

STUDENT STUDY TEAMS

The Governing Board encourages the cooperation of the parent/guardian, classroom teacher, resource personnel and administrators in studying the needs of students having academic, attendance or behavioral difficulties and in identifying strategies and programs that may resolve or alleviate these difficulties. The Superintendent or designee shall establish student study teams that address individual student needs. The Board expects that student study teams will improve communications within the school and support teachers in working with the student.

The Board expects student study teams to investigate the problems of disruptive students and develop plans to modify their behavior.

Legal Reference:

EDUCATION CODE

54720-54734 School-Based Pupil Motivation and Maintenance Program and Dropout Recovery Act

STUDENT STUDY TEAMS

The principal or designee at each school shall:

1. Select a coordinator who will set student study meeting times and procedures.
2. Establish a process by which teachers, other staff members or parents/guardians may initiate a student referral.
3. Design provisions for:
 - a. Contacting parents/guardians.
 - b. Observing the student in the problem setting.
 - c. Collecting background information.
 - d. Helping the student and parent/guardian prepare for the meeting.
 - e. Bringing in other school or district resource personnel.

Members of individual student study teams may include:

1. The principal or designee.
2. Resource teachers or specialists: psychologists, nurses, school counselors, bilingual staff, categorically funded staff, department chairpersons, speech and language specialists.
3. One or more of the student's teachers or previous teachers.
4. The student's parents or guardians, and the student if appropriate.
5. Representatives of community or law enforcement agencies, if appropriate.

Team Meetings

Because a positive solution to a student's difficulties often grows out of the student's strengths and potential, the initial study team meeting shall always begin by discussing the student's strengths. His/her problems shall be described as precisely as possible, and a plan for resolving these problems shall be developed.

Strategies and interventions may include, but are not limited to:

1. Program changes involving different classes, a different level and/or variety of instructional materials, and/or more time for completing assignments.
2. Contracts for task completion and/or behavior modification.

STUDENT STUDY TEAMS (continued)

3. Daily progress reports.
4. Use of after-school tutoring, peer tutoring, cross-age or cross-grade tutoring or buddy system.
5. Reinforcement and modifications at home.
6. Special instructional strategies for students of limited English proficiency.
7. Strategies for improving social skills and peer relationships.
8. Special school projects or programs.
9. Independent study.
10. Modified day.
11. Period-by-period attendance.
12. Inschool suspension.
13. Detention.
14. Saturday school or work program.
15. Leave of absence.
16. Work experience education.
17. Transfer to a different school (including opportunity, continuation or alternative education facility, as appropriate).
18. Referral to district resource staff for academic assessment.
19. Referral to district nurse.
20. Referral to school psychologist.
21. Referral to community agency or other community resource.
22. Referral of family to community agency.

A follow-up meeting shall be scheduled to evaluate the effectiveness of the plan and the extent to which the recommended strategies have been implemented. The plan shall be modified as needed. Subsequent review meetings may be held to monitor the student's progress and reinforce the fact that real change for students takes sustained effort over time.