

## Student Support Team (SST) Process (Appendix 5)

If a student continues to struggle after the Instructional Support Process has been implemented, the teacher completes the **SST Referral Form** (pg. 23), and includes copies of all student documentation collected.

Submit all documentation to SST Coordinator and schedule a meeting.

SST members meet with classroom teacher to:

- Discuss specific, skill related student strengths and weaknesses.
- Discuss instructional strategies, classroom interventions, and accommodations already implemented during the Instructional Support Process, and the results.
- Consider observations or screening by specialists, counselors, or related service providers
- Develop an **intervention plan** to include **goal, time, frequency, responsible staff, progress monitoring plan, and implementation tracking plan.** (Appendix 6, pgs. 24-25)
- Establish a follow-up meeting based on student need, intensity of support, and student specific variables - approximately 6 -12 weeks.

Classroom teacher informs parents of intervention plan.

An SST member / specialist is designated to provide consultation to the classroom teacher during the intervention period.

Follow-up Student Support Team meeting is held.

### **If student is making effective progress...**

Either continue with intervention and monitor progress, or reduce frequency and intensity of support service.

### **If student is making limited progress...**

Either modify intervention plan, or increase the frequency and intensity of support service.

### **If student is not making progress and a disability is suspected...**

A referral should be made for a Special Education Evaluation.