral:** _____

**Person Completing Form** *(if different from person making referral):* _____

## FAMILY HISTORY

List all countries of residence other than the United Sates: _____
How long has the student been in the United States? _____
Reading materials in the home are in: student's: ☐native language   ☐English
Does the student regularly watch T.V. or listen to the radio in student's: ☐native language ☐English

## LANGUAGE BACKGROUND

☐Copy of *CELDT* <u>for the current year</u> is attached *(mandatory – this can be found on Data Director)*

Language first learned by student _____
Language student prefers_____

*Indicate language & how much of the time (<25%-100%):*
Primary language spoken by student at home _____
Primary language spoken by parents at home_____
Language student uses most frequently with siblings: _____
Subject's primary language in informal social situations (playground, cafeteria, or on the street)_____
Subject's primary language in classroom _____
Is the student not learning as quickly as peers who have had similar language experiences and opportunities for learning? _____

## PREVIOUS SCHOOL EXPERIENCE

**School records were available for review:  o YES  o NO**
*If NO, what was the source of the following information: _____*

**Education Outside of the United States**

| Country | # of years | # of schools | Studied English |
|---|---|---|---|
| _____ | _____ | _____ | ☐YES   ☐NO |

**Education in the United States**

| School Attended | Grade Level(s) | EL Services | |
|---|---|---|---|
| _____ | _____ | ☐YES | ☐NO |
| _____ | _____ | ☐YES | ☐NO |
| _____ | _____ | ☐YES | ☐NO |

## CURRENT SCHOOL PERFORMANCE

Program in which student is enrolled and length of time in program:
☐English Only-_____yrs/mos    ☐Dual Immersion-_____yrs/mos/____% in English  ☐Other _____(specify)

History of English instruction [check all that apply]:
☐Preschool      ☐Kindergarten      ☐1st – 3rd grades      ☐4th and above_____

Problems identified:  ☐ behavior ☐attendance ☐academic

**Student's academic level:**         **Primary language:**         **English**
*Please specify (e.g., running record level, DRA reading level, etc.)*

Reading –                     _____ [☐ below grade level?]       _____ [☐ below grade level?]

Written Language –            _____ [☐ below grade level?]       _____ [☐ below grade level?]

Oral Language –               _____ [☐ below grade level?]       _____ [☐ below grade level?]

Math Skills –                 _____ [☐ below grade level?]       _____ [☐ below grade level?]

## CURRENT LANGUAGE SKILLS

|  | **Primary Language** | **English** |
|---|---|---|
| Is the student's speech very difficult to understand? | ☐Yes☐ No ☐Don't Know | ☐Yes☐ No ☐Don't Know |
| Does the student listen and follow directions well? | ☐Yes☐ No ☐Don't Know | ☐Yes☐ No ☐Don't Know |
| Does the student respond appropriately to questions? | ☐Yes☐ No ☐Don't Know | ☐Yes☐ No ☐Don't Know |
| Can the student express ideas in an age appropriate manner? | ☐Yes☐ No ☐Don't Know | ☐Yes☐ No ☐Don't Know |
| Can the student maintain a conversation in an age appropriate manner? | ☐Yes☐ No ☐Don't Know | ☐Yes☐ No ☐Don't Know |
| Is the student dysfluent (e.g., stutters)? | ☐Yes☐ No ☐Don't Know | ☐Yes☐ No ☐Don't Know |
| Does the student require more prompts and repetition than peers? | ☐Yes☐ No ☐Don't Know | ☐Yes☐ No ☐Don't Know |

## PREVIOUS INTERVENTIONS

**List previous program and instructional interventions or attach SST notes:**
_____
_____

## ADDITIONAL COMMENTS
_____
_____
_____
_____

***All of the following documents must be attached:***
☐Transcript
☐Current Progress Report/Report Card
☐Attendance Record
☐Discipline Record
☐Statewide Assessment
☐CELDT Scores

EL Referral Form rev. 8/31/11

## Student Success Team (SST)
## Team Member Roles and Responsibilities

All team members are active contributors, and the process defines special roles that some members of the team must fill to achieve the greatest positive outcome. Team members may change roles from one SST meeting to the next. However, during any meeting each team member's role must be clearly defined before the meeting begins and then maintained throughout that meeting.

### Facilitator

- This person facilitates the working of the team but is not necessarily the SST coordinator/leader. The success of the team depends largely on this person, who guides the flow of the meeting, and coordinates logistics before and after the meeting. The facilitator directs but does not dominate the SST meetings, eliciting the most helpful contributions of the group and, most important, keeping a positive tone at the meeting. The facilitator directs the process with respect for all members and accommodates the needs of the group. The facilitator reassures and supports the efforts of colleagues, parents, and students. (*See Effective Facilitation Skills Packet, pages 26-27*)

### Recorder

- The recorder is responsible for documenting the SST meeting discussion, including students' strengths, concerns, interventions, action items and results. The recorder does this by using the *SST First Meeting Summary Form (2.0)* or the *SST Summary Form for Follow-up Meetings (2.0A).* *(See pages 17-20)*

### Team Member

- An effective team member is a positive contributor to the work of the team. The team members participate but do not control the flow of the meeting. Members come prepared with information about the student. Contributions that address difficult problem areas are positive, looking at constructive solutions, rather than characterizing, blaming, or stereotyping. Interventions are linked to the student's strengths.

### Parents/Caregivers as Team Members

- Parents (including primary caregivers such as custodial parents, foster parents, and legal guardians) are full-fledged members of the SST, and they are **always** included. At the SST the parent can share the familial perspective and concerns, contribute critical problem-related information from home, and share effective and ineffective home interventions. Many times, the parent can clarify questions for the team and participate in the implementation of strategies developed by the whole team.

### Students as Team Members

- The student is also an **essential member** of the SST meeting. When the student enters a room and sees that a number of important adults in their life have gathered together on their behalf, a powerful message of caring and a commitment to their success is given. It is important to orient the student to the meeting and explain that they are an equal member of the team and their input is welcomed and important.

# Student Success Team (SST)
# Team Member Roles and Responsibilities

## Outreach to Parents

- When connecting with families, care must be taken to ensure the most positive experience possible. **Reaching out to and engaging the parent(s) is a key element in making the SST process successful**. This effort involves much more than sending a written notice of a meeting or making a simple phone call. **It involves extending oneself as a representative of the school and serving as a bridge for the parent to enter the school environment**.

- Parents may resist this engagement. The barriers they present to any involvement may mask deeper fears or concerns. Being a parent of a student with school or social concerns can cause the parent to have feelings of defensiveness or guilt. Many parents may feel they, or their child, will be unfairly attacked or made to feel worse than they already do in an SST meeting. They may have had former experiences with school meetings that were not successful, or they were not kept well informed, and they may be reluctant to trust another meeting at school. At school sites with a **Parent Liaison** (or other SSSD staff, e.g. LSP, Nurse) he/she may be a valuable resource to engage parents in the SST process.

- The staff member performing the outreach/engagement role must be sensitive to these issues. Information about the purpose of the meeting must be presented with an emphasis on the shared concerns and responsibilities. An explanation of the SST process must be provided, emphasizing that the process is a collaborative strategy that builds upon the student's strengths to attain the highest degree of success for the student. The parents must also be given an opportunity to ask any questions or share any concerns they may have with the upcoming appointment. It is often helpful to provide parents with an **SST Parent Brochure** which explains the purpose and process of the SST in parent friendly language (see _SST Resources_, pg. 23)

- Parents may also have time, work, child care, or transportation issues barring their way to participating in the meeting. The SST process must include support to parents to accommodate these very real issues. Any support provided has both symbolic and concrete meaning to parents and contributes to the success of the meeting for both parents and team members.

## Involving Younger Children in the SST Process

- It is perfectly appropriate to include very young children in the SST process. Even young children know when their parents are coming to school. They may wonder or become anxious about what is going to happen in the SST meeting. An easy way to demystify the meeting is to invite the young child in, for some or all of the meeting.

- It is especially important that the child is present during the discussion of their strengths. Even the youngest child is able to share what they like and dislike about school and may be able to express ideas about what would make school more successful for them. At the parents' or teachers' discretion, young children may be asked to step outside for part of the meeting if something is being discussed that may be emotionally difficult for them. However, the goal is to keep the child in the meeting.

## Helpful Suggestions for Effective SST Meetings

Pre-SST Meeting:

☐ **Speak with the caregiver in advance to let them know what to expect at an SST meeting**

☐ **Check in with the student's teacher(s), provide them with the "Teacher Preparation Checklist" and encourage them to use it as a guide when preparing for the SST**

☐ **Have appropriate translation when needed**

Beginning of SST Meeting:

☐ **Have a separate facilitator and note taker**

☐ **Begin with a positive remark, welcome all participants to the meeting and explain the purpose of the meeting**

☐ **Follow the structure of the SST Meeting Summary Form (2.0) to facilitate a successful meeting**

☐ **Provide the parent a copy of the SST Meeting Summary Form (2.0) to de-mystify the meeting and allow them to follow along**

☐ **Set a positive tone for the SST meeting by recognizing the student's strengths before listing concerns**

Middle of SST Meeting:

☐ **Identify prior interventions and supports that were effective**

☐ **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**

Middle of SST Meeting (continued):

☐ **Explain any evaluation process including formal and informal**

☐ **Do not use "education" or "mental health" jargon**

☐ **Brainstorm strategies and interventions utilizing the SST Menu of Interventions, Pre-Referral Intervention Manual, Behavior Intervention Manual, and Sample SST Interventions**

☐ **Prioritize concerns and action items; it is better to focus on one problem in depth than to give superficial treatment to many**

☐ **Suggest to parents how they may help/support their child at home; use concrete examples**

☐ **Let parents ask questions; they will likely have something specific to discuss with the SST team**

End of SST Meeting:

☐ **Set a date for a follow-up SST**

☐ **Have consent for services forms, release of information forms, and community referrals available at the meeting**

☐ **Make parents aware of availability of team members**

☐ **End the meeting with a summary of the action plan and a positive comment; thank the parents for participating**

☐ **Provide parents with a copy of the completed SST Meeting Summary Form (2.0)**

☐ **Try to set appointments (e.g. referral to School Health Clinic) during or immediately following the meeting**

