

ACADEMIC PERFORMANCE

Retention? Grade _____

Benchmarks for grade level (circle one):

Reading: at above below comment: _____

Math: at above below comment: _____

Writing: at above below comment: _____

CST Scores (score/level) for last 3 years.

ELA _____

Math _____

Science _____

Current Grades:

Reading _____ Writing _____

Math _____ Science _____

History _____

AR level _____

Decline in quality of work

- Decline in grade
- Incomplete work
- Work not handed in

Homework Concerns:

Other Academic Issues:

INTERVENTION CHECKLIST

- Parent involvement through conferences, class visits, and assistance at home
- Parent conference dates: _____
- Conference with student
- Change seating Study carrel
- Time out Contract with student
- Developed reward system/behavior modification plan
- Small group instruction Multi-modality instruction
- Provide buddy, peer tutor, or cross age tutor
- Modify assessments to academic level and language proficiency level
- Classroom change for specific subject area
- 1:1 with teacher, aide, or parent volunteer (circle all that apply)
- Daily rehearsal of student goals
- Daily homework card (home-school monitored)
- Assignment sheet (student-teacher monitored)
- Daily or weekly progress reports
- After school tutoring
- Consultation with fellow staff members (including psychologist, resource teacher, nurse, speech pathologist, and administrators) (circle all that apply)
- Other

Intersession (list all years/subjects)

Title I (list all years/subjects)

PRIMARY LANGUAGE INFORMATION (if applicable)

CELDT Test scores (Score/Level) for this year and two previous years:

Overall _____

Listening _____

Speaking _____

Reading _____

Writing _____

IPT Scores _____

Reclassified? No Yes Date _____

Primary language spoken.. with parents? _____

with siblings? _____

with peers? _____

Date of first enrollment in U.S. public schools?

CLASSROOM CONDUCT/ PERSONAL/SOCIAL FACTORS

- Disruptive
- Lack of concentration Lack of motivation
- Sleeping in class
- Memory problem
- Very negative Defiant
- Fighting/Temper problems
- Abusive (verbally or physically)
- Frequent requests to leave class
- Hyperactivity Nervousness
- Emotional Outbursts Erratic, inconsistent behavior
- Sudden change in friends Few or no friends
- Time disorientation
- Mood swings
- Aggressive Defensiveness
- Withdrawn Excessive daydreaming
- Compulsive
- Can't accept mistakes
- Rigidity
- Other:

Oakdale Joint Unified School District

Student Study Team
School History Sheet

Pupil _____ School _____

Additional Information could include prior teacher comments, previous SSTs, previous IEPs, services received (counseling, social skills, EL services, etc.) and/or other information not listed elsewhere in this referral.

Year	School	Additional Information
Grade	Teacher	
Year	School	Additional Information
Grade	Teacher	
Year	School	Additional Information
Grade	Teacher	
Year	School	Additional Information
Grade	Teacher	
Year	School	Additional Information
Grade	Teacher	
Year	School	Additional Information
Grade	Teacher	
Year	School	Additional Information
Grade	Teacher	
Year	School	Additional Information
Grade	Teacher	
Year	School	Additional Information
Grade	Teacher	

OAKDALE JOINT UNIFIED SCHOOL DISTRICT

Dear Parents and Guardians:

Students are most successful when there is a cooperative effort between parents and school personnel. In a spirit of shared responsibility, the Student Study Team meets at school, exploring and problem solving, in order to help students. Parents are an important part of this team. Here are some frequently asked questions regarding the Student Study Team.

WHAT IS THE STUDENT STUDY TEAM?

The Student Study Team (SST) is a process of regular education. The team reviews individual student problems and plans ways of handling those problems in the regular classroom.

HOW IS A STUDENT SELECTED TO BE DISCUSSED AT THE SST?

Usually the classroom teacher or other school personnel indicates that the student's learning behavior and/or emotional needs are not being adequately met under existing circumstances.

WILL ANYTHING HAVE BEEN DONE TO HELP THE CHILD BEFORE THE SST?

