

Section D

General Education Intervention

Introduction

Recognizing that there are a variety of learners in all classrooms, general education teachers are required to provide a variety of research-based instructional strategies to meet a child's needs before making a referral for special education assessment.

This section discusses two mechanisms which are in place in all schools to aid teachers who have made preliminary attempts to modify instruction and/or curriculum for students who are experiencing academic or social difficulty and have experienced lack of or limited success. These are the use of the Student Study Team (SST) and the development of a 504 plan to meet student needs. Other alternatives may also become available see school-wide intervention programs are implemented which focus on a student's Response to Intervention (RTI).

Student Study Teams (SST)/ Teacher Assistance Team (TAT)

The SST is a **general education** function. It is a collaborative, problem solving team that includes both general and special education staff.

Purpose

1. Define the needs and supports required for a student to succeed in the general education environment. Areas of need may include academic, behavior, emotional, social, communicative, medical, attendance, and others.
2. Meet on a regular basis according to established procedures so team members may be well informed of available resources within the school and community that meet the student's needs.
3. Discuss strategies and interventions to meet the student's needs within the general education classroom.
4. Disseminate information about teaching and classroom management strategies, and curriculum adaptations and modifications.

Membership (may include, but not be limited to)

1. Administrator, SST coordinator, parent, general and special education teachers, counselor, bilingual specialist, school psychologist, nurse, DIS staff (vision, speech, etc.) as needed, categorical program staff, and any others with a specific knowledge and interest in the student.
2. The student, as appropriate.
3. The SST administrator or coordinator sends notifications of the SST meeting to all members and facilitates the SST meeting.

Referrals

1. Anyone concerned about a student, including a teacher, counselor, parent, administrator, or the student, may make a referral to the SST at the school of attendance.
2. A member of the school staff, usually the teacher most involved with the student, completes the referral form.¹
3. The following referral information is useful for the team:
 - a. Reason for the referral
 - b. Previous interventions and response to that (those) interventions or progress from
 - c. Information from all teachers with knowledge of the referred student
 - d. Observations (classroom and other appropriate settings)
 - e. Parent questionnaire regarding observations, concerns, and strengths
 - f. Background information (education, family, medical, etc.)
 - g. Assessment data

SST Outcomes

After reviewing all of the presented information, including student work samples, the SST develops an Action Plan and summarizes the content of the meeting on an SST log.

The plan may include:

1. Recommend specific strategies for academic behavior, emotional, or other concerns
2. Develop an alternative general education action plan
3. Suggest support for resources for the family

The Action Plan includes the time and date for the next SST meeting to evaluate the effectiveness of the proposed actions.

For students who attend a private school within San Luis Obispo County, a SST meeting may take place at the student's neighborhood school.

