

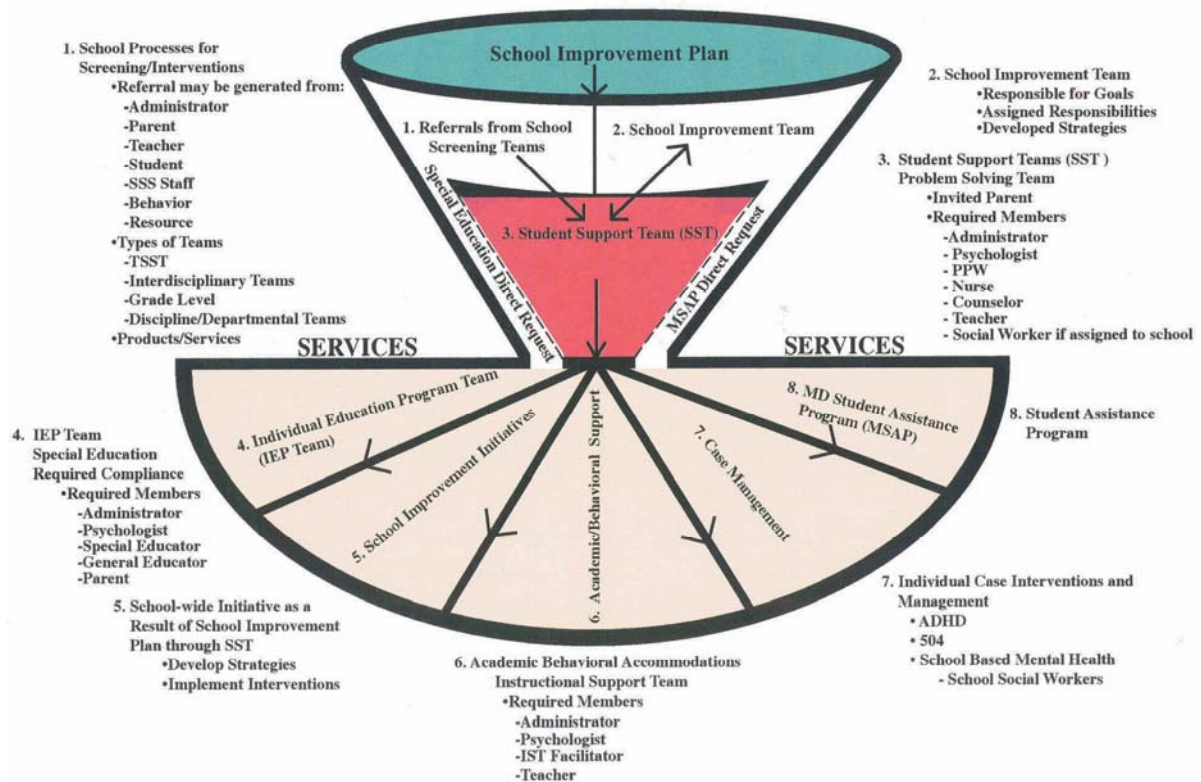
## BCPS TEAMING MODEL: STUDENT SUPPORT TEAM

### Introduction and Overview

The Baltimore County Public School System (BCPS) has a long history of creating and modeling interdisciplinary approaches that bring together the efforts of school staff and Student Support Services personnel to support student achievement and safe, orderly school environments. These interdisciplinary approaches have evolved over time into the BCPS Teaming Model organized by the Student Support Team.

