

## Administrative Regulation

### INSTRUCTION

#### Student Study Teams

The primary purpose of the Student Study Team (SST) is to offer suggestions for modifications in the regular classroom or resources to help the student. The principal or designee at each school shall:

1. Set Student Study Team meeting times and procedures.
2. Establish a process by which teachers, other staff members or parents/guardians may initiate a request for a student to be reviewed by the SST.
  - a. Contacting parents/guardians.
  - b. Observing the student in the problem setting.
  - c. Collecting background information.
  - d. Bring in other school or district resources personnel as necessary.

Each SST may include the following persons:

1. \*Two to three General Education teachers.
  2. Student when appropriate.
  3. \*Student's parents/guardian shall be notified and invited.
  4. \*One or more of the student's teachers and school counselor.
  5. \*The principal or designee.
  6. Specialists and school psychologist when appropriate.
  7. Community organizations, public agencies, or law enforcement when appropriate.
- \*Essential members

#### SST Meetings

Because a positive solution to a student's difficulties often grows out of the student's strengths and potential, the initial study team meeting shall always begin by discussing the student's strengths. His/her problems shall be developed using the SST Group Summary form.

Strategies and interventions may include, but are not limited to:

1. Program changes involving different classes, a different level and/or variety of instructional materials, and/or more time for completing assignments.
2. Contracts for task completion and/or behavior modification.
3. Daily progress reports.
4. Use of after school tutoring, peer tutoring, cross-age or cross-grade tutoring or buddy system.

5. Reinforcement and modifications at home.
6. Special instructional strategies for students of limited English proficiency.
7. Strategies for improving social skills and peer relationships.
8. Special school projects or programs.
9. Independent study.
10. Modified day.
11. In-school suspension.
12. Detention.
13. Referral to district resource staff for assessment.
14. Referral to school psychologist or suggest a health examination.
15. Referral to community agency or other community or parent resource.

A follow-up meeting shall be scheduled to evaluate the effectiveness of the plan and the extent to which the recommended strategies have been implemented. The plan shall be modified as needed. Subsequent review meetings may be held to monitor the student's progress and reinforce the fact that real change for students takes sustained effort over time.

When a student has been identified as disabled under Section 504, one or more members of the Student Study Team, the student's parent/guardian, and a school administrator will complete a Section 504 plan for that student using the form provided in Board Policy 6420.

Approved: March 21, 1995