Referrals for Special Education Assessment

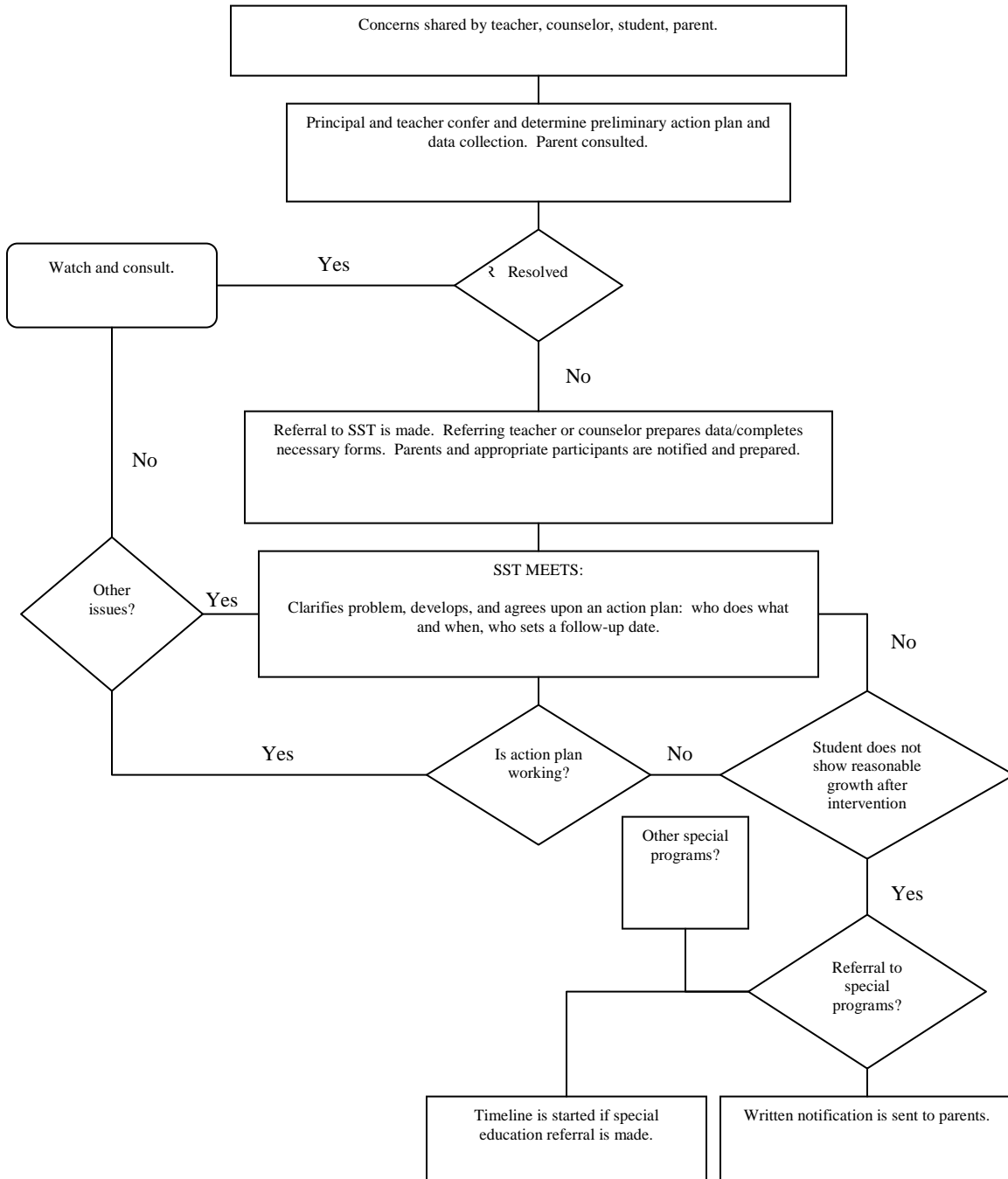
After the action plan has been implemented and documented and is not successful in the general education program, the SST may make a referral to evaluate for 504 accommodations or special education eligibility. The parent shall participate in the referral and assessment plan development.

Sequence of Events

The SST flowchart notes the sequence of actions necessary for a student who has been referred to a school site SST. All steps are to be documented.

¹See your site-based SST coordinator for your school's procedures and forms.

