Sweet Home School District

Student Success Team **(SST)** Flow Chart

Student experiences difficulty in school

Risk of Safety? If student is a danger to themselves or others go directly to administrator for immediate SST meeting

Universal screener identifies a student is 1+ years below benchmark

Tier III Intervention begins

If no progress is made

Classroom Teacher

Collect Data	**Conference with parent/s**	**Make Health Referral**	**Behavior and Attendance Support**
Cum and health records, Grades, Attendance, Behavior log, ,etc.	-concerns identified, develop strategies, establish regular communication	-Vision/hearing	1. Refer to SST intervention checklist 2. Work with principal/counselor 3. Refer student to SST

No progress made with classroom instruction
-Discuss with PLC's and develop academic supports

Progress made with classroom instruction
-Continue to monitor progress
-Continue home/school communication

Professional Learning Community (PLC) Interventions—every 2-3 weeks
-collaborate with grade level or vertical team to determine appropriate interventions
-Implement Academic Interventions and monitor progress

No progress made with PLC interventions
-Contact parents about SST referral
-Refer to SST

Making progress with PLC interventions
-Continue to monitor progress
-Continue home/school communication

Initial Student Success Team (SST)
-review student data and student cumulative file
-Define/prioritize concerns and strengths
-parent/guardian provides background information
-review interventions previously attempted
-plan additional intervention strategies
-develop measurable goals, timelines of interventions
- Team develops an action plan

Assigned staff follow SST Action Plan 4-6 weeks)

Follow Up SST (4-6 weeks later)
Review action plan, data (interventions, additional assessments) to determine intervention effectiveness, team consults with specialists if needed; collaboration continues

No progress made
re-examine interventions, strategies
Revise action plan

Making Progress
Continue intervention, continue home/school communication, monitor progress, schedule follow-up SST

Follow Up SST (4-6 weeks later)
Review action plan, review data (interventions, additional assessments) to determine intervention effectiveness; team consults with specialists if needed; collaboration continues

No progress made
re-examine interventions, strategies
Revise action plan

Making Progress
Continue intervention, continue home/school communication, monitor progress, schedule follow-up SST

SST may refer for formal Special education assessments if criteria and safeguards are met
(Follow up SSTs will be scheduled as needed—there is no limit to the # of follow-ups allowed)

Student DOES NOT Meets Eligibility Criteria
Return to SST process
Review alternative interventions

Student Meets Eligibility Criteria
Develop IEP, Develop Goals,
Discuss specialized instruction and related services

This flow chart is a guiding document. One size does not fit all.