# Sample SST Interventions

## Attendance Strategies

- Alarm clock for parent/caregiver/student
- Earlier bedtime
- Give parent/caregiver information re simpler bus route
- Help parent/caregiver to find better transportation to school
- Parent/caregiver agrees to bring child to school daily
- Parent/caregiver will make sure child gets on bus in morning
- Parent/caregiver will wake up earlier to get child to school on-time
- Student will wake up earlier
- Wake -up call for parent/caregiver and/or student

## Behavioral Strategies

- After-school program (e.g., ExCEL ASP, Beacon, Parks and Recreation)
- Allow student to draw to calm down in class
- Allow student to walk around while reading
- Avoid helping too much (student can "learn helplessness")
- Build rapport with student (focus on strengths, interests); schedule regular time to talk
- Call home on a bad day for support
- Call home on a good day
- Change antecedent event (event that occurs prior to target behavior)
- Chart/graph student behavior (assess/determine pattern of behavior)
- Clarify consequences with student and follow step consistently
- Class/counselor change recommended
- Classroom problem-solving sessions
- Collaboration with outside sources (e.g., therapist, tutor, after-school program)
- Concentration game
- Connect family with cultural community center
- Daily check-in with student
- Develop behavioral contract
- Develop/alter classroom rules ("Development of Classroom Rules")
- Display exemplary student work (classroom, hallway, etc.)
- Give leadership responsibilities/important jobs
- Help parent/caregiver set up home reward/management system
- Ignore negative behavior, if possible
- Immediately recognize positive behaviors
- Increased parent/caregiver attention at home
- Move student's seat (preferential seating)
- Non-Verbal Signals Between Teacher and Student
- Offer student choices
- Pair student with older or younger student for structured academic activity, with emphasis on social skills ("Big Buddies/Little Buddies")
- Parent/caregiver will call teacher weekly
- Positive reward system developed at school or home
- Provide student frequent breaks for relaxation or small-talk
- Provide student time for physical activities/movement
- Refer for other services (group/mentor/PIP/counseling/CBO)
- Relaxation techniques
- Survey/interview student to determine interests

*For additional interventions refer to the **SST Menu of Interventions** at* www.healthiersf.org/Forms/index.html *or* www.sfusd.edu *under Pupil Services and Forms*

# Sample SST Interventions

## Health Strategies

- Asthma class/group
- Collaborate With Primary Medical Provider
- Dental exam/dental emergencies
- Fact Sheets on Communicable Diseases and School Age Illnesses
- Hearing screening/exam
- Improve hygiene
- Make sure child wears glasses
- Medication Administration
- Obtain glasses for student
- Refer to School Health Center (SFUSD School Health Programs Dept)
- Refer to School Nurse or "Nurse Of The Day" (SFUSD School Health Programs Dept)
- Vision screening/exam

## Instructional Strategies and Modifications

- Academic contract
- Allow previewing of content, concepts and vocabulary
- Allow student to have sample or practice tests
- Ask parent/caregiver to structure study time (give them information about long-term assignments)
- Collect homework daily instead of weekly
- Communicate with after-school program staff (e.g., re: homework help)
- Communicate with last year's teacher
- Complete documentation for a 504 plan
- Connect student with drop-in tutoring at CBO
- Consider a language pathway
- Cue/maintain eye contact with student when giving directions
- Individual and/or small group instruction
- Family will go to library
- Give student immediate feedback (make sure assignments are started correctly)
- Give student options for presentation (written/oral or illustration/model)
- Help parents/caregivers to learn reading strategies
- Homework checklist or folder
- Invite parent/caregiver to literacy night at school
- Make sure student stays for after school program
- Manipulative and Visual Prompts
- Move child's seat (preferential seating)
- Parent/caregiver will ask another family member to give child homework help
- Principal will check-in with student daily regarding class work
- Provide printed copy of board work/notes
- Provide study guides/questions
- Read aloud to parent/caregiver at home
- Send home extra work
- Send home unfinished class work
- Student will teach/tutor/read to a peer or younger child (e.g., "Big Buddies/Little Buddies")
- Study Carrel
- Supply student with samples of work expected

*For additional interventions refer to the* **_SST Menu of Interventions_** *at* www.healthiersf.org/Forms/index.html *or* www.sfusd.edu *under Pupil Services and Forms*

# Student Success Team Follow-up Practices

**The action plan created at the SST meeting is only as good as the follow-up practices that ensure its implementation.**

**Steps for follow-up:**

## 1) Case Management

It is very important to clearly define on the *SST Meeting Summary Form 2.0* who is responsible for each "action item" and to designate a contact person or "case manager" to monitor the implementation of the plan. This creates an accountability system that is monitored and reviewed when the team comes together again for the follow-up SST meeting(s).