SST Process Flow Chart



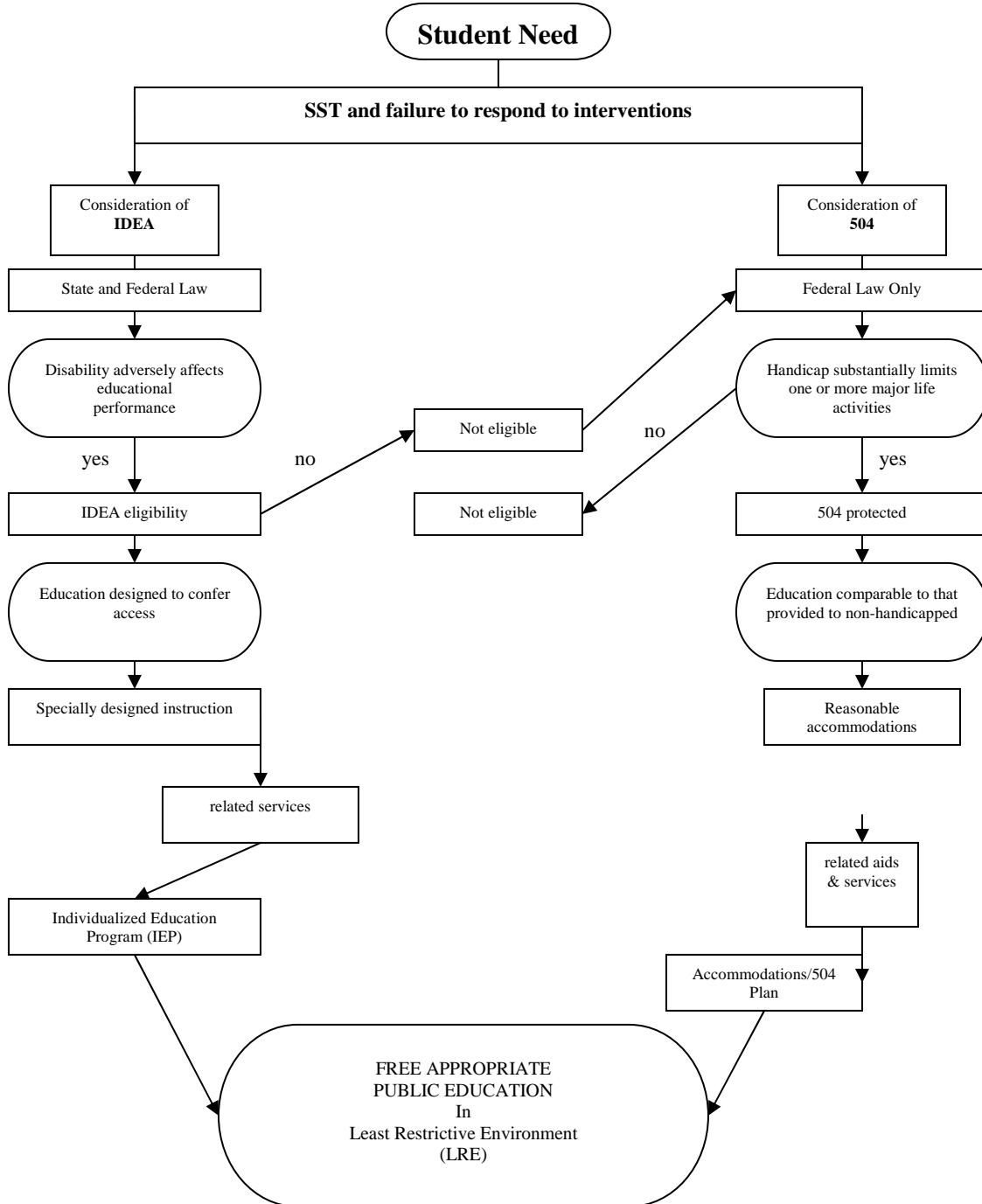
All steps must be documented

Section 504 of the 1973 Rehabilitation Act

1. Section 504 of the Rehabilitation Act of 1973 protects students who have a documented disability, which “substantially” limits one or more major life activities (including, but not limited to walking, seeing, hearing, speaking, breathing, learning, and working). Section 504 prohibits discrimination on the basis of disability.
2. Section 504 is available to a regular education student who has a significant impairment that has an adverse impact on his/her education.
3. Examples of students with disabilities covered by 504 may include:
 - a. Physical disability not requiring special education (such as asthma, diabetes, brittle bone disease, epilepsy)
 - b. An impairment that substantially limits a student’s major life activity of learning
 - c. Students with communicable diseases, such as AIDS or tuberculosis
 - d. Students requiring specialized health services such as catheterization, care of a tracheostomy, tube feeding, oxygen, dispensing of medication, etc

A 504 Accommodation Plan is a formal document, which specifies accommodations in the educational setting. Please refer to your LEAs local board policies for specific guidelines for this general education function.

IDEA/504 Flow Chart



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