The following information outlines Claremont Unified School District’s process for the Student Success Team. Although the process is similar across schools, specifics will vary by school site and between elementary and secondary levels. Typically, the SST process moves through the following stages. If you have further questions, please contact the SST Coordinator at your student’s school.

**Stage 1: Student Experiences Difficulties in School**
When a student experiences educational difficulties, it is most appropriate to first try and address those concerns with his/her classroom teacher(s). The teacher may initiate a parent conference to address the concerns or the parent/guardian may ask to meet with the teacher. In most cases, the teacher and parent/guardian working together can address the majority of concerns and help the student find success.

**Stage 2: At-Risk Parent/Teacher Conference**
The At-Risk parent/teacher conference is held to identify the specific concerns and develop interventions to try in the classroom and at home. This is the first step prior to initiating a Student Success Team meeting to document parent and teacher efforts to address the student’s areas of concern. A copy of the At-Risk parent/teacher conference will go into the student’s confidential educational record and, at the secondary level, to the student’s guidance counselor. The parent and teacher will discuss different strategies to address these concerns and create a timeline for implementing and monitoring the strategies.

**Stage 3: Referral to SST**
If, after a predetermined period of time, the student has not met the goal(s) developed by the teacher and parent, and the student continues to struggle, a referral to the Student Success Team may be appropriate. Typically, a teacher makes the referral for an SST but it can also be made by a parent/guardian, Department Chair/Leader or Guidance Counselor (at the secondary level). The referral consists of a form listing various background information, identifying the areas of concern and any previously tried interventions. The referral is sent to the SST Coordinator (at the elementary level) or the student’s Guidance Counselor (at the secondary level) who will then schedule the meeting and send out relevant paperwork. Parents/guardians will receive a Background Information worksheet to complete about the student’s family, medical and educational history. It is important that this form be completed prior to the SST and that parents/guardians are prepared to share that information with the SST members at that initial meeting. This form will be placed in the student’s confidential educational record after review by the SST. Parents/guardians will also receive a pamphlet explaining the SST process at their student’s school.

**Stage 4: Initial SST Meeting**
The first SST meeting begins by gathering information about the student. At the elementary level, an SST coordinator leads the meeting and records input from the student’s current teacher and parent/guardian as well as teachers from previous and future
grade levels. The SST coordinator will document the conversation as the Team develops intervention goals for school and home; the parent/guardian will receive a copy of the meeting notes listing the strategies that will be tried. All documents will be placed in the student’s confidential educational record.

At the secondary level, the student’s Guidance Counselor leads the SST. All the student’s teachers are invited to attend as well as any additional staff members whose expertise may be helpful in developing intervention goals for the student. The Guidance Counselor will document the student’s strengths and areas of concerns as well as guide the Team as goals are developed for school and home; the parent/guardian will receive a copy of the meeting notes listing the strategies that will be tried. All documents will be placed in the student’s confidential educational record.

The elementary and secondary SSTs set measureable goals for the student to achieve by the next SST meeting. Examples of such goals might be improved test scores, increased homework completion, improved attendance, reduced behavioral referrals, etc. The team brainstorms different intervention strategies to address these concerns and creates a timeline for implementing and monitoring the strategies.

For additional information about the initial SST, please refer to the SST: Frequently Asked Questions posted on the District website under Departments ➔ Educational Services.

Stage 5: Monitoring Period
The SST will tentatively assign a follow-up date by which time the Team will meet again, if the recommended interventions have not been successful. This period between the first and follow-up SST meetings allows time to measure if the interventions have been successful. Sometimes, the SST recommends that support staff work with the student to either find out more information or provide an intervention (e.g., school-based counseling, academic or behavioral screenings, academic intervention programs, etc.). Parent/guardian consent for support staff to work with their student is required in most cases. Additionally, during this time, the SST may recommend that the parent/guardian look into further supports available through community resources.

Stage 6: SST Follow-up
If the interventions have been successful, the school may ask for a follow-up SST to document the student’s progress and close the case, even though it is not necessary. In these cases, although SST involvement has ended, the teacher/parent/guardian should continue to monitor the student’s progress.

If, however, the concerns persist or new concerns develop, a follow-up SST should be scheduled. At that time, the SST may recommend additional trials of intervention and/or request the involvement of other support staff (such as the school psychologist, an Educational Specialist, school counselor, etc.). There is no limit as to the number of follow-up SSTs that can be held for a student as long as the teacher/parent/guardian is seeing beneficial results. For most students, the SST process is helpful in connecting the teacher/parent/guardian and student with appropriate resources/strategies to find success.
For a few students, the SST process may not discover the right remedy for the student to experience success. In these rare cases, depending upon the nature and severity of the concerns, a referral to the school’s Guidance Team may be made to determine if it is appropriate to evaluate the student for special education services. Special education consists of specially designed services, at no cost to the parent, to meet the unique needs of a student with a disability. As such, it is important that everything that can be tried before making that referral has been tried.

For more information on how the SST works, please see the SST: Frequently Asked Questions posted on the District website under Departments ➔ Educational Services.