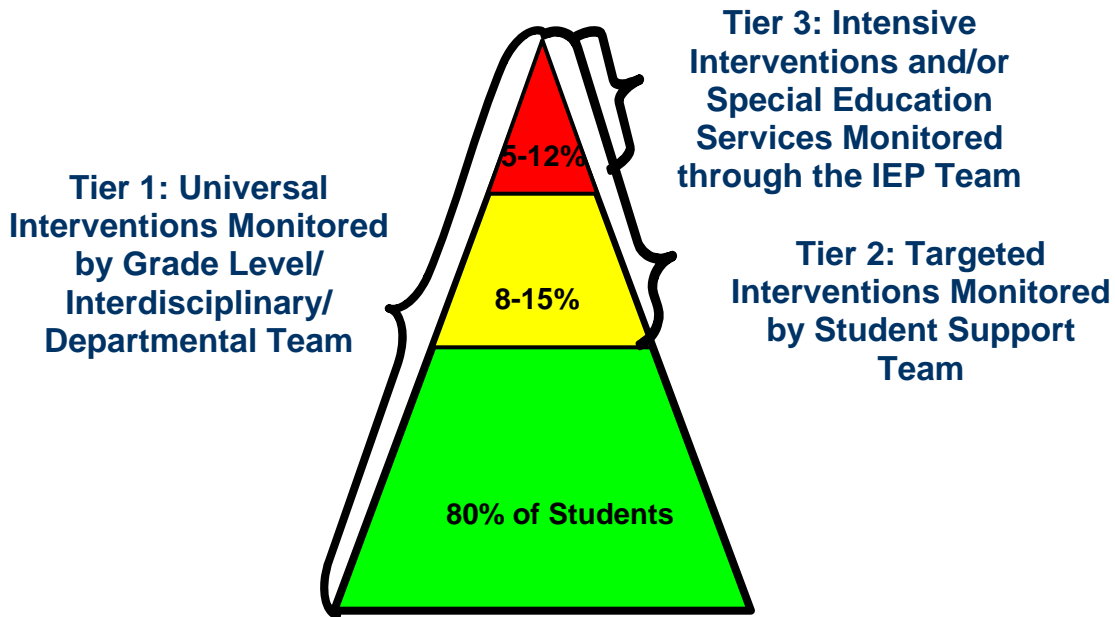
The Student Support Team is a planned means of combining the knowledge and competencies of school staff and Student Support Services personnel to address complex problems of individual students, groups of students, and schoolwide concerns. It can address concerns at multiple levels of prevention, early intervention, and more intensive intervention within the school. The implementation of the Student Support Team complies with the Maryland State Board of Education regulation mandating the provision of a coordinated pupil services program for all students, including the use of preventive and remedial approaches to meet student needs, as well as alternative and supplemental programs for students at risk (COMAR: 13A.05.05.01).

### BALTIMORE COUNTY PUBLIC SCHOOLS TEAMING MODEL *Student Support Team (SST)*



## A Three-Tiered Response to Intervention Process

The BCPS Teaming Model provides structure and organization to the teaming process within schools and across the system, connects teacher level teams with interdisciplinary Student Support Teams and IEP Teams, and uses a systematic, data-based problem-solving approach to the implementation of academic and behavioral interventions within the context of school improvement. Emerging over time has been a three-tiered process that promotes early and systematic interventions for all students and determines the need for additional interventions on the basis of student response and student progress monitoring. The following is a representation of a three-tiered response to intervention process for the implementation and monitoring of academic and behavioral interventions in the school setting:



As depicted above, Tier 1 refers to universal academic and behavioral interventions provided to all students or on a schoolwide basis. Tier 1 interventions are generally monitored by grade level, interdisciplinary teacher teams, or departmental teams. At times, Tier 1 interventions are monitored by school improvement committees or other academic or behavioral committees stemming from the school improvement team. Tier 2 refers to targeted interventions provided to individual students or groups of students on the basis of more complex needs. Tier 2 interventions can include school-wide concerns involving large groups of students or settings within the school. Tier 2 interventions are monitored by the Student Support Team. Tier 3 refers to more intensive interventions and/or special education interventions that are generally monitored by the IEP Team. For some students, more intensive interventions within alternative school settings may be monitored by the Student Support Team. Specific examples of activities at Tier 1, Tier 2,

and Tier 3 teams are listed below to outline the response to intervention process for the implementation of academic and behavioral interventions at multiple levels.

**Tier 1: Grade Level/Interdisciplinary/Departmental Team**

- Monitors and tracks student achievement data to identify students who are not meeting grade level curricular expectations as implemented
- Monitors and tracks behavior data to identify students who are not meeting schoolwide and developmentally appropriate behavioral expectations
- Determines to what extent the core curriculum is being implemented and core curricular resources are being accessed to meet student needs
- Collaborates with parents/guardians to obtain family perspective and support the instructional process
- Identifies supports for teachers to implement group interventions and differentiate instruction
- Implements and monitors interventions for a reasonable amount of time (30 days-6 months)
- Documents student response to interventions
- Revises interventions on the basis of student performance
- Recommends students with complex academic and behavioral needs to Tier 2: Student Support Team

