

LODI UNIFIED SCHOOL DISTRICT

REVISION Rule 6164.5

Instruction

Student Study **Success** Teams

The principal or designee at each school shall:

1. ~~Select a coordinator who will set student study meeting times and procedures~~
2. ~~Establish a process by which teachers, other staff members or parents/guardians may initiate a student referral~~
3. ~~Design provisions for:~~
 - a. ~~Contacting parents/guardians~~
 - b. ~~Observing the student in the problem setting~~
 - c. ~~Collecting background information~~
 - d. ~~Helping the student and parent/guardian prepare for the meeting~~
 - e. ~~Bringing in other school or district resource personnel~~

Team Membership

Members of individual student study success (SST) teams may include:

1. The principal or designee
2. Resource teachers or specialists: psychologists, nurses, school counselors, bilingual staff, categorically funded staff, department chairpersons, speech and language specialists **One or more of the student's classroom teachers or former teachers**
3. ~~One or more of the student's teachers or previous teachers~~ **The student's parents/guardians**
4. ~~The student's parents or guardians, and~~ The student if appropriate
5. ~~Representatives of community agencies, if appropriate~~ **School Counselor(s)**

6. Resource personnel or specialists, such as a school psychologist, nurse, outreach consultant, special education resource person, department chairperson, speech and language specialist, reading specialist, social worker, probation officer, community resource representative, mental health worker, and/or other person(s) relevant to the student's situation, as determined by the district

Team 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 described as precisely as possible, and a plan for resolving these problems shall be developed.~~

~~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. Period by period attendance~~
- ~~12. In-school suspension~~
- ~~13. Detention~~
- ~~14. Saturday school or work program~~
- ~~15. Work experience education~~
- ~~16. Transfer to a different school (including opportunity, continuation or~~

~~alternative education facility, as appropriate)~~

~~17. Referral to district resource staff for academic assessment~~

~~18. Referral for health examination~~

~~19. Referral to a counselor or school psychologist~~

~~20. Referral to community agency or other community resource~~

~~21. Referral of family to community agency~~

~~Whenever the student study team is considering the possibility of transferring a disruptive student to another school, the principal or designee of the school to which the student may be transferred shall be invited to attend the study team meeting before a final decision is made.~~

~~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.~~

The makeup of each individual SST is at the district's discretion, and may not include participation from individuals in each of the categories listed above.

Team Responsibilities

The principal or designee shall:

1. Schedule meetings and establish meeting procedures
2. Contact parents/guardians and other team members regarding team meetings
3. Consult with appropriate school staff, including teachers and/or district resource personnel
4. Arrange for observation of the student as needed
5. Collect any additional background information necessary to inform team members about the student's strengths and needs, such as relevant student data, educational history, and work samples, as appropriate
6. Help the student and parents/guardians prepare for the meeting

7. Facilitate the team meetings
8. Develop a plan to support the student which incorporates intervention strategies
9. Ensure that the student's progress is monitored, that follow-up meetings are regularly scheduled, and that adjustments are made to the plan and related interventions as necessary

Policy

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