

Student Success Team (SST) Manual



San Francisco Unified School District
Student Support Services Division

SFUSD School Health Programs Department, Revised August 2008

Student Success Team (SST)

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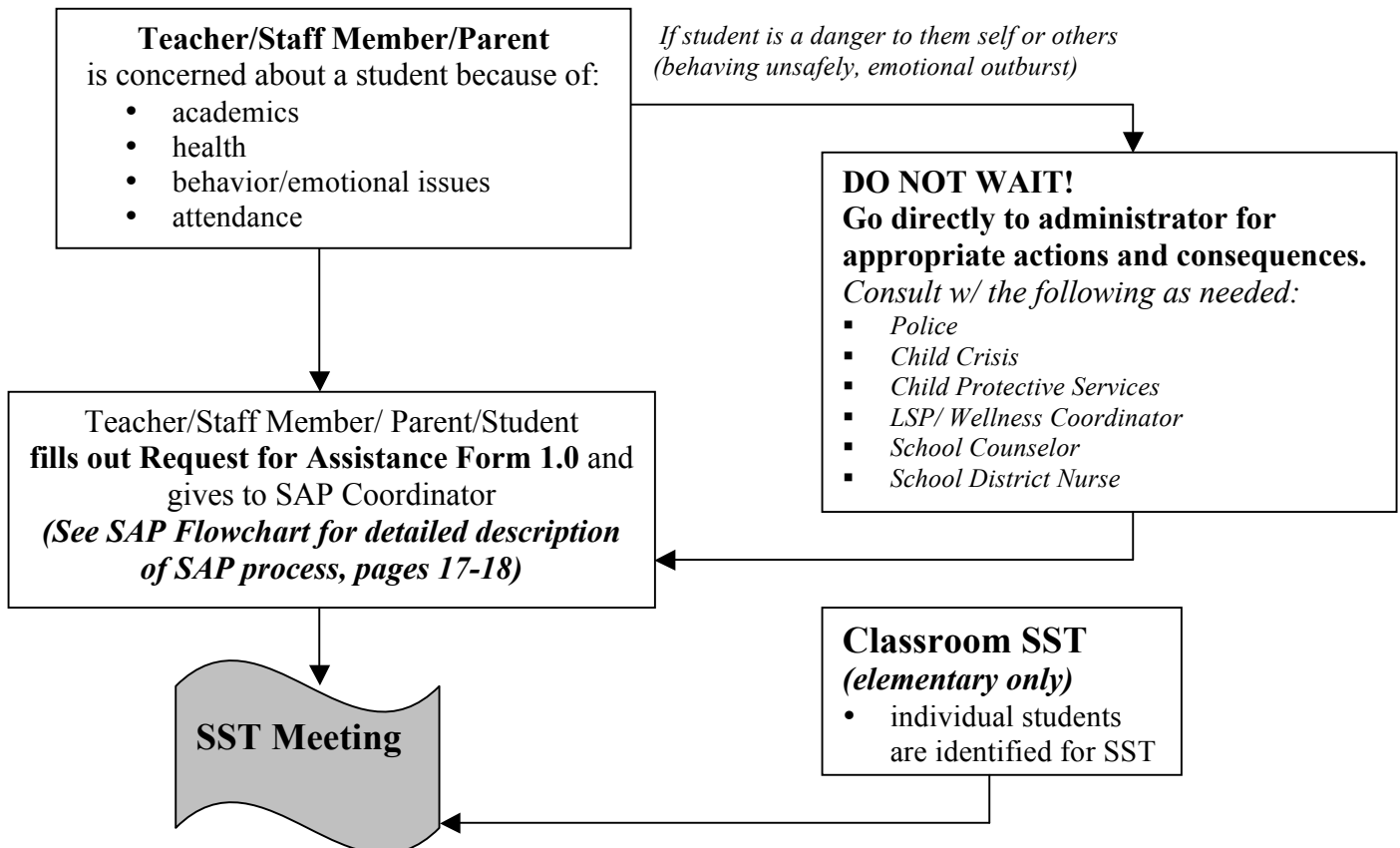
Student Support Structures

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



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.