Case manager tasks may include:
- Meeting with the student and with the teacher regarding the action plan
- Making phone calls and/or sending reminder notes to team members regarding action items
- Contacting parents/caregivers regarding the action plan and to enlist their support
- Helping families follow through with referrals to on-site and community-based services

## 2) Feedback to the Referral Source

The case manager, or another designated person such as the administrator, provides the referral source with feedback in a timely manner after the initial SST meeting.
- At the elementary level, the referral source is usually at the SST meeting
- At the secondary level, when the student has 6 or more teachers, the referral source may not be able to attend the meeting
- Even when the referral source is unable to attend the SST meeting, it is beneficial to Involve them in some ownership of the plan
- Distribute the *SST Summary Meeting Form (2.0)/Action Plan* to all of the student's teachers

## 3) Student/Family Support

Working with students and parents/caregivers to be a part of the plan and to undertake actions on their own behalf is an important part of the follow-up.
- Each student and parent/caregiver should have some control over their own goals and plans, and feel that school staff are their allies, rather than the ones who have all the control.
- During the SST meeting the parent is an equal partner in developing the action plan. The assigned case manager or another staff member who has a relationship with the parent should check in with the parent periodically to offer support toward implementing action items.

## 4) Follow-Up SST Meetings / Ongoing monitoring of student progress

At the end of every initial SST, a follow-up SST meeting date is set, preferably within 4-6 weeks. At the follow-up SST meeting action items are reviewed and student progress is discussed. The follow-up SST meeting is documented on the *SST Summary Form for Follow-up Meetings (2.0A).* The action plan may need to be modified and additional interventions added depending on student progress.

# Student Success Team (SST) Best Practices Checklist

## Pre SST Meeting

☐ There is a designated person who coordinates the SST process
☐ There is a referral process in place that uses the Request for Assistance (1.0) form and SAP process (and completes the Supplemental Request for Assistance (1.0A) for all EL students)
☐ Staff is aware of the SST process and knows the SST Coordinator
☐ The parent/caregiver receives a meeting notice letter and an SST Parent Brochure in their home language
☐ A point person is designated to make meeting reminder phone calls
☐ A system is in place to keep a schedule/calendar of SST meetings
☐ At the beginning of the year, and at any time for new members, the SFUSD Oath of Confidentiality form is signed by each team member
☐ The teacher receives the Teacher Preparation Checklist prior to the SST meeting and uses it to prepare for the meeting
☐ The student receives support to prepare for the SST meeting

## During SST Meeting

☐ Team members are consistent in attending the meeting
*Please check those who usually attend:*

☐ Administrator
☐ After School Program Coordinator
☐ CBO
☐ Classroom Teacher(s)
☐ CLAD, BCLAD, ELD teacher (EL students)
☐ Counselor
☐ Instructional Reform Facilitator

☐ Learning Support Professional
☐ Parent/Guardian
☐ Parent Liaison
☐ Peer Resource Coordinator
☐ RSP Teacher
☐ School District Nurse
☐ School Psychologist

☐ Student (as appropriate)
☐ Student Advisor
☐ Wellness Coordinator
☐ Other: _____

☐ Interpreter/translator is provided (when home language is not English)
☐ Meetings start and end on time (30 – 60 min. for initial SST, 15-45 min. for follow-up SST)
☐ The facilitator welcomes the caregiver, 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. cum folder, work samples, test data)
☐ First Meeting Summary Form 2.0 or Summary Form for Follow-up Meetings 2.0A 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 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

## Post SST Meeting

☐ Meeting notes are copied, using the First Meeting Summary Form 2.0 or Summary Form for Follow-up Meetings 2.0A, and distributed
*(Distribution: copy for the parent, copy for the teacher, and original for the student's SST file)*
☐ Action items are monitored and follow through occurs
☐ SST team members and parents/caregivers are reminded of scheduled follow-up meetings

## Student Success Team (SST) Best Practices Checklist
**(continued)**

What are the strengths of your SST process?

_____

_____

_____

_____

_____

_____

What are some improvements that need to be made?

_____

_____

_____

_____

_____

_____

# What is a Classroom Student Success Team Meeting?

## A Classroom SST is another type of learning support structure used at the elementary level.

- Whereas a student SST meeting focuses in depth on one student, the classroom SST reviews each student in a particular class to provide a snap shot of each student across several areas: academics, health, social and emotional development, current resources/services and other areas of concern as indicated.
- This 'snap shot' provides the teacher and school an overview of each student, in addition to key information on the overall functioning and needs of the class as a whole.
- This process informs individual actions for students, as well as class-wide actions to address issues such as behavior management, health education, use of classroom resources, and modifications that may benefit some or all of the students. Students may also be prioritized for the formal SST process.
- A Classroom SST may be initiated by a teacher, SAP, or administrator.

## Who is present at the classroom SST meeting?

- The classroom teacher, principal, and support staff, such as the Learning Support Professional, School Counselor, School District Nurse, School Psychologist, Instructional Reform Facilitator (IRF), RSP teacher, Parent Liaison, After School Coordinator, and Student Advisor may participate in the meeting.

## How do the SST leader and classroom teacher prepare for the meeting?

- The SST leader lists all students on a grid (see _Sample Classroom SST Form_, page 16) with known information, such as: test scores, health concerns, current support services, etc. The teacher brings to the meeting information on the academic progress of each student, concerns, interventions/modifications tried, and any ideas for next steps/new interventions. All classroom SST members are notified about the meeting and bring information they may have about any of the students.
- **Preparation ensures an efficient and useful meeting time.**

## What happens during the classroom SST meeting?

- Each classroom SST meeting last approximately 45-60 minutes. Team members spend several minutes sharing information about each student; including academic progress, concerns, and support services the student currently receives, while the recorder documents all information on the classroom SST grid.
- The teacher may also share about the overall functioning of the classroom and any concerns impacting students.
- Next, students are prioritized by need (for example: students needing an individual SST meeting, students needing additional support services/resources at school or in the community, and students needing specific academic support in math or language arts).
- The team may also brainstorm class-wide interventions, modifications and/or resources to address concerns.

## What are the benefits of the classroom SST?

- The classroom SST is a proactive structure to ensure that schools meet the needs of every student. This team approach supports teachers by identifying student needs, developing interventions and action plans to address their needs, and pulling together resources to address concerns.

## Sample Classroom SST Form

**Teacher: _____**        **Date: _____**

| Student | M/F | Test Scores | | Support Services (currently receiving) | | | Health Concerns (vision, hearing) | Comments | Interventions |
|---------|-----|-------------|---|---------------------------------------|---|---|------------------|----------|---------------|
| | | Reading | Math | Special Ed. | Mental Health | ASP Other | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

| Class-wide Interventions (e.g. motivation program, small instructional groups, community building activities ) | Who? (teacher, support staff – e.g. LSP, RSP/Spec. Ed. teacher, IRF, Principal) |
|---|---|
| **1.** | |
| **2.** | |
| **3.** | |

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**
**Student Success Team**

**First Meeting Summary Form (2.0)**

**Meeting Date _____**

| |
|---|
| Student _____ |
| Birthdate _____ Grade _____ |
| School _____ |
| Teacher/Referral Source _____ |

**STRENGTHS**



**KNOWN INFORMATION** *(Summarize pertinent student information, e.g. health/developmental status, testing data, work samples, EL status, etc.)*



**PRIOR INTERVENTIONS** *(Include current services, accommodations/ modifications, length of time tried & outcomes)*



**AREAS OF CONCERN** *(Prioritize)*



**BRAINSTORM – STRATEGIES (***Consider Classroom, School, Home, and Community Arenas)*



| **DESIRED STUDENT OUTCOMES** *(SMART: Specific, Measureable, Attainable, Relevant and Timely)* | **AS EVIDENCED BY** *(Method of progress monitoring)* |
|---|---|
| | |

**SST ACTION PLAN ON BACK**

17

**Student** _____     **Meeting Date** _____

| ACTION ITEMS *(Refer to SST Manual, Menu of Interventions, Pre-Referral Intervention Manual, Behavior Intervention Manual)* | WHO | WHEN |
|---|---|---|
|  |  |  |

**Follow-up Meeting Date** _____ *(schedule within 4-8 weeks)*

**I** *(parent/caregiver)* _____ ☐*agree* ☐*do not agree* to this action plan _____
                                                                                                            *Date*

_____     _____     _____
        *Student*                          *Administrator*                      *Referring Teacher*

_____     _____     _____

☐  CLAD, BCLAD, or ELD certificated staff member present or consulted *(for EL students)* Name_____

*Rev. January 2011*

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**
**Student Success Team**
**Summary Form for <u>Follow-up</u> Meetings (2.0A)**

Date _____ SST Meeting # _____

Student _____

Birthdate _____Grade _____

School _____

Teacher/Referral Source _____

**Previous SST Meeting Dates:  1<sup>st</sup> _____  2<sup>nd</sup> _____  3<sup>rd</sup> _____**

| **PAST ACTION ITEMS** | **OUTCOMES OF PAST ACTION ITEMS** *(Were the Desired Student Outcomes achieved?)* |
|---|---|
| | |

**NEW INFORMATION**

**BRAINSTORM – STRATEGIES (***Consider Classroom, School, Home, and Community Arenas)*

| **DESIRED STUDENT OUTCOMES** *(SMART: Specific, Measureable, Attainable, Relevant and Timely)* | **AS EVIDENCED BY** *(Method of Progress Monitoring)* |
|---|---|
| | |

**SST ACTION PLAN ON BACK**

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**
**Student Success Team Action Plan**

**Student** _____     **Meeting Date** _____

| NEW AND CONTINUING ACTION ITEMS *(Refer to SST Manual, Menu of Interventions, Pre-Referral Intervention Manual, Behavior Intervention Manual)* | WHO | WHEN |
|---|---|---|
| | | |

**Follow-up Meeting Date** _____

**I** *(caregiver)* _____ ☐*agree*  ☐*do not agree* to this action plan _____
                                                                                                    *Date*

_____     _____     _____
                *Student*                              *Administrator*                          *Referring Teacher*

_____     _____     _____

☐  CLAD, BCLAD, or ELD certificated staff member present or consulted *(for EL students)* Name_____

*Rev. January 2011*

# Student Assistance Program (SAP) Flowchart

**Teacher/Staff Member/Parent**
is concerned about a student because of:
- academics
- attendance
- behavior/emotional issues
- health

*consults with*

*if student is a danger to them self or others (behaving unsafely)*

**Support Staff**
- Counselor
- Dean
- LSP
- Nurse
- Parent Liaison
- School Psychologist
- Wellness Coordinator
- other

**Initial Interventions are Attempted**
May Include:
- Student conference
- Parent conference
- Tutoring
- RTI
- Etc.

**DO NOT WAIT!**
**Go directly to administrator for appropriate actions and consequences.**
*Consult w/ the following as needed:*
- *Police*
- *Child Crisis*
- *Child Protective Services*
- *LSP/ Wellness Coordinator*
- *School Counselor*
- *School District Nurse*

