STUDENT STAFF SUPPORT TEAM (SSST) PRE-REFERRAL PROCESS

Concern Raised by Teacher, Other School Personnel or Parent

- Parent contact should be maintained and documented throughout this process

Appropriate SSST member is sought for support-Psychologist, Social worker, Speech Therapist, Resource Room Teacher, etc.

Teacher addresses concern within the classroom (adaptations, modifications or accommodations)

- Teacher addresses concern within the classroom

Classroom pre-referral strategies provided for additional suggestions for the teacher

Attempt and Document Interventions

- Attempt strategy/intervention for at least 4-6 weeks
- If initial strategy/intervention is not working, assess and modify. Go back to SSST member for more support in modifying strategies, if necessary
- Continue intervention strategies for a minimum of 4-6 weeks, before proceeding to the next step
- Document all results of pre-referral interventions/strategies

Plan Effective – No further action is necessary

Plan Ineffective

Proceed with Referral to SSST

- Fill out referral form (be sure to include all information under each section)
- Compile pre-referral strategies/interventions with supporting data and documentation of results

Effective Steps for SSST Meetings

- Introduce the problem/process
- Statement from referring teacher/parent
- Group discussion
- Brainstorm ideas/interventions
- Selecting strategies/interventions
- Write a plan
In the event that general education pre-referral and academic intervention service strategies have been attempted for a “considerable amount of time” with minimal or no results, then members of the student Staff Support Team (SSST) should proceed with meeting with administrator and parent to discuss options that are available.

**SSST Meeting**

- **Consider continuation of intervention strategies and/or non-mandated support**
  - Parent Meeting with Administrator and/or SSST member (i.e.-Psychologist, Social Worker, Resource Room Teacher)
  - Documentation of Interventions & Strategies (i.e.-Modifications, Accommodations, Duration, Data, Results)
  - Plan effective-No further action necessary

**Plan Ineffective**

- Parent meeting with Administrator and/or SSST member (i.e.-Psychologist, Social Worker, Resource Room Teacher)
- Evaluation Components - Individual Evaluation includes: Physical Exam, Psychological Evaluation, Social History, Class Observation, Other Supporting Evaluations, Vocational Assessments (if appropriate)
- Timeline: Evaluation to CSE meeting to IEP implementation (if eligible) is 60 Calendar Days

**CSE Meeting**

- Eligible for Special Education Services – Student classified with specific disability; Parent consent for services; Prior Written Notice (PWN); Development of IEP with discussion on IEP implementation

- Not Eligible for Special Education Services

- Available Services – Can include Academic Intervention Services (AIS); Referral to 504 Committee