*NOTE: Refer to IEP Team when a parent/guardian orally or in writing suspects an educational disability and need for special education services.*

**Tier 2: Student Support Team (SST)**

- Processes referrals from grade level/interdisciplinary/departmental team
- Compiles and efficiently reviews developmental history, educational history, achievement data, and behavior data for individual students
- Reviews student response to prior interventions, extent of implementation, and individual student needs
- Collaborates with parents/guardians to obtain family perspective and address academic and behavioral problems

- Refers to appropriate resource staff members for case management
- Conducts observations, curriculum-based measures, skill-based assessments, and/or behavioral assessments to identify specific goals and interventions
- Develops Student Support Plans including one to two measurable academic and/or behavioral goals and interventions
- Reviews and revises Student Support Plans on the basis of student progress and documented response to interventions over time
- Reviews documentation to determine eligibility for 504 Plans
- Develops and monitors implementation of 504 Plans by identifying accommodations necessary for access to general education program and services
- Reviews and revises 504 Plans on the basis of student need and when transitioning to a new school
- Collaborates with ESOL and Bilingual Resource Team staff to support ELL Plans for eligible students
- Refers to IEP Team when a student is well below peers, has not responded to prior interventions, and/or receives interventions that can not be maintained without special education services
- Reviews patterns of SST referrals to determine staff development needs and group interventions at the classroom, grade, and school levels
- Note: Seventeen (17) elementary schools conduct the SST process through the part-time Instructional Support Team (IST) teacher. Other elementary schools dedicate staff to SST functions.

*NOTE: Refer to IEP Team when a parent/guardian orally or in writing suspects an educational disability and need for special education services.*

**Tier 3: Individualized Education Team (IEP)**

- Compiles and efficiently reviews developmental history, educational history, achievement data, and behavior data for individual students suspected of educational disabilities and in need of special education services
- Collaborates with parents/guardians to obtain family perspective and participate in the IEP process

- Reviews skill development, rate of learning, and educational performance as indicated by documented response to prior interventions
- Determines the need for and conducts individualized norm-referenced assessments and other assessments necessary for special education eligibility
- Develops and monitors implementation of Individualized Education Plans (IEP) for students who are identified as exhibiting an educational disability and are in need of special education services
- Monitors, reviews, and revises IEPs for students who are identified as exhibiting an educational disability and are in need of special education services (See *IDEA Procedures*, BCPS)

### **Student Support Team Process**

By working together in an organized, collaborative, and systematic manner, the Student Support Team seeks to improve school communication, build capacity among school staff, engage parents/guardians, and make efficient use of resources within the school, the school system, and the community.

The Student Support Team addresses academic, physical, health, behavioral, and social-emotional problems of individual students by reviewing data, constructing plans, implementing interventions, and monitoring progress over time. This process includes students who receive academic and behavioral supports through Student Support Plans, students receiving case management for ADHD or mental health issues, students receiving interventions and accommodations through 504 Plans, and students receiving assistance for substance abuse issues through the Student Assistance Team. In addition, the Student Support Team works together to address academic, physical, health, behavioral, and social-emotional issues that involve groups of students, and/or are more effectively managed as school-wide concerns.

### **Referrals to Student Support Team**

Successful teaming is ultimately dependent upon a commitment to assist all students in need of supports and interventions.

- Individual students can be referred to Student Support Team by parents/guardians, administrators, or any school staff. Individual students considered by the Student Support Team should be experiencing and/or manifesting complex academic and/or behavioral problems that cannot be resolved by teacher teams such as grade level or interdisciplinary teacher teams, unilateral decisions, or by actions of individual school staff members in the daily routine of their respective jobs. Referrals to the Student Support Team include those students suspected of substance abuse (see below for Student Assistance Team). Referrals to the Student Support Team should include salient background

information, previous interventions, and student response to interventions over time.

- Referrals to the Student Support Team are reviewed by the Student Support Team chair and processed efficiently and quickly by the Student Support Team at the beginning of the meeting to determine appropriate action. Some referrals are directed to school staff members for intervention and some referrals are included on upcoming Student Support Team agendas for more extensive review and consideration through initial meetings and progress review meetings.
- Issues that affect groups of students, as for example, students diagnosed with ADHD, or issues that involve a large number of students, as for example, bullying behavior in the hallways, may be referred for review and consideration in the context of schoolwide issues as indicated by a review of Student Support Team referrals, the School Improvement Plan, or other planning effort within the school.

