



SST Purpose and Process

What is purpose of SST?

SST stands for “Student Study Team.” SST meetings are for the purpose of planning interventions for general education students that are not making satisfactory progress. The purpose of the SST is to provide teachers with additional strategies and support to use both inside of the classroom (such as the use of graphic organizers for note taking) and outside of the classroom (such as strategies used in individual tutoring). Additionally, SST can be used as a way to connect scholars to additional supports such as speech therapy, workshops, and outside counseling. Although the scholar could be referred to 504 or Special Education after consideration by SST, the purpose of SST is NOT to solely refer scholars to these programs.

Who is part of the SST?

The SST committee at Uplift Williams will consist of:

- An administrator – Emily West
- An academic counselor – Mark Ducklow
- A social counselor – Kayla Ash (As needed)
- An ESL specialist – Terrie Kelly (As needed)
- 1-2 general education teachers – Changes based on the referring teacher

Who can be recommended to the SST?

Scholars can be referred to SST for either academic or behavioral concerns. SST is considered Tier 2 of Uplift’s RTI Process. This means that before a scholar can be referred to SST, teachers must document that they have attempted differentiated instructional strategies for that scholar and have also included other teachers and parents in the conversation/process of helping the scholar.

What is the process of referring a scholar to the SST?

1. Teacher recognizes that the scholar is struggling (for whatever reason); teacher implements strategies for the scholar to try and help him/her
2. Teacher takes notes of the strategies as to if they are working or not; teacher also reaches out to content team and parents for additional support; specific strategies/plan of action is put into place (using the Intervention Tracker)
3. Teacher implements strategies/plan for 3-5 weeks and documents the successes/failures of each strategy (using the Intervention Tracker)
4. If strategies are not successful, teacher reaches out to content team and parents for additional support and tweaks the course of action
5. Teacher implements additional strategies/plan for 3-5 weeks and documents the successes/failures of each strategy (using the Intervention Tracker)
6. If strategies are still not successful, teacher, fills out the proper documentation needed to refer scholar to SST. Paperwork and samples of scholar work must be submitted to Emily West **at least 2 weeks** before the next SST meeting.

What can the SST committee recommend?

The SST committee can make one of three recommendations for the scholar following the meeting.

1. SST recommends additional interventions in general education. Student progress is monitored and documented. This could include the inclusion of additional supports like outside counseling.
2. SST recommends consideration to the 504 Committee. Appropriate paperwork is completed.
3. SST recommends educational evaluation for possible Special Education eligibility. Appropriate paperwork is completed.

NOTE: Scholars will only be recommended to the 504 Committee or to Special Education following the first SST meeting if it is an extreme case. More than likely, all scholars who go to SST for the first time will be recommended additional interventions.

RTI can be represented by a 3-tiered triangle.

