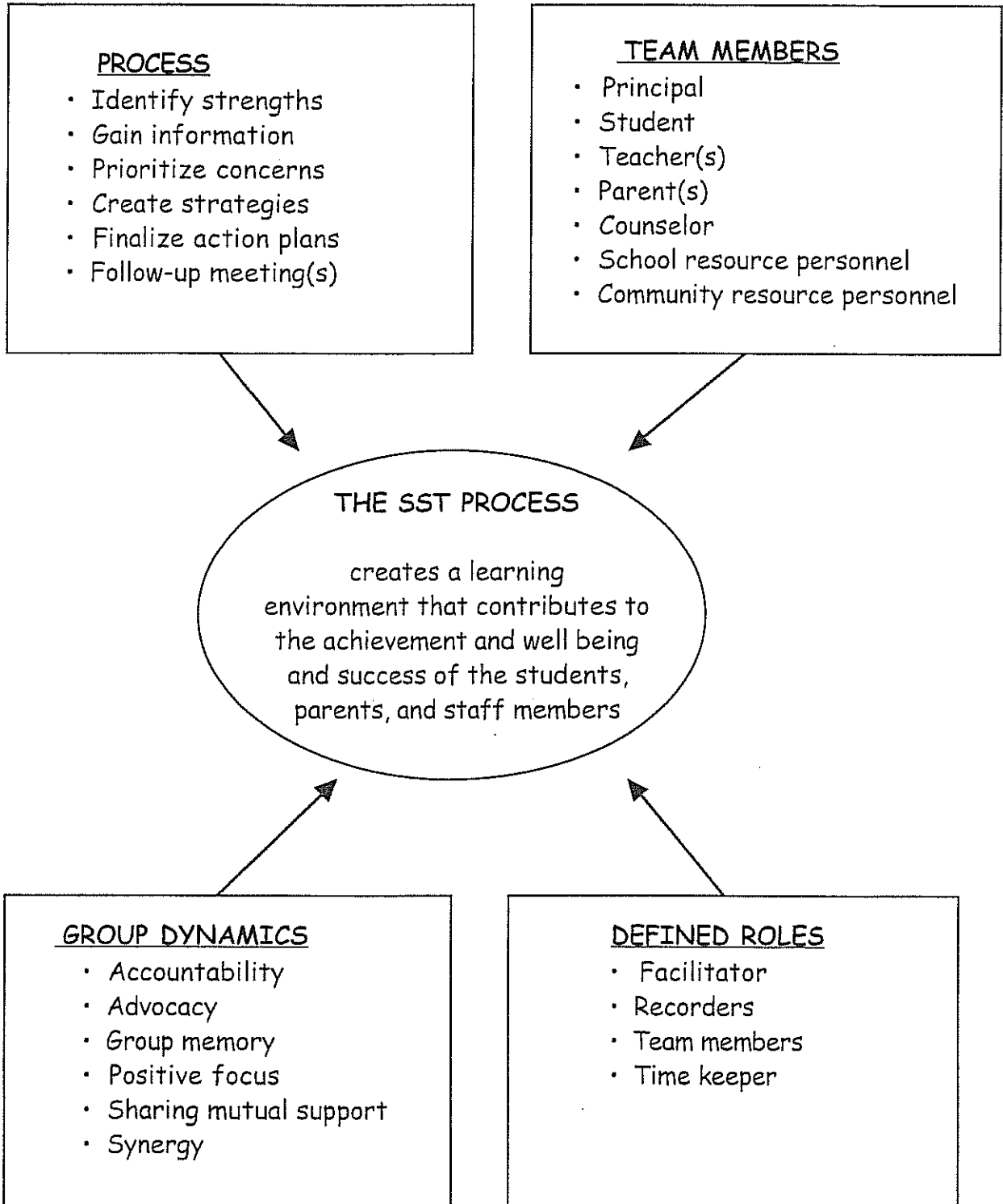


SST AT-A-GLANCE



SST PROCESS

LEVEL 1 - TEACHER/PARENT MEETING

1. Discuss strengths
2. Discuss concerns
3. Identify tried modifications
4. Parent background questionnaire
5. Develop a **written** action plan
6. Set a date to review plan
7. If action plan is not successful, teacher completes LEVEL 2 form and submits to site administrator along with LEVEL 1 form

