**Oxford Academy SST Plan**

VISION

Address the needs of students by considering the whole child through a strength/developmental asset based lens to specifically address the academic, behavior, health, and attendance needs of students at Oxford Academy.

MISSION

The SST and its members will: promote SST process to all staff, recruit new members as needed, receive SST referrals, accept and act on appropriate referrals and meet on referred students in order to brainstorm and develop asset based interventions and plans of actions in an attempt to help students to be successful.

PURPOSE

The Student Study Team (SST) Team provides a vehicle within each building for meaningful, brainstorming, and the development of solution focused action plans concerning how best to meet students’ attendance, behavioral, academic, and health needs.

The purpose of the SST is twofold:

* To raise the achievement of struggling students
* To empower teachers and students

The SST is based on the Masonic Model Student Assistance Program (MMSAP). Accordingly, the SST:

* Will require participation of the referring teacher
* Will be limited to school issues
* IS NOT and will NOT BE a special education screening process rather a tool to help students and CAN be used as a Tier 2 intervention
* IS NOT focused on ACADEMIC INSTRUCTIONAL STRATEGIES (it is not our place or responsibility to direct teachers how to instruct students)

MEMBERSHIP

Membership on the SST team is flexible to allow the needs of each referred student to be met. However, the following personnel should be standing members of the SST team:

* School counselor
* School psychologist
* Special education teachers
* Regular education teachers
* Referring teacher
* Adhoc members with contributing knowledge about the child including but not limited to: administrators, nurse, bus drivers, cafeteria staff, teachers assistants…

The following duties will be assigned to members as decided by the SST team members. The term of each duty will be one marking period and will rotate between the SST members:

* Team leader: Will normally be the school counselor and will be responsible for overall meeting and planning agenda. Will be assigned by the team and the term will be one year.
* Student Advocate for each student: Will be assigned, rotated, or be relational to the student referred but NOT be the referring teacher. This person is responsible for coordinating with referring teacher, interviewing the student and parent, collecting data, making copies for the group and presenting their students case to the team once their student(s) are on the SST agenda.
* Recording Secretary: Will be assigned by the team and the term will be for one school year. This person will be responsible for taking notes during meetings, typing minutes, and making any copies needed by the team.
* Time keeper: Will be assigned by the team and the term will be for one school year. This person will be responsible for keeping the meeting on time and solution focused.

REQUISITE SKILLS

The skills needed by the Child Study Team members are:

* A teamwork philosophy
* Listening
* Sharing
* Effective communication
* Open-mindedness
* Student and solution focused
* Nonjudgmental and objective
* Knowledge of intervention strategies in education
* Willingness to learn
* Willingness to connect with parents/families
* Willingness to help other teachers
* Commitment to early intervention

MEETING TIMES

The HS SST team will normally scheduled to meet twice per month as needed. If no students are on the agenda for initial referral or an update, the meeting will be cancelled by the team leader. After initial referral, no more than 4 weeks should pass before all the data is collected and the referred student is placed on the agenda.

The meeting will be held in the guidance conference room on the scheduled day and time. The team members will determine exact time and dates for the SST meetings.

PROCESS

The following process will be adhered to in order to streamline the process for referrals and interventions:

1. Initial referral – All information is needed from the referring teachers BEFORE an initial referral can be made to the SST team. This is to ensure that parents have been notified, that the principal is aware of the situation and that classroom interventions/differentiated instruction has been attempted before referring a student for higher tiered interventions.
2. Data collection – In this stage the school counselor and referring teacher work together to collect observational and historical data on the student being referred to include data from the following:
   1. Referring teacher (initial referral)
   2. Principal/administrator (discipline history)
   3. Nurse (health history)
   4. School counselor (personal/social and overall academic history to include report cards, NYS tests, and standardized tests given by school psychologist)
   5. Other teachers/service providers (academic and observational history in current classes)
   6. Parents – via phone call or face to face meeting as needed/desired
   7. Student – via a self evaluation

Once all the above data is collected, the information will be turned over to the student advocate to verify completeness and to prepare for the SST meeting.

1. Compile information – all forms will be collected and reviewed for completeness by the student advocate. The student advocate will compile all the data, complete the case summary form and plan of action form thru step 3 (on plan of action form), and notify the team leader and secretary that the students is ready to be placed on the agenda. The completed information will be placed the Guidance Office for all members to read prior to the meeting. The student advocate will also consider adding ad hoc members to the meeting based on the areas of concern and specific issues that need to be addressed.
2. Place on agenda and conduct meeting at which point the team will identify the primary area of concern and brainstorm ideas (steps 4 & 5 on the plan of action form) and agree on possible interventions and a solution focused, strength based/asset focused action plan including a time period for implementing and evaluating interventions. (8 min – case presentation, 2 min – clarifying questions, break, 5 min – brainstorm, 5 min – develop plan)
3. Implement/Evaluate interventions – the intervention/referring teacher will implement the interventions suggested by the SST team and then evaluate the success of the interventions.
4. Place on agenda for update – after the interventions have been tried for the planned time (4-6 weeks) period the intervention/referring teacher will communicate with the student advocate to place the student back on the SST team agenda for an update.

FORMS

The following forms will be utilized by the student advocate and the SST team to collect and maintain data on each student. If a referral is made to the CSE these forms will become part of the referral.

* Initial referral form with prior interventions
* Student advocate checklist
* Referring teacher/other teachers data collection form
* School counselor form
* Administrator form
* Parent interview form
* Student interview form
* Nurse form
* SST meeting form with case summary and action plans

THINGS TO CONSIDER

* Consider the root cause to the problem – target the teacher’s concern(s)
* Conduct an observation(s)
* Collect student work examples if appropriate
* Try to identify the skills deficit/strengths by conducting probes for phonemic awareness, reading fluency, math computation, writing or be able to state what the student’s grade level equivalent is in reading, writing, math
* Are there behavioral referrals on this student? When are they occurring? What class(es) and what time of day?
* How is the student at remaining on task?
* How is the student on in-class completion of activities?
* Is the student compliant with adults or others in authority? How about with peers?
* Are the parents involved and supportive? What do they do?
* How much time per night is the student spending on doing homework? Is there a central local to do that and be monitored in the home?
* Try to determine if the problem is a lack of motivation.
* How is the homework completion?
* Does the student’s attendance now and/or attendance history indicate anything?
* How are the report cards? Trends or patterns?
* What are the student’s strengths/talents/interests?
* What part of the classroom activities/routine does the student do better or worse in?
* Is the student getting any intervention assistance – counseling, tutoring, after school help, agency involvement, reading recovery etc?
* Be able to document all interventions used, by whom, for how long and the outcomes.
* Are there any charts to document the data collected and has this been shared?
* Has the student come from another district? Has anyone contacted the former teacher/school? Was the student referred, getting extra assistance there?
* What rewards/incentives have worked in the past?
* Has the team looked in the student’s record and is there anything that may bring insight to the issue?