

STUDENT SUPPORT TEAMS (SST)

A Quick Start Guide for Educators





WHAT IS A STUDENT SUPPORT TEAM (SST)?

The SST is dedicated to supporting one student at a time, acting as a collaborative problem-solving and coordination structure. It helps students, families, and teachers work together to develop effective solutions that maximize student growth and potential.

The SST can assist students facing significant challenges in the following areas:

- Academics
- Attendance
- Consideration for Special Education Classification
- Health Issues
- Developmental Growth
- Behavioral Concerns (when paired with academi





Student Support Team

Asset-Based Approach

The SST begins by identifying a student's strengths and assets. Solutions are developed to build on these strengths, fostering a positive, supportive environment.

Problem-Solving Process

The SST gathers comprehensive background information on the student, including school, home/family, and health. The team collaborates to brainstorm solutions for any areas of concern, focusing on holistic support.

Service Coordination

An actionable intervention plan is created to address the student's needs, with each team member assigned specific responsibilities for follow-up actions.

Monitor and Adjust

The team regularly monitors the progress of interventions. Follow-up meetings are scheduled to assess outcomes, adjust strategies as needed, and continue developing effective solutions to ensure the student's success.

Benefits

Coordinating school, home, and community interventions leads to improved student learning and provides targeted support for teachers, families, and students.





WHO IS ON THE SST (STUDENT SUPPORT TEAM)?

Essential Team Members

- SST Lead
- Current Teacher
- Parent/Guardian

Optional/Recommended Team Members

- Behavior Support Staff
- Academic/Instructional Support Staff
- Family Outreach Support Staff
- Mental Health Clinician/Social Worker/School Counselor Student



SST MEETING PROTOCOL

- 1 **Meeting Opening** - Set the purpose of the meeting and provide a brief overview of the SST process.
- 2 **Introductions** - All team members, including the parent, should introduce themselves.
- 3 **Reason for Referral** - Explain why the student (insert name) was referred to the SST process, highlighting the reason for the referral.
- 4 **Parent Input** - Allow the parent to share their perspective, including any historical context related to the student's academic and behavioral successes and challenges, as well as past support services the student has received.
- 5 **School Input** - School staff will share their observations regarding the student's academic and behavioral progress and challenges.
- 6 **Identifying Interventions** - Summarize input from both the parent and school to recommend initial interventions based on the gathered information.
- 7 **Follow-up Communication** - Establish a schedule for follow-up meetings and progress monitoring of interventions, ensuring follow-up occurs within 3-4 weeks.
- 8 **Closure** - Summarize the input and interventions chosen, ensuring all participants acknowledge and sign. Notes should be added to the formal SST plan and distributed to all team members within 72 hours of the meeting.





SAMPLE STUDENT SUPPORT TEAM INITIAL MEETING REPORT

Date of Meeting:

Student Name: _____ Grade/Homeroom: _____

Parent Name: _____ Parent Contact Information: _____

SST MEMBERS PRESENT AT MEETING

Name	Role
i.e. Janet Doe	Parent
i.e. Johnny Appleseed	SST Lead

MEETING NOTES

Purpose of Meeting and Focus of Concern(s):





Parent Input:

School Data Presented:

School Input identified: What is the problem we will address?

Type of Data Presented	Summary of Data
<i>Ex. Student benchmark test scores</i>	<i>Student is currently 2 grade levels behind in Math</i>
<i>Ex. Student attendance records</i>	<i>Student has over 15 days absent</i>





Positive goal statement for the student: What do we want the student to do or achieve by the end of SST process?

Academic and/or Behavioral Strategies discussed by the team?

1

2





Academic and/or Behavioral Strategies agreed upon for implementation.

1

2

Next Meeting:

