

**Instruction****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.

Student study teams may recommend transferring the student to another school only when the study team's investigation indicates that a different placement would result in more cooperative behavior without endangering employees or other students.

*Legal Reference:**EDUCATION CODE**54720-54734 School-Based Pupil Motivation and Maintenance Program and Dropout Recovery Act*

Policy  
adopted: September 25, 2001

**VISALIA UNIFIED SCHOOL DISTRICT**  
Visalia, California

## **Instruction**

### **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.

**STUDENT STUDY TEAMS** (continued)

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.
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. Work experience education.
16. Transfer to a different school (including opportunity, continuation or alternative education facility, as appropriate).
17. Referral to district resource or special education staff for academic assessment.
18. Referral for health examination.
19. Referral to school psychologist.
20. Referral to community agency or other community resource.

**STUDENT STUDY TEAMS** (continued)

21. Referral of family to community agency.

Whenever the student study team is considering the possibility of transferring a disruptive student to another school, the principal or designee of the school to which the student may be transferred shall be invited to attend the study team meeting before a final decision is made.

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.