Yes. Usually the teacher has already made some modifications in the classroom. These modifications should have been explained to you by your child's teacher.

HOW MANY PEOPLE WILL BE AT THE SST?

The team will always include parents, the teacher referring the student to the SST, and sufficient staff to review the student's needs.

ARE THERE ANY OTHER STAFF MEMBERS WHO MIGHT BE PRESENT?

Other staff members that might be present are: Administration, Resource Specialist, Special Day Class Teacher, School Nurse, School Psychologist, Speech and Language Pathologist, and other specialists.

Please complete the attached form and return to your child's teacher as soon as possible. If you have any questions, please feel free to contact your child's teacher.

Oakdale Joint Unified School District
Parent Report

Please complete and return to your child's teacher.

Report completed by: _____ Relationship to child _____

Child's Name: _____ Teacher's Name _____

1. What are your child's strengths? _____

2. What are your concerns....

...at school? _____

...at home? _____

3. Other important information about your child, such as: effective discipline strategies and/or expectations you have for your child's future.

4. Please share any important background information including vision, hearing, psychological data or reports, medical history or other relevant data.

**Note to teacher: This needs to be included in packet before turning in.*

Distrito Junto Unificado de las Escuelas de Oakdale
Reporte de los Padres

Por favor llene y regrese al maestro de su niño.

Este reporte fue hecho por: _____ Relación al estudiante: _____

Nombre de su hijo/a: _____ Nombre del/a maestro/a: _____

1. ¿Cuáles son las cualidades más dominantes de su niño? _____

2. ¿Cuáles son sus preocupaciones...

...en la escuela? _____

...en la casa? _____

3. Otra información importante sobre su niño, como por ejemplo: estrategias eficaces para la disciplina y/ o expectativas que usted tiene para el futuro de su niño.

4. Por favor comparta con nosotros información importante incluyendo información sobre la visión, el oído, datos psicológicos o reportes, historial medico o cualquier otra información de relieve.

**Note to teacher: This needs to be included in packet before turning in.*

DISTRITO JUNTO UNIFICADO DE LAS ESCUELAS DE OAKDALE

Estimados Padres y Tutores:

Los estudiantes logran el mayor éxito cuando hay un esfuerzo cooperativo entre los padres y los miembros del personal de escuela. En un espíritu de responsabilidad compartida, el Equipo de Evaluación del Estudiante se reúne en la escuela, explorando y resolviendo los problemas, para poder ayudar a los estudiantes. Los padres son una parte importante de este equipo. He aquí algunas de las preguntas que se hacen frecuentemente sobre el Equipo de Evaluación del Estudiante.

¿QUE ES EL EQUIPO DE EVALUACIÓN DEL ESTUDIANTE?

El Equipo de Evaluación del Estudiante (SST, por sus siglas en inglés) es un proceso de educación continua. El equipo revisa los problemas de los estudiantes y forma un plan para poder lidiar con estos problemas en el salón de clases.

¿COMO SE SELECCIONA A UN ESTUDIANTE PARA HABLAR SOBRE ÉL EN UN SST?

Usualmente el maestro en el salón de clases u otro miembro del personal de escuela indica que las necesidades del estudiante en su manera de aprendizaje y / o las necesidades emocionales del estudiante no están siendo satisfechas de manera adecuada bajo las circunstancias actuales.

¿SE HACE ALGO PARA AYUDAR AL NIÑO ANTES DE REMITIRLO AL SST?

Sí. Usualmente el maestro ya ha hecho algunas modificaciones en el salón de clases. El maestro en el salón de clases debe de haberle explicado las modificaciones que ya se han hecho en el salón de clases.

¿CUANTAS PERSONAS ESTARÁN PRESENTES EN EL SST?

El equipo siempre incluirá a los padres, el maestro que remitió al estudiante al SST, y el personal suficiente para revisar las necesidades del estudiante.

¿PUEDE HABER OTROS MIEMBROS DEL PERSONAL PRESENTES EN EL SST?

