

Navigator Schools Student Study Team Procedure

Background: Each Navigator School believes that every child deserves to have their academic, behavioral and social emotional needs met. Much of the effort happens in the child's general education classroom under the direction of the classroom teacher and their coach.

When a child does not make satisfactory progress in academics, attendance, behavior or social skills, the teacher and their coach determine the next steps the teacher and support staff should take to help the child become more successful in these areas. Some interventions that may be put in place could be the following: holding a parent conference to discuss what the parents can do to help the child, extra time with the teacher to work on skills, time after school to work on skills, opportunities to participate in a group to help a child with behavior or social skills, use of a sticker chart to help reinforce behavior or to increase parent communication so that parents can positively reinforce the child.

If a child still does not make satisfactory progress, the teacher, with the help of their coach, completes documentation and sends this to the school intervention team that includes an administrator, a counselor, and an educational specialist. This team determines if there are other interventions that might help the child be successful in school, and will recommend that a special meeting occurs with the parents, teachers, an administrator and any relevant staff. This meeting is called a Student Study Team (SST) meeting.

At an SST, a specialized plan is created that includes the goals to be worked on, strategies or programs to help the child and when a follow-up meeting will be held. The areas reviewed are the following:

- Student strengths and interests
- Relevant information such as any health, counseling, outside

support, family concerns are added

- Current levels of academics, behaviors, social skills, language development, attendance, or health

- Current concerns and data

- The creation of an intervention plan and how progress will be measured. The document describes who is doing the intervention, when it is occurring, and what the intervention entails.

- A follow-up date is scheduled with all team members, which includes the parents, to review the students progress.

- If a student does not continue to make progress, the entire team will discuss the next steps that are needed, and may include a recommendation for comprehension assessments to determine if a child qualifies for special education services or for a 504 Plan.

If at any time a parent has concerns that their child is not progressing satisfactorily or they have concerns that their child might have a disability, they can request a meeting with the principal or a designee. The principal or designee will respond to the parent within 15 days or sooner with some recommended next steps.