

Board Policy #: TBD
 Adopted/Ratified: 5/15/2014
 Revision Date: 9/24/2020

Community School for Creative Education ***Student Success Team Policy***

The Board of Directors of Community School for Creative Education (“CSCE” or the “Charter School”) recognizes there are students who may need additional support within the classroom both academically and behaviorally.

CSCE’s Student Success Team (“SST”) process utilizes a team of CSCE staff dedicated to identifying and supporting students who exhibit academic or behavioral problems by providing early systematic assistance to students and connecting them to appropriate interventions and supports through the regular instructional setting.

Additionally, an SST uses a systematic problem-solving approach to assist students with concerns which are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student.

The SST process is a function of the general education program. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Referral to an SST

A student may be referred to the SST process for any reason, including, but not limited to:

1. Lack of academic progress;
2. Increasing behavioral concerns;
3. Consideration for retention;
4. Attendance/truancy issues;
5. Parent concerns; and/or
6. Any other reason appearing to impact a student’s access to education.

Any CSCE teacher or staff member who has a concern for a student can refer that student to the SST for consideration and using the Referral Form below.

SST Meeting

The purpose of the SST is to discuss issues and concerns related to a student’s performance, identify intervention strategies which may help a student succeed, and monitor their progress to ensure learning and development. The team may suggest regular program interventions and/or support

services available to all students. The SST may suggest and offer different supports that may include monitoring student progress, developing intervention plans, referring students to intervention services (e.g. reading or math specialists, counseling, etc.) and implementing increasing tiers of school-based intervention services, as necessary.

Anyone who is connected with the student can be included in the SST to provide information to share about the student's strengths, concerns and strategies which have been used in the past. These people may include, but are not limited to, teachers, principals, parents/guardians, counselors, doctors, administration, social workers, and/or law enforcement. The meeting is designed to bring out the best in the people involved.

CSCE SST meeting steps include, but are not limited to, the following:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths of the student are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with concerns are chosen; options are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Formalization of an SST intervention plan
13. Follow-up meeting date is set

Follow-up after an SST

After implementation of an SST intervention plan and follow up meeting, if the student continues to exhibit academic and/or behavioral concerns and/or should the student need additional supports, the SST may discuss making revisions to the student's intervention plan and/or providing the student with additional supports, or if necessary, the SST may refer the student for assessment for special education services and/or a Section 504 accommodation plan as applicable. Should CSCE's team (including parent) determine that SST is appropriate in lieu of assessment, CSCE would obtain a written revocation of the request for assessment and/or a written extension of the 15-day timeline.

Referral Form

Please answer the questions below so that we will be better prepared at the initial SST meeting to talk with you about the needs of this student.

General Information:

Person Making Referral:

Date:

Student Name:

Date of Birth:

Dominant Language:

Grade:

Address:

Phone:

Please note any medical or health concerns for this student: family change transitional, underweight,

Please note the child's birth history, and developmental milestones:

How is the student's attendance this year?

Who is attending the SST meeting?

Team Members:

Current School or Agency Support Services or program(s) in place for this student (e.g. counseling, tutoring, etc.): County Social Worker, Family Social Worker (Adoption Supervisor), Family Therapy, Foster Care,

What are several strengths, talents, or specific interests for this student?

- 1.
- 2.
- 3.

Instructional Information

What makes this student *challenging to teach*? List any academic, social, emotional, or medical factors that seem to negatively affect the student's progress. If the problem is primarily *behavioral*, how often does the problem occur; how intense is it; and for how long does the problem last? If the problem is primarily *academic*, what specific deficits does the student have in particular academic skills or competencies?)

How do the academic skills of this student compare to those of "average" children in your classroom? (e.g., How does the student compare to peers in reading, math, writing, organizational skills?) Please include tests scores or assessment probes:

knows letters and sounds.

What is this child's estimated current reading level?

What is this child's estimated current mathematics level?

Interventions

Interventions Attempted: Please describe specific attempts that you or others have made this year to meet this student’s academic, social, and/or emotional needs:

(Referral cannot be processed until interventions have been attempted)

Interventions	Dates Began-Ended (Approximate)	Person(s) Responsible	Outcome
-	-	-	-

Please add rows as needed.

Proposed Interventions	Dates To Begin-Review Date (Approximate)	Person(s) Responsible	Expected Outcome
-	-	-	-

If the referral concern is in academics, how much time during the period/day does the student receive instruction in the area(s) of difficulty?

When have you observed the problem occurring the most?

Have you contacted home? What was the outcome?

Are there settings or situations in which the problem is *less severe* or *minimized*? If so, when?

Please list members of your instructional team/building staff whom you would like:

<input type="checkbox"/> To receive an invitation to the initial SST meeting:	<input type="checkbox"/> To receive a copy of the SST Intervention Plan(s) after the initial meeting:

What would be the best day(s)/time(s) for a member of the SST team to observe the student having the difficulties that you describe above? (Please attach a copy of the student’s daily schedule if available.)

*Once the referral form and all other applicable information is ready for the initial referral process are complete, please e-mail all forms to the Principal at candicep@communityschoolforcreativeeducation.org A meeting will be scheduled in the order that SST referral forms are received.