

Student Success (Study) Team (SST)

According to *SST/Student Success (Study) Teams/Parents School Community Book* published by Education Alliance, an SST process starts when the teacher, staff members, or parents recognize that some “group wisdom” is the next appropriate step on behalf of the child. Generally, an SST convenes when, despite the use of classroom modifications or accommodations, the student continues to experience difficulties that are interfering with school progress.

Definition of SST

The Student Success (Study) Team is a school site team that includes the parent and the student in a positive, problem-solving intervention process. It assists students by ensuring that the school and community are doing everything possible to make students’ school lives successful. Students are most successful when there is a strong spirit of cooperation between home, school, and community. Because of this shared responsibility, the SST meets at school to explore possibilities and strategies that will best meet the educational needs of the students and support teachers and parents. The SST includes the most important people in the student’s life: the parent or caregiver, teacher, counselor, specialists, school administrator, or designee, and any other school or community members who can provide support. Neglecting the parent/guardian and student as equal partners in the process is not truly reflective of the SST philosophy. Therefore, without the parent, the student, the student’s teacher, and the administrator/designee present, a true SST meeting is not taking place.

The Student Success (Study) Team intervention plan requires the participants to look at the students in a holistic manner. Each element in the SST process provides essential information that assists the team in developing a successful intervention plan based upon student strengths.

Purpose of SST

The purpose of the Student Success (Student) Team process is to create a learning environment that contributes to the achievement, well-being, and success of students, parents, and school staff members. This team process provides an early identification, a collective review, and early intervention planning. It is a regular education process that uses a systematic, positive, problem-solving team approach that clarifies problems and concerns, develops strategies, mobilizes and coordinates resources, and provides for a system of accountability with measurable outcomes. These elements create the potential for improved student success.

Reference:

SST/Student Success (Study)Teams/Parents School Community

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REFERRING SCHOOL AGED PUPILS THROUGH THE STUDENT SUCCESS (STUDY) TEAM (SST)

The SST Process Flow Chart delineates action and decision points the SST must consider during the referral to assessment stages for potential special education students. Sample SST forms are but variance may be found across the District.

After reviewing the referral forms, samples of the student's work, and discussing student's strengths and concerns, the SST will develop an Action Plan and summarize the disposition of the case on the SST referral log. The SST may recommend additional teaching and/or behavioral strategies for intervention, develop an alternative general education program plan, organize supportive resources for the parent/guardian and/or teacher, and plan a time to reconvene to evaluate the intervention plan. The SST must consider if the student's needs can or cannot be met with modifications to the general education instructional program. A student may be referred for special education instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. The SST sends the student's file to the appropriate special education staff (i.e. school psychologist, Resource Specialist) for review to determine if further assessment is warranted.