

SST Referral Packet

When should a student be referred for an SST meeting?

A student should be considered for referral to the SST after School-wide (Tier One) and Targeted (Tier Two) positive behavior interventions and supports have been exhausted and he/she continues to demonstrate inadequate progress in the areas of academics, behavior, physical/mental health, or attendance. Students can be referred directly by their parent/caregivers, or by a staff member through the on-site case manager. The SST process is a multi-disciplinary team process intended to assist a student that is struggling by creating an individualized, positive intervention plan in partnership with the student's family, wherever possible.

The SST process is separate from the evaluation process for special education, accommodations, and services under either a Section 504 plan or an Individualized Education Program (IEP). If a parent or staff member believes that a student has a suspected disability, they may make a referral for evaluation at any time, and it is the school district's duty to conduct child find activities to ensure students with disabilities are timely identified and evaluation.

Why should I refer a student to the SST?

The purpose of an SST is to bring a group of people together who all possess different talents, knowledge and expertise. The function of the team is to support the referring teacher, caregiver and student by looking at the strengths and concerns from each team member's unique viewpoint. The expectation is that teachers and other referring staff have attempted a variety of evidence-based interventions prior to an SST referral.

The goal is to provide the referring parties with new interventions that address the concerns and tap into student strengths and to bring together other support staff and, as needed, community providers to assist the student. Therefore, each SST team member accepts some responsibility in assisting the student through their ideas, strategies, or hands-on support. The SST team's role is to explore and implement new positive prevention and intervention strategies to assist a struggling student.