

# Student Support Team Decision Sheet

Teams do NOT need to limit themselves to a single action. Consideration should be given to all responses. If there is any reason to believe that a student should be considered for a 504 or an IEP, those referrals should occur, regardless of other actions taken. This is NOT an exhaustive list. Teams may consider actions not listed here.

Student \_\_\_\_\_

Date \_\_\_\_\_

## **Support Teacher in Level 1 Interventions**

The team should develop a plan of action to support a teacher in level 1 interventions if they believe they are either not being implemented or being implemented poorly. Please see the code of conduct for those interventions

## **Change of classroom**

Students can be moved to another classroom of the same grade level, or of a combined grade, as long as it does not represent a change in the level/rigor of academic instruction. Changing the classroom of a student is advisable if it is deemed that other students or other aspects of that classroom represent triggers for the students behavior.

## **Skill level assessment**

If the team lacks sufficient evidence to rule out the possibility that an academic skill deficiency could be a trigger/cause for misbehavior, the team should develop an action plan to assess the student's skill levels.

## **Behavior Intervention Plan**

A BIP should be informed by a FBA or Root Behaviors form. The team should create a BIP any time they want to develop a plan of targeted tier 2 interventions aimed at improving a student's chronic misbehavior

## **Individual Safety Plan**

Individual safety plans should be used when a student displays unsafe behavior and is considered a risk for future unsafe behavior. The team should consider including the parent/guardian in the formation of this plan.

## **Refer for consideration of a 504 plan**

The team should refer to the nurse for 504 consideration any student who may have a limited Major Life Activity that limits their access to learning OR any student who may have a limited Major Bodily Function that limits their access to learning. The team should be familiar with the major life activities and major bodily functions outlined in the 504 eligibility form.

## **Refer for consideration of an IEP**

The team should make a referral to the school counselor to begin the Special ed referral process any student that may have a suspected disability that substantially limits their ability to learn.

## **Referral to in-school therapist**

Schools with a therapist, either an embedded district employee or as a community partner, should refer any student they suspect of having trauma or in need of therapeutic services to the clinical therapist. However, the therapist determines the need for therapy, not the Student Support Team. The parent must consent to any therapy services.

## **Provide information to parent regarding community-based counseling**

Teams should provide information to the parent of any student they suspect is in need of therapeutic services to a clinical therapist through services like Family Forward, St. Louis Center for Family Development, and Children's Advocacy Services, etc. However, the therapist determines the need for therapy, not the Student Support Team. The parent ultimately decides if the counseling is necessary.

## **Home visits/continued parent conferences**

Teams should look to schedule regular parent conferences or home visits in hopes of sharing progress and follow up on interventions. Scheduled visits or conferences can help avoid a defensive posture that results from only contacting the parent when an incident occurs. Teams should use their best judgement in determining whether these meetings would be fruitful or welcomed.

## **Group counseling**

Groups of students exhibiting similar root causes for their behavior may benefit from group counseling sessions led by the school social worker, school guidance counselor, or community partners. In the case of community partners, the parent must consent to counseling services.

## **Recommendation to parent that the child visit a pediatrician**

If the team suspects there may be some condition that is contributing to the student's behavior, they should refer the parent to a pediatrician with an accompanying letter describing the concerns. The parent ultimately decides if the visit is necessary.

## **Address unmet needs**

If the team determines that the student has unmet basic needs, the Student Support Team should explore connecting the family with resources to meet those needs.