*If initial interventions are unsuccessful or ongoing monitoring is needed, then:*

*Initial crisis resolved*

Teacher/Staff Member/ Parent/Student
**Fills out Request for Assistance Form 1.0**
and gives to SAP Coordinator

**SAP Coordinator Reviews and Prepares the Following:**
(may delegate tasks to other SAP members as necessary)
- Request for Assistance (1.0) Form (Supplemental Request for Assistance form for EL students)
- Attendance Record
- Cum Folder
- Grade Report/Report Card/Progress Reports
- SAP Meeting Agenda

*Inform referring party of SAP Meeting and Action Plan*

**SAP Team Meeting**
- held weekly

**Responsibilities of SAP Team**
- Review student history
- Brainstorm interventions, including referrals to in-school services, CBOs, etc.
- Develop Action Plan
- Appoint "Case Manager" or contact person to ensure action plan is implemented
- Set date for follow-up
- Analyze student trends/ needs for program development

SART Meeting

**SST Meeting**
or **IEP Meeting**

**Follow-up**
- Review action plan
- Review student progress
- Brainstorm additional

## Student Success Team (SST) Forms

### Forms

❑ **Request for Assistance (1.0)** – This form is completed by a teacher, counselor, or other staff member that has concerns about a student.  It is given to the SAP Coordinator, and the SAP team meets to process the request and schedule an SST meeting.  *(Mandatory)*

❑ **Supplemental Request for Assistance (1.0A) SST Referral for English Learners** – This form is completed <u>at the same time</u> as the initial **Request for Assistance (1.0)** for English Learner (EL) students to provide additional information essential to providing appropriate supports and interventions for EL students*.  **This document is not needed for the initial referral to the SAP, but it is required once an SST referral is requested***.

❑ **SST Meeting Summary Form (2.0)** – Used to document an initial SST Meeting. *(Mandatory)*

❑ **SST Follow-up Meeting Summary Form (2.0A)** – Used to document Follow-up SST Meetings. *(Mandatory)*

❑ **Teacher Input Form (2.1) (secondary)** – Used at the secondary level to gather input from teachers regarding referred student.  (*Optional, unless student referred for special education assessment, then mandatory)*

❑ **Observation of Learning Environment Form (3.0)** –The SST may decide to designate a person to observe the student in the classroom to gather further information about behavior and/or academic progress to aid in the development of an intervention plan.  The student observation is documented on the Observation of Learning Environment Form 3.0.  *(Optional, unless referred for special education assessment, then mandatory)*

❑ **Development History Form (4.0)** – The SST may decide to meet with a family representative to gather more information about the student's health and development history as well as family stressors.  This meeting is documented on the Development History Form 4.0*. (Optional, unless referred for special education assessment, then mandatory)*

❑ **SST Log (5.0)** – Used to log all SSTs held at a school site.  A copy of this cumulative log is forwarded to the appropriate Student Support Services division twice a year*.  (Mandatory)*

❑ **SFUSD Referral for Assessment** – Filled out and sent to the Screening and Assessment Center when referring a student for a special education assessment.  Referral for Assessment is usually completed after at least two SSTs have been held, interventions and responses documented and further assessment and intervention is indicated.  *(Optional, unless referred for special education assessment, then mandatory)*

❑ **SFUSD Language Survey** – Should be filled out and sent with the SFUSD Referral for Assessment when referring a student who is an English Language Learner (ELL). *(Optional)*

❑ **Speech and Language Checklist –** Should be filled out, signed by the Speech and Language Pathologist, and sent with the SFUSD Referral for Assessment if there are speech and language concerns. *(Optional)*

All forms and resources available for download at www.healthiersf.org/Forms and Pupil Services SharePoint
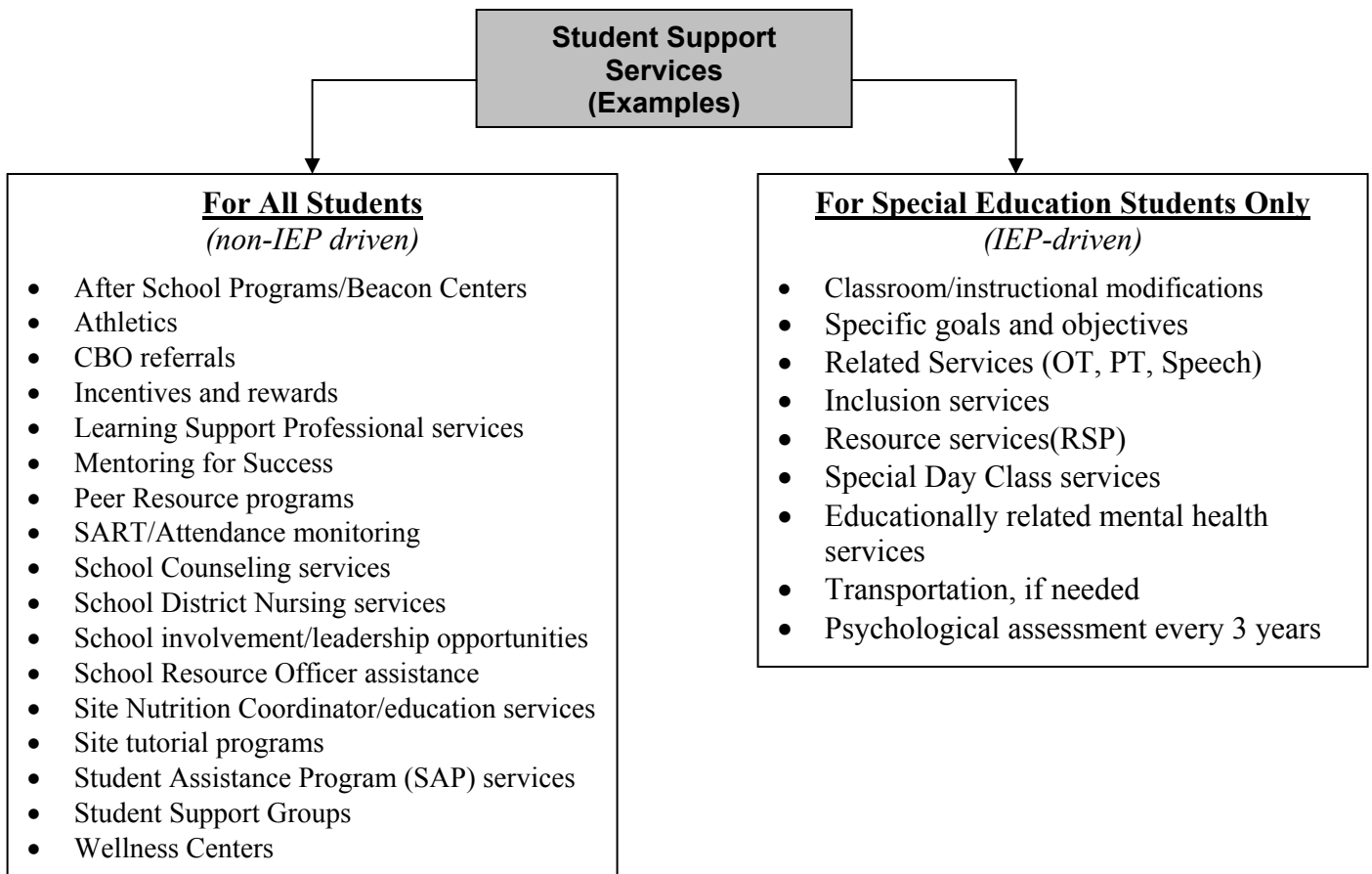
## Student Success Team (SST) Resources

## Resources

❑ **SST Parent Brochure** – Explains the SST purpose and process in parent friendly language.  Should be mailed home or given to the parent prior to the SST Meeting.  It is by no means a substitute for personal contact with the family prior to the meeting. The brochure is available in English, Spanish, Chinese, Tagalog and Russian.

❑ **Teacher Preparation Checklist for SST Meeting –** Provides teachers with information on what types of materials and information to bring to the SST meeting as well as how to discuss a student's strengths, interests, academic performance and areas of concern.

❑ **Menu of Interventions –** A thorough list of possible interventions to address a wide variety of student concerns.  Helpful to have a copy of the Menu of Interventions at the SST Meeting.  Additionally, the PRIM (Pre-Referral and Intervention Manual) and BIM (Behavior Intervention Manual) are accessible through your Learning Support Professional or SSSD staff to assist SST teams to development effective Action Plans.

❑ **Professional Development and Technical Assistance –** *Contact School Health Programs Department at 242-2615 -* Professional development/training, resources, and on-site problem solving are available.  Also, consult with your Assistant Principal of Pupil Services, Learning Support Professional, School Counselor, School District Nurse, School Psychologist or Wellness Coordinator for assistance and information.

*All forms and resources available for download at www.healthiersf.org/Forms/index.html*
*and SFUSD's SharePoint, Pupil Services*

## Student Assistance Program (SAP) and Special Education Students

### Special Education students may be served by the <u>SAP process</u>:

- Special Education students receive specialized support services that are IEP driven. They can also benefit from support services that are available to all students.  This is consistent with SFUSD's inclusive practices philosophy and plan.  Utilize the SAP process to provide access to non-IEP driven services for students receiving Special Education services; the IEP team would discuss more in-depth student needs and develop a plan accordingly.  It is important to consult and involve the Special Education teacher responsible for monitoring the IEP in any SAP process for students receiving Special Education services.  Also, consult your School Psychologist as needed.