Examples of appropriate referrals to the Student Support Team could involve any of the following factors which affect student learning and/or behavior and have not been resolved by previous interventions:

- **Learning/Academic**
  - Poor school attendance
  - Retention
  - Sharp decline in achievement scores
  - Inconsistent school performance
  - Lack of continuity in student's school program because of transience
  - Inability to deal with school routines
  - Lack of response to interventions from the screening team
- **Physical/ Health**
  - Complicated or chronic health problem
  - Significant weight loss
  - Failure to thrive as indicated by deteriorated appearance and/or chronic fatigue
  - Impulsive, hyperactive, or inattentive behavior
  - Sensory acuity deficits
  - Physical problems
- **Social/Emotional**
  - Changes in the family system
  - Family-related problems such as abuse/neglect, homelessness
  - Changes in peer relations
  - Changes in affective behavior such as mood swings
  - Fearful behavior, unrealistic anxieties, obsessions
  - Difficulties in relationships with authority figures
- **Behaviors**
  - Changes in sleep patterns

Changes in eating habits  
Behaviors related to drug abuse  
Changes in interpersonal behaviors such as acting out or withdrawal  
Disciplinary cases including suspensions and expulsions

Examples of outcomes from referrals to the Student Support Team could include the following: (Bullet the below items)

- Suggestions for connecting a student's instructional program
- Suggestions for academic and/or behavioral interventions with individual students or groups of students
- Consultation with the family
- Referral to the school counselor
- Referral to the school nurse and/or public health nurse or other health-oriented services
- Referral to the school social worker
- Referral to the pupil personnel worker
- Referral to the school psychologist
- Development of academic/behavioral interventions through a Student Support Plan
- Referral for curriculum-based academic assessment or behavioral assessment
- Specification of challenging and positive behaviors through a FBA/BIP
- Development of instructional, testing, or physical accommodations through a 504 Plan
- Referral to local Student Assistance Program when appropriate
- Referral to external agencies for individual, group, or family counseling
- Referral to the IEP team
- School climate or schoolwide behavioral initiatives
- Community involvement in problem solving
- Business partnerships to address local concerns

## **Student Support Team Participants**

The Student Support Team chairperson must consider the organization of an agenda according to case types and required personnel. Undue requests for personnel to attend cases in which they have little direct input are not beneficial to the entire team process. Additionally, the direct services responsibilities of optional Student Support Team members should be considered before requiring their attendance at team. Verbal or written reports and recommendations may be an effective time management alternative to actual attendance.

Required – Student Support Team chairperson- administrator or designee  
School counselor  
School nurse  
School psychologist

School social worker  
Pupil personnel worker  
Classroom teachers

Optional - The following personnel could attend as invited by the SST chairperson:

Resource teacher  
Reading specialist  
Coach/Mentor  
Special education teacher  
Speech/language pathologist  
Occupational therapist  
Physical therapist  
Vocational rehabilitation counselor  
Supervisor  
Parents/guardians (invitation to attend required in FBA/BIP and 504 cases)

### **Student Support Team Chairperson**

The Student Support Team chairperson should be a local school administrator, or designee, who can effectively delegate authority, assure that reports are in on time, provide leadership in the management of clerical tasks related to team, and be knowledgeable regarding the legal implications of the team process.

It is recommended that the SST chairperson:

- Establish the calendar for the team meeting. **KEEP IN MIND:** It is suggested that SST be held one to two times per month to address complex academic, physical, health, behavioral, and social-emotional issues of students, groups of students, and/or school-wide issues that have NOT responded to previous interventions.
- Provide for proper physical facilities and clerical support.
- Coordinate selection of a reasonable number of students for team agenda using referrals from a variety of sources (See *Student Support Team Referral Form*).
- Prepare a written agenda for the meeting which will be submitted to all team members at least one week in advance (See *Student Support Team Agenda Form*). Team members should receive verbal notification of any emergency cases that have arisen subsequent to the preparation of the written agenda.
- Contact all teachers who work with students to be discussed at team. Require a written report on students' current behavior, learning patterns, quality of performance, and other data (See *Student Support Team Teacher Input Form*).

- Make necessary arrangements for appropriate teachers to attend team conference or be represented by written reports.
- Serve as recorder or appoint another team member to serve as a recorder at each meeting. The duties of the recorder include keeping a brief summary of the discussion and recommendations of each case for future review (See *Student Support Team Summary Form*). This summary should be filed in the student's record, distributed to the referring staff member, and other team members as appropriate. Team summaries should be distributed to parents/guardians when in attendance and/or when involving FBA/BIP and 504 cases.
- Summarize the recommendations for each case to assure that the recommendations are clear and that all team members followup on their specific responsibilities (See *Student Support Team Chair's Tracking Form*).
- Facilitate assignment of case managers for specific cases as appropriate. **Case managers should be school staff members or Student Support Services personnel who are most closely associated with the actions or interventions needed.**
- Periodically lead a review of SST referrals and outcomes to determine staff development needs, needs for classroom, grade, and/or schoolwide interventions, or needs for connection with other activities within the school.

### **Student Support Team Members**

Student Support Team members are responsible for presenting pertinent data from their areas of expertise concerning students who are on the agenda, contributing observations of behaviors related to student needs, and collaborating, as appropriate, in team discussions. All Student Support Team members are expected to review data and develop strategies and interventions to address behaviors that impede learning.

Various members of the Student Support Team (SST) serve additional functions due to the uniqueness of their particular professional disciplines. **Assignment of ongoing interventions to Student Support Staff such as school counselors, school social workers, and school psychologists should take place as part of the SST and in consultation with the providers of services.**

The following highlights roles or activities that may be performed by Student Support Team members:

#### **Classroom teachers, resource teachers, special education teachers**

- Participate and present information to help the team understand the dynamics of a student's classroom behavior, describe a student's relationship to others, and to discuss strategies implemented to assist the student.

- Seek practical, appropriate, and specific ways of implementing team suggestions for the classroom.
- Identify supports needed by teachers to assist student's progress.
- Provide available data for the monitoring/evaluation of the effectiveness of specific team recommendations and participate in the follow-up of these recommendations.

### **Pupil Personnel Workers**

- Assist school personnel in studying specific cases on a broader scale through knowledge of and contacts with the home, community, and other schools.
- Serve as direct liaisons between the home and many community resource agencies as the result of team interaction.
- Apprise the team of the progress of the students and families with whom they are involved.
- Provide comprehensive and accompanying interpretation of social histories where the need is indicated by team decisions.
- Serve as consultants with the members of the superintendent's staff in some cases involving residency, program reviews, suspensions, and expulsions.
- Help interpret school law (e.g., compulsory school attendance, home instruction, and child abuse and neglect, etc.) in a manner understood by team participants, especially parents/guardians.
- Facilitate interventions with families by working collaboratively with school staffs and outside agencies in connecting needed resources.
- Accumulate and share background information from agency personnel (Department of Juvenile Justice, Department of Social Services, etc.) when they are involved with a student.

### **School Counselors**

- Share in the responsibility to review and present comprehensive school information from school records, teacher reports, and student observations based upon counseling contacts on all appropriate cases.
- Identify the developmental, social, and emotional needs of students and suggest strategies for addressing these needs.

- Work with selected students who have been teamed using a variety of innovative counseling strategies and both individual and group counseling. Some of the areas addressed are school adjustment, academic achievement, educational/career decision making, and personal and social concerns.
- Collaborate with teachers in finding varied and appropriate strategies to address the identified needs of the students.
- Consult in the design of an intervention plan to address identified needs and facilitate growth and development.
- Consult with appropriate resource personnel who will be beneficial to the students and their families.
- Share in the responsibility of identifying for parents appropriate resources in the community to address identified concerns.
- Share in the identification of specific school climate issues which may affect the success of students.
- Interpret school records and test scores.

### **School Nurses**

- Orient team members to the concept that the students' ability to learn is directly affected by their level of wellness.
- Through conferences with students, parents, and other health professionals and by evaluating medical histories and screening test results, appraise and report on the health status of all students being considered by team.
- Update and obtain pertinent health data as indicated.
- Interpret educationally relevant medical findings and recommendations in a manner understood by team participants, especially parents.
- Serve as liaisons among the school, community health agencies, and the student's usual source of medical care.
- Assist staff members in adapting the school program to meet health needs of the student.
- Provide appropriate health-related services as outlined by the team.

- Assist in the development of IEP's and 504 Plans, providing health goals as indicated.

### **School Psychologists**

- Consult with school staff, parents/guardians, and community providers to address cognitive, behavioral, social, emotional, health, safety, and alternative educational needs of students within the Student Support Team.
- Assist SST members in reviewing background information and data to identify current levels of academic and behavioral performance and set specific goals to improve learning and behavioral outcomes.
- Assist SST members in specifying what high quality, research-based interventions will be implemented by whom, how, and when.
- Assist SST members in specifying how student progress will be measured and in reviewing student response to interventions over time.
- Assist SST members in developing, monitoring, and revising Student Support Plans on the basis of data-based decision making.
- Assist SST members in developing, monitoring, and revising 504 Plans on the basis of data-based decision making.
- Interpret psychological assessment, psychiatric evaluation, or other information pertaining to behavioral or mental health to assist the SST in identifying student strengths and needs, determining impairments/disabilities for 504 Plans, and addressing manifestation determination issues related to disciplining students with 504 disabilities.
- Assist SST members in developing, monitoring, and revising Functional Behavior Assessments (FBA)/Behavior Intervention Plans (BIP) that focus on the purpose and context of challenging student behavior, specific interventions to prevent problem behavior, and specific interventions to teach/reinforce positive behavior.
- Assist SST members in the identification and management of students exhibiting inattentive, hyperactive or impulsive behaviors as consistent with the *ADHD Identification and Management Guide*.
- Conduct and/or follow up on threat assessments of students who present possible threats of harm towards self, others, or property in conjunction with Student Support Services personnel and school staff.

- Assist SST in reviewing pattern of referrals to determine, address, and monitor learning and behavioral issues that impact large groups of students or represent schoolwide concerns.

### **School Social Workers**

- Identify and assess sources of academic problems, particularly factors in the school environment and community interfering with school success. Function as a liaison between families and school regarding the child's educational progress and needs, and encourage positive parental involvement in school activities.
- Collaborate with SST members to conduct initial assessments and implement appropriate intervention strategies, including a range of therapeutic services with students and families.
- Conduct classroom observations to provide data for academic and behavioral interventions and Student Support Plans.
- Gather/review data and implement interventions for attendance issues and other behavioral issues that impact student performance over time.
- Assist SST members in developing, monitoring, and revising Functional Behavior Assessments (FBA)/Behavior Intervention Plans (BIP) that focus on the purpose and context of challenging student behavior, specific interventions to prevent problem behavior, and specific interventions to teach/reinforce positive behavior.
- Conduct and/or follow up on threat assessments of students who present possible threats of harm towards self, others, or property in conjunction with Student Support Services personnel and school staff.
- Assist families with engaging in the team process and serve as an advocate for students by mobilizing available community and school resources.
- Collaborate with school staff and other appropriate educational personnel in efforts to alleviate identified problems.
- Provide staff consultation/staff development on pertinent child/adolescent, family, and other issues affecting learning and behavior.
- Advise on schoolwide programs and strategies designed to improve situations detrimental to the learning experiences of students.

**Other resource personnel** with expertise in reading, speech/language hearing impairments, visual impairments, physical therapy, occupational therapy, children and family services, and vocational evaluation:

- Assess and interpret available test results and other data in a manner understood by team participants, especially parents.
- Assist in the integration of data from other team members as it pertains to their areas of expertise.
- Provide information relative to specialized strategies and their application in the classroom.
- Participate in the IEP Team determination of educational disabilities and subsequent need for special education services.
- Provide information about services or programs available to assist students.

### **Service Functions of the Student Support Team**

The Student Support Team serves a number of service functions, including:

- Case management of students with specific needs.
- Development/monitoring of academic and behavioral interventions through Student Support Plans.
- Development/monitoring of academic and behavioral interventions or accommodations through 504 Plans.
- Student Assistance Program.
- Large Group or Schoolwide Issues.
- Referral to IEP Teams.