❖ 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)
- Instructional Reform Facilitator
- Learning Support Professional
- On-site resource/support staff
- Parent Liaison
- Peer Resource Coordinator
- Principal/Administrator in charge of Pupil Services/Deans
- Resource Specialist - RSP Teacher
- School Counselor
- School District Nurse
- School Psychologist
- Student Advisor
- Wellness Coordinator
- Others invited as appropriate (e.g. CBO)

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 <input type="checkbox"/> Student Assistance Program (SAP) <input type="checkbox"/> Student Success Team (SST)	<h2 style="margin: 0;">Request for Assistance (1.0)</h2> <h3 style="margin: 0;">San Francisco Unified School District</h3> <p style="margin: 0;">School Site: _____</p>	<i>Attach student photo if available</i>
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--CONFIDENTIAL: please do not leave out for others to read--

Student: (Last, First)	Grade	Gender 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
<input type="checkbox"/> Able to problem solve <input type="checkbox"/> Articulates feelings/needs <input type="checkbox"/> Asks for help <input type="checkbox"/> Attentive in class <input type="checkbox"/> Cooperates with others <input type="checkbox"/> Demonstrates sense of humor <input type="checkbox"/> Enjoys math <input type="checkbox"/> Enjoys reading <input type="checkbox"/> Follows instructions <input type="checkbox"/> Helpful to others <input type="checkbox"/> Listens well <input type="checkbox"/> Makes/maintains friendships <input type="checkbox"/> Negotiates/compromises <input type="checkbox"/> Participates in class <input type="checkbox"/> Regular Attendance <input type="checkbox"/> Other: _____ _____ _____	Please check and provide additional details: <input type="checkbox"/> Academic _____ <input type="checkbox"/> Attendance _____ <input type="checkbox"/> Emotional/Behavioral _____ <input type="checkbox"/> Family/home _____ <input type="checkbox"/> Physical Health/Medical _____ <input type="checkbox"/> Other _____ _____	<input type="checkbox"/> Behavioral interventions <input type="checkbox"/> Classroom modifications <input type="checkbox"/> Instructional modifications <input type="checkbox"/> Met with student <input type="checkbox"/> Offered tutoring/after-school program <input type="checkbox"/> Spoken to/met with parent/caregiver <input type="checkbox"/> Other: _____ Please describe your interventions including length of time tried: _____ _____ _____ _____ _____ Response to Intervention (RTI): (For SSTs: attach data across 12 weeks) _____ _____

===== 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:
				<input type="checkbox"/> After-School Prog <input type="checkbox"/> GATE <input type="checkbox"/> ELD/ELL <input type="checkbox"/> Tutoring <input type="checkbox"/> Mentoring <input type="checkbox"/> Peer Resources <input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan <input type="checkbox"/> Foster Youth Services (FYS) <input type="checkbox"/> Mental Health <input type="checkbox"/> Physical Health <input type="checkbox"/> Other:
Health Most recent Physical Exam: _____		Screening		
Immunizations: Complete Incomplete: _____		Date		
Chronic health conditions?		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	Who Will Follow-up
1.	
2.	
3.	

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 23-24)

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 16-17)

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 often 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**, he/she may be a valuable resource in reaching out to and involving parents in the SST process.
- The person 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. 20)
- 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.
- 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

- Speak with the caregiver in advance to let them know what to expect at an SST meeting**
- Provide the student's teacher(s) with the "Teacher Preparation Checklist" and encourage them to use it as a guide when preparing for the SST**
- Have appropriate translation when needed**
- Have a separate facilitator and note taker**
- Begin with a positive remark and welcome all participants to the meeting**
- Explain the purpose of the meeting**
- Follow the structure of the SST Meeting Summary Form 2.0 to facilitate a successful meeting**
- Set a positive tone for the SST meeting by recognizing the student's strengths before listing concerns**
- 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**
- Explain any evaluation process including formal and informal**
- Do not use "education" or "mental health" jargon**

Helpful Suggestions for Effective SST Meetings (continued)

- Suggest, using concrete examples, to parents/caregivers of how they may help/support their child at home**
- 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**
- Let parents/caregivers ask questions; they will likely have something specific to discuss with the SST team**
- Have consent for services forms, release of information forms, and community referrals available at the meeting**
- Set a date for a follow-up SST**
- Make parents/caregivers aware of availability of team members**
- End the meeting with a summary of the action plan and a positive comment**
- Thank parents/guardians for participating in the SST meeting**
- Give copies of completed SST meeting summary form to caregiver**
- Try to set appointments (referral to SHPD 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 ELL/bilingual placement
- Consider retention
- 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, but frequently 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, particularly classroom strategies, modifications and adaptations.

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. The student and parent/caregiver have to feel that they have some control over their own goals and plans, and 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 may want to 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
- 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 that usually attend
 - Administrator
 - After School Program Coordinator
 - CBO
 - Classroom Teacher(s)
 - Counselor
 - Health Advocate
 - 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 15) 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.