**Student Support Services (Examples)**

**For All Students**
*(non-IEP driven)*

- After School Programs/Beacon Centers
- Athletics
- CBO referrals
- Incentives and rewards
- Learning Support Professional services
- Mentoring for Success
- Peer Resource programs
- SART/Attendance monitoring
- School Counseling services
- School District Nursing services
- School involvement/leadership opportunities
- School Resource Officer assistance
- Site Nutrition Coordinator/education services
- Site tutorial programs
- Student Assistance Program (SAP) services
- Student Support Groups
- Wellness Centers

**For Special Education Students Only**
*(IEP-driven)*

- Classroom/instructional modifications
- Specific goals and objectives
- Related Services (OT, PT, Speech)
- Inclusion services
- Resource services(RSP)
- Special Day Class services
- Educationally related mental health services
- Transportation, if needed
- Psychological assessment every 3 years

### SAP/SST AND SECTION 504:

- Section 504 of the Rehabilitation Act of 1973 (Section 504) is federal legislation designed to protect the civil rights of qualified individuals with disabilities. If a student has a mental or physical impairment that substantially limits one or more major life activities, the student may be disabled within the meaning of Section 504 and be provided accommodations and special services necessary to benefit from a free and appropriate education.  The SAP and/or SST may serve the function of the 504 team by initiating the Request for Section 504, consulting with the District 504 team when determining eligibility, and creating a Section 504 plan.  A Section 504 Resource Guide can be found at www.healthersf.org under Programs.  <u>The Section 504 District Coordinator is</u>: **Diane Goldman at 242-2615** goldmand@sfusd.edu.

# SAP/SST and Confidentiality

As a participant in an SAP/SST, you will have access to sensitive and private information about SFUSD students.  This information is being shared in the SAP/SST for the sole purpose of developing and implementing services to promote the health and development of our students, or to reduce our students' health risks or other challenges that interfere with their academic achievement.  The student records and information shared in these meetings are private and confidential.

Information shared in the SAP/SST shall only be divulged to other SFUSD officials, employees or contractors who require the information to perform their professional responsibilities (for example, to develop or implement support services for students).  Any unauthorized discussion or release of student records or information is prohibited.

All SFUSD officials, employees and contractors are bound by federal and state confidentiality laws, as well as Board Policy, to maintain the confidentiality of student information.

SAP/SST Members who are <u>not</u> SFUSD officials, employees, or contractors must obtain written parental consent prior to obtaining access to any student records and shall sign below to acknowledge and accept the confidentiality requirements of SAP/SST members.

**Non-SFUSD SAP/SST Members**:

I acknowledge that I am required to obtain written parental consent prior to my receipt and/or review of any student records or information from such records.  I accept the confidentiality requirements outlined above.

_____     _____     _____
**Signature**                                          **Date**                         **Organization/Agency**

# What is Facilitation?

Facilitation is a way of providing leadership without taking the reins.  Your job as a facilitator is to get others to assume responsibility and take the lead.

**Core Practices of Facilitators:**

- **Stay neutral on content:** Focus on the process.  This doesn't mean that you can't offer suggestions; it just means that you shouldn't impose your opinions on the topic to the group.

- **Listen Actively:**  Look people in the eye, use positive body language, paraphrase.

- **Ask Questions:**  Test assumptions, invite participation, and gather information.

- **Paraphrase to Clarify:**  ("Are you saying", "What I'm hearing you say is…")

- **Synthesize Ideas:** Get people to comment on what others are saying and build on their thoughts.

- **Identify a Scribe:** Create a visual action plan/ 'to do' list to keep group on task.

- **Stay on Track:**  Set a time line for the meeting and appoint a time keeper. Use a parking lot to record ideas that are important but not on topic. Label situations if they are sidetracks.

- **Give and Receive Feedback:**  Call on people that seem to be disengaged from the process; ask members how they feel the meeting is going or if you are making progress; regularly evaluate the effectiveness of the meeting by eliciting feedback from group members.

- **Test Assumptions:**  Bring assumptions out into the open, clarify them, and challenge them.

- **Collect Ideas:**  Keep track of emerging ideas and final decisions.  Notes should reflect what people actually said and not your interpretation of what was said (see **Identify a Scribe**).

- **Summarize Clearly:**  Summarize to revive a discussion that has come to a halt or to end a discussion when things seem to be wrapping up.

- **Identify Next Steps:** Identify action items, who is responsible and when tasks are to be accomplished.

*Source: Facilitating With Ease, Ingrid Bens © 2000*

# Facilitator Self-Assessment Checklist

**Behaviors that Help**

__ listens actively
__ maintains eye contact
__ helps identify needs
__ gets buy-in
__ surfaces concerns
__ defines issues
__ brings everyone into
    the discussion
__ uses good body language
    and intonation
__ paraphrases continuously
__ provides feedback
__ accepts and uses feedback
__ checks time and pace
__ provides useful feedback
__ monitors and adjusts the process
__ asks relevant, probing questions
__ keeps an open attitude
__ stays neutral
__ offers suggestions
__ is optimistic and positive
__ manages conflict well
__ takes a problem-solving approach
__ stays focused on process
__ ping-pongs ideas around
__ makes accurate notes that
    reflect the discussion
__ looks calm and pleasant
__ is flexible about changing
    the approach used
__ skillfully summarizes
    what is said
__ knows when to stop

**Behaviors that Hinder**

__ oblivious to group needs
__ no follow-up on concerns
__ poor listening
__ strays into content
__ loses track of key ideas
__ makes poor notes
__ ignores conflicts
__ provides no alternatives for
    structuring the discussion
__ gets defensive
__ puts down people
__ no paraphrasing
__ lets a few people dominate
__ never asks "How are we doing?"
__ tries to be the center of attention
__ lets the group get sidetracked
__ projects a poor image
__ uses negative or sarcastic tone
__ talks too much
__ doesn't know when to stop

**Additional Observations:**

_____

_____

_____

_____

*Source: Facilitating With Ease, Ingrid Bens © 2000*