### **Case Management**

Case management is a function of the Student Support Team that involves follow-up to decisions made at SST meetings for specific student cases. Case management is what the assigned case manager deems appropriate as part of the responsibilities assigned to meet the needs of the individual student. Not all cases will result in case management.

Case managers are required for students with 504 Plans. **Case managers for 504 Plans should be the school staff member closest to the disability and most closely aligned to the required interventions.**

### **Academic Behavioral Support**

The provision of academic and behavioral support through the Student Support Team is a response to intervention process that supports existing instructional programs and encourages increased instructional continuity. The SST process implements prevention and early intervention activities prior to intensive intervention to increase student achievement, improve schoolwide climate, reduce disruptive behavior,

reduce inappropriate referrals to the IEP team, and increase parent/guardian involvement. The SST process supports quality instruction in the classroom environment and in the school as a whole.

The development of academic and behavioral supports through the Student Support Team has been based primarily on the Instructional Support Team (IST) program that began in BCPS in 1997. Historically, a part-time IST teacher has been assigned to facilitate the IST process in 17 elementary schools. More recently, other elementary schools have made use of assigned resource staff to implement the IST process within the broader SST structure.

Students with complex academic and behavioral issues who have not responded to previous interventions are scheduled for initial Student Support Team meetings for extensive review of available data from all sources. Student Support Plans are constructed to address the complex academic and/or behavioral issues in a systematic, data-based, problem solving manner. Student Support Plans include specific, measurable goals, interventions to address the goals, and identification of data points that will be used to monitor student progress over time.

Progress review meetings are held following consistent implementation of interventions. During these decision-making meetings, team members review current data to determine to what extent academic and behavioral goals have been met. Team members revise goals and interventions in the Student Support Plans on the basis of ongoing student progress monitoring.

Provision of academic and behavioral support through the Student Support Team is seen as benefiting parents/guardians, students, and school staff:

- At the parent/guardian level, SST encourages parents/guardians to function as partners in their children's education and increases parent/guardian understanding of the interventions and supports that are available.
- At the student level, SST promotes systematic identification of student needs, implementation of academic and behavioral interventions in the general classroom environment, and coordination of interventions and supports to meet the needs of all students.
- At the staff level, SST addresses student difficulties from the earliest point possible, encourages the practical use of data-based decision making, and assists in the implementation and monitoring of interventions to determine student response to interventions over time.

### **Section 504 of the Rehabilitation Act of 1973**

Students who are disabled or suspected of being disabled but do not have an educational disability that qualifies under the Individuals with Disabilities Education Act (IDEA) are evaluated by the Student Support Team. Students, who have physical or mental impairments which substantially limit one or more major life activities, but do not

qualify for IDEA may be considered “disabled” under Section 504 of the Rehabilitation Act of 1973.

If a student is determined to be or is suspected of being disabled under Section 504 of the Rehabilitation Act of 1973, any action with respect to the suspension or expulsion of that student shall conform to the procedures outlined for Disabled Students protected by IDEA. The responsibility of processing the suspension/expulsion of 504 disabled non-IDEA students rests with Student Support Team. It is required that parents be notified of and invited in a timely fashion to attend the suspension/expulsion team conference to determine the relationship of the incident to the disability. At the time of the Student Support Team, the Individual Student 504 Plan should be examined and amended if necessary (See *PS 114 for Section 504 Procedures and Forms*).

### **Student Assistance Program**

The Student Assistance Program (SAP) is an intervention program used in schools that provides a systemic procedure of early identification, intervention, referral, and follow-up of “at-risk” students. These students are “at-risk” because of behavior patterns that **may** be related to involvement with alcohol, tobacco, and other drugs.

The Student Assistance Program Core team model consists of multi-disciplinary teams of school personnel who, in collaboration with the private clinical adolescent addictions assessors, identify, collect data, intervene, and refer to appropriate resources, those students and their families who have been affected by Alcohol, Tobacco, and Other Drugs (ATOD).

A core team is typically composed of a school administrator, school counselor, school nurse, two or more teachers, and other staff identified by the principal. The Student Assistance Program plan presupposes the existence and availability of an adequate adolescent addictions treatment network. The local health department or local private agency adolescent addiction assessors serve as consultants to the core team and meet with them as needed. The school psychologist, pupil personnel worker, and local health department mental health counselor frequently serve as members-at-large of the core team.

