

SECTION 29 – SCHOLAR POLICY – SCHOLAR SUCCESS TEAM POLICY

The Board of Directors of Compass Charter Schools (“CCS” or the “Charter School”) recognizes there are scholars who may need additional support within the classroom both academically and behaviorally.

A Scholar Study Team (“SST”) process utilizes a team of Charter School staff dedicated to identifying and supporting scholars who exhibit academic or behavioral problems by providing early systematic assistance to scholar and connect them to appropriate interventions and supports through the regular instructional setting.

An SST uses a systematic problem-solving approach to assist scholars with concerns which are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and scholar.

The SST process is a function of the general education program. All scholars can benefit from an SST, including but not limited to, those scholars achieving below or above grade level and scholars who have experienced emotional trauma, behavioral issues, or language issues.

Referral to an SST

A scholar may be referred to the SST process for any reason, including, but not limited to:

1. Lack of academic progress;
2. Increasing behavioral concerns;
3. Consideration for retention;
4. Attendance/truancy issues;
5. Parent concerns; and/or
6. Any other reason appearing to impact a scholar’s access to education.

Any CCS teacher or staff member who has a concern for a scholar can refer that scholar to the SST for consideration.

SST Meeting

The purpose of the SST is to discuss issues and concerns related to a scholar’s performance, identify intervention strategies which may help a scholar succeed, and monitor his or her progress to ensure learning and development. The team may suggest regular program interventions and/or support services available to all scholars. The SST may suggest and offer different supports that may include monitoring scholar progress, developing intervention plans, referring scholars to intervention services (e.g. reading or math specialists, counseling, etc.) and implementing increasing tiers of school-based intervention services, as necessary.

Anyone who is connected with the scholar can be included in the SST to provide information to share about the scholar’s strengths, concerns and strategies which have been used in the past. These people may include, but are not limited to, teachers, principals, parents/guardians,

counselors, doctors, administration, social workers, specialists, and/or law enforcement. The meeting is designed to bring out the best in the people involved.

The CCS SST meeting steps include, but are not limited to, the following:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths of the scholar are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with concerns are chosen; options are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Formalization of an SST intervention plan
13. Follow-up meeting date is set

Follow-up after an SST

After implementation of an SST intervention plan and follow up meeting, if the scholar continues to exhibit academic and/or behavioral concerns and/or should the scholar need additional supports, the SST may discuss making revisions to the scholar's intervention plan and/or providing the scholar with additional supports, or if necessary, the SST may refer the scholar for assessment for special education services and/or a Section 504 accommodation plan as applicable.