LEVEL 2 - TEACHER/ADMINISTRATOR/SAP

1. Site administrator reviews LEVEL 1
2. Site administrator and teacher meet to discuss LEVEL 1 results
3. Further modifications are attempted based on known information
4. Parents are made aware of LEVEL 2 plan
5. Set date to review with administrator or possible referral to SST (LEVEL 3)

LEVEL 3 - STUDENT SUCCESS TEAM

1. Teacher prepares material and appropriate person schedules team meeting
2. Appropriate participants are notified
3. Appointed person notifies parent and student **and** prepares them for the meeting
4. A follow-up date is scheduled at the LEVEL 3

LEVEL 4 - FOLLOW UP

1. Referral for review
2. Outside agency referral
3. Continued follow-ups if needed

BANNER ELEMENTS

1. Strengths

The most important element of the SST process is the column indicating the student's strengths. This column should list student's strengths in all settings, including home, community and school. It should also include what the student sees as his/her strengths and interests. Academic, social, physical strengths, student's incentives, and career interests should also be listed. Examples may include what subjects the student likes, leadership ability, hobbies, learning styles, etc. The more specific the strengths the better, e.g., rather than, "Sam is a nice boy..." a team member can say, "Yesterday Sam helped other students with their math. He does this often".

Many times a teacher's concerns with a student can get in the way of him or her seeing the student's strengths. Strengths can be found by reframing some of the concerns. An example of this is, "The student talks back.," can be referred as "The student stands up for himself." The concern then becomes how to teach the student to stand up for himself in an appropriate way. *This action plan interventions should be based on the student's strengths.*

2. Information

All pertinent information regarding the student should be listed here. Basic vision and hearing data and other relevant medical information should be listed in this column. Basic academic levels, attendance, family composition and history, and what may be happening at home currently may be relevant to the student's situation.

3. Modifications

Previous modifications/interventions are outlined in this column. The team rates the effectiveness of these modifications with a "+" for effective or a "-" for little or no effect. Examples could include a schedule change, counseling, peer tutoring, modifications of assignments, etc.

4. Concerns

The Student Success Team lists the concerns regarding the student and prioritizes them in this column. Any academic, social/emotional, physical, or attendance concern can be addressed. These concerns should be specifically stated. For example, rather than saying a student is 'truant', an attendance problem may be written as, "The student has missed 15 of the last 25 days of school, unexcused." Caution should be taken not to label the student but to list the observable behavior.

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5. **Questions**

This column allows the entire team to voice questions related to the discussion. This is a time to clarify issues and to note those questions or issues that may need to be revisited. New information stated during the questions section can be recorded on the summary sheet. These questions can serve as a springboard for some of the actions taken at the meeting.

6. **Brainstorming Strategies**

At this point in the meeting, the entire team looks back at the student's strengths to help brainstorm strategies that address the student's concerns. The team makes no evaluations of the strategies shared at this time. Once listed, the strategies/interventions are typically grouped into four categories. Interventions that occur in the classroom, those that occur in the larger school environment, strategies used in the home, and the interventions occurring with the assistance of the larger community.

ACTION PLAN

1. **Actions**

The team prioritizes the list of strategies/interventions and selects new actions that have the most potential for success, based on the student's strengths and that address the concerns. These actions should be shared equally by student, family, school, and when appropriate, by community resource personnel.

2. **Who**

A specific person(s) is listed as a responsible party for implementing an action. *Individuals not in attendance at the SST meeting should not be given responsibility for an action.* However, a team member at the meeting can list as an action that he or she will request the assistance of a person not at the meeting. The actions reflect a combined responsibility of the school, parent, student, and community.

3. **When**

A specific date of initiation of any new action is listed in this column.

4. **Follow-Up Date**

The team agrees to a specific follow-up date and time prior to ending the meeting and writes this on the summary protocol. *Setting up a specific date increases accountability. Use of terms "ongoing" and "ASAP" are not helpful.*

5. **Invite**

Any new people to invite are listed in this section. A copy of the initial meeting summary should be given to these individuals prior to the follow-up meeting.

6. **Team Member Signature/Position**

All SST participants should sign in the signature section of the SST Summary sheet. These signatures assist in ensuring accountability for the action plan developed.

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SST MEETING COMPETENCY CHECKLIST

MEETING PREPARATION	
	<ul style="list-style-type: none"> • Appropriate meeting place arranged ahead of time • Equipment and furniture ready for meeting • Meeting place free from interruption • Team members notified and prepared • Parent(s) personally invited and have filled out prep sheet • Student has filled out worksheet • Team members understand rules and roles for team interaction • Outreach to and engagement of parents
TEAM ROLES	
Facilitator	<ul style="list-style-type: none"> • Is supportive, knowledgeable and empowered to lead • Makes introductions • Explains process and purpose of meeting • Stands in front of group • Appoints timekeeper • Assists Recorder • Helps group stay focused on the banner • Helps group move to close
Recorder	<ul style="list-style-type: none"> • Writes succinctly the essence of what is said • Shortens, abbreviates • Checks when there is a question • Writes legibly • Keeps information organized • Uses colored markers to highlight information
Group Members	<ul style="list-style-type: none"> • Function as a team more than as individuals • Make sure information is recorded accurately • Avoid side conversations • Assume responsibility for actions when appropriate • Assist facilitator with process without taking over
EVALUATING MEETING DYNAMICS	
	<ul style="list-style-type: none"> • Supportive, knowledge and empowered to lead • Uses a positive, caring approach • Parent(s) encouraged to participate • Student encouraged to participate Student encouraged to participate • Team members and facilitator spot generalizations and ask for specific observable facts • Concerns prioritized • Strategies brainstormed • Participants encouraged to be creative in generating strategies • Action plan is based on student's strengths • Actions shared by team members, including parents and student • Persons responsible for actions identified on SST summary • Follow-up meeting date set • Arrangements made for parent and student to get copy of SST summary • Meeting completed in 30-45 minutes

Student Success Team SUMMARY

STUDENT: _____

TODAY'S DATE: _____

SCHOOL: _____

GRADE: _____ M _____ F _____

PRIMARY LANGUAGE: _____

TEACHER: _____

BIRTH DATE: _____

STUDENT # _____

STRENGTHS	KNOWN INFORMATION	PREVIOUS MODIFICATIONS	WHAT GETS IN THE WAY (PRIORITIZE)	STRATEGIES (BRAINSTORM)	ACTION PLAN	RESPONSIBILITY WHO? WHEN?
Academic	Family Composition	Changes in program	Academic	Team brainstorms multiple creative strategies to address top concerns	2 - 3 actions chosen from strategies brainstormed	Any team member including parent and student
Social	School Background	Reading specialist	Social/emotional	Ideas should be based on student's strengths when possible		Specific dates
Physical	Health	Tutoring	Physical			
What student likes	Performance levels	Counseling	Attendance			
Incentives		Repeating grade				
Potential career interest or skills	ATTENDANCE	QUESTIONS				
	No. of unexcused absences and/or truant tardies _____ Time spent in this SST discussing attendance issues _____ Send copy of this form to Mandated Cost Office, Lenzen 235	Questions that may arise during the SST				

Team Member's Signature/Position:

FOLLOW UP DATE: 3-6 weeks

5. _____

6. _____

7. _____

8. _____

Rev11/02 rev. Distributor: _____ White - Student File _____ Canary - SST Coordinator _____ Pink - Parent _____ Gold/Lead - Teacher _____

FOUR KEYS TO THE SST

- **Build your plan from the student's strengths**
- **The parent and student must be a part of the process**
- **Make the problem the problem**
- **For accountability you must have follow ups**