**THE STUDENT ASSISTANCE TEAM PROCESS:** Baltimore County public schools are in a unique position to identify changes in a child’s behavior such as increased absenteeism or tardiness, declining grades, or any changes in performance as in athletics or other extra curricular activities. Any one or more of these changes may be an indicator that the child is “at risk.” A student who is experiencing difficulty in school, or demonstrating changes in behavior, should be referred to the school’s Student Assistance Program Team. The Student Assistance Team Model is not a diagnostic or treatment system. It is a five-step process that empowers schools to intervene with children and their families. These steps are:

STEP 1. IDENTIFICATION: The goal of this step is to identify students whose changes in behavior, attendance, performance, and/or grades indicate that they may be “at risk” because of the possible involvement with alcohol, tobacco, or other drugs. Any concerned person, including teachers, school staff, other students, parents, and/or community members may submit a student’s name to the team. After receiving the student’s name, the team (confidentially) discusses the student at a team meeting, examines possible courses of action, and makes a determination whether or not additional information is needed.

STEP 2. DATA COLLECTION: The goal of this step is to compile a comprehensive profile of the identified student’s attendance, behavior, and academic performance from each adult who may have contact with this student during the school day. This information will determine whether the initial referral is part of an ongoing pattern recognized by most of the adults submitting data and whether or not the behavior pattern suggests the possible existence of a problem which may be related to involvement with alcohol, tobacco, or other drugs.

STEP 3. INTERVENTION: The goal of this step is to gain awareness by parents/guardians and the student that a problem exists and needs immediate attention. Using the objective and observable data which was collected during STEP 2, the team must develop an intervention strategy which presents the facts to the parents/guardians causing them to recognize the problem and agree to seek help.

STEP 4. REFERRAL: The goal of this step is to have the student receive a professional assessment and, if appropriate, a referral for treatment. The role of the team is to direct students and parents/guardians to the appropriate helping professionals in the school or in the community. Some referrals are made by the team to an adolescent addictions assessor who determines whether substance abuse is at the root of the student’s problem; other cases may be referred to the school’s school counselor, school psychologist, pupil personnel worker, school nurse, or other helping professional. In all cases, the student is assessed and appropriate referrals and follow-ups are made. **KEEP IN MIND: No documentation related to the Student Assistance Team is to be maintained in the student record.**

STEP 5. FOLLOW-UP: The goal of this step is to provide the student and family appropriate support in order to enhance the chances of success. Student Assistance Teams should be aware that they are often asking students to change a behavior that is strongly resistant to change. Unfortunately, this usually occurs at a time in the students’ lives when they may lack independent skills to make such changes. Teams should look at a variety of strategies to support these students in the school setting. These strategies may include recovery support groups for students, faculty mentoring, and peer support groups.

## Large Group and School-wide Issues

Items that address large groups of students or school-wide issues are placed on the Student Support Team agenda in consultation with the principal. Topics can be suggested by school staff, parents/guardians, the School Improvement Team, or related academic or behavioral committees in the school. Examples of these kinds of issues would be:

- Achievement issues
- Issues of school safety affecting students and/or staff members
- High number of students or groups of students requiring disciplinary action
- Absenteeism
- Drop-out rate
- Behavior problems in specific settings like on the buses or in the cafeteria
- Substance abuse issues within the school community
- Community-related problems
- Excessive number of SST referrals for individual students for similar reasons

In addition, Student Support Services personnel develop and assist school staff in implementing a number of school improvement initiatives that support safe and orderly learning environment in all schools. The Student Support Team frequently makes use of the following plans and programs in the schools:

Character Education Program  
Positive Behavior Plans in School Improvement Plans  
Positive Behavioral Interventions and Supports (PBIS)  
Safety and Critical Incident Emergency Plans  
School Resource Officers Program (SRO)  
Live Your Dreams Program  
Say Yes to Wellness Program  
Drug Abuse Resistance Education Program (DARE)  
Student Assistance Program  
Students Against Destructive Decisions Clubs and Programs (SADD)  
Peer Mediation and Conflict Resolution Program  
Individual School Safe and Drug-Free Schools Prevention Initiatives

Revised 1996  
Revised 1998  
Revised 5/99  
Revised 7/02  
Revised 12/05  
Revised 01//08