Otros miembros del personal que pueden estar presentes en el SST incluyen: Administrador, Especialista del Programa de Recursos, Maestro de Educación Especial, Enfermera de la escuela, Psicólogo de la escuela, Patólogo del habla y lenguaje, y otros especialistas.

Por favor llene el formulario adjunto y regréselo al maestro del salón de clases lo antes posible. Si tiene alguna pregunta, por favor comuníquese con el maestro de su niño.

SST Procedure:

1. Review cumulative record for previous SST/Testing information. See Larry and/or Neici with specific questions.
2. Communicate your concerns with parents. Send home parent information form and parent report in parents' primary language.
3. Complete referral forms. When you receive the parent report, turn in referral forms and parent report to Rachelle. The meeting will then be scheduled, and Larry will notify parents and SST members of meeting date/time.

OJUSD STUDENT SUCCESS TEAM (SST) PROCEDURES

General Considerations:

- Student Success Teams (SST) is a General Education Function! It is not the first step in identifying a student for Special Education or other specialized programs, but rather a structured means of providing interventions, services, assistance, and to address concerns of any and all students in the school. The main intent of SST is to provide general education interventions, strategies, and assistance in helping students become successful or to address issues that are adversely affecting a student's success in school. Specialized programming for students can be determined as what is warranted or appropriate through the SST process.
- Site Principal/ Designee shall coordinate SST process and insure procedures and documentation adhere to these guidelines.
- SST procedures should be reviewed with certificated staff at the beginning of each school year.
- Elementary teachers should review Cum folders for their students at the beginning of the year and inspect the "Intervention" file of each student to discover previous SST or interventions in previous years.

Initial Concern: Activities Prior to SST Referral

- Concern of a student affects progress in general education. Issues of concern may include, but not limited to: academic skill acquisition, physical or neuro-motor condition, socially maladaptive, defiant, or introverted behaviors, psychological disorder, depressive or outward signs of anxiety, difficulty in processing information, or other intelligible sign that is stifling the student's success in school.
- General Education assistance, interventions, tutoring, organizational strategies, parent meetings, etc. to be attempted in an effort to address the concern. Every attempt to address the issue in the general education setting should be considered and/or attempted to the point that is reasonable and without detrimentally affecting other students access to the curriculum and participation in lesson activities.

SST PROCEDURES

Introduction of a student for SST consideration

1. A parent or staff member having an academic, behavioral, or other concern regarding a student adequately progressing in school introduces the student and the relevant concern to the site administrator/ designee responsible for Student Success Team development.
2. Discussion regarding attempts to address issue in the general education setting is reviewed with the site administrator and person presenting concern.
3. Consideration for an informal parent meeting to discuss strategies and options to address issue. (Recommend establishing a follow up meeting date to consider success or failure of attempted options, strategies and interventions.)
4. If all possible interventions, strategies, and recommendations have been attempted and failed, an SST referral should be considered.

SST Referral

1. Teacher should complete an SST Referral Form with all relevant and supplementary information to explain the concern and the issues at hand. (Information presented should include any pertinent information available in the student Cum folder, from parent input, staff observations, all strategies and programs attempted and failed to improve students performance, etc).
2. Teacher to discuss the purpose of the SST referral and the importance of parent completing the "parent input" form and return it to school so that it may be included in the referral packet.
3. Referral Packet is submitted to the Principal/ Designee who coordinates SST. Principal/ Designee evaluates referral and determines whether to process and schedule the SST meeting, or to consider other options to address the concern/ issue. (Other option may include, but not limited to: suggestions of alternative strategies to be attempted by the teacher, referral to outside agency, Student Assistance Program, enrollment in an intervention program, Title I, ELD etc.)
4. If more information is warranted, possible consideration of observations or screenings in class by appropriate staff member (Nurse, SLP, Psychologist, etc.).

Determination to Conduct SST:

1. Principal/ Designee makes determination if SST is warranted based upon the information provided in the referral and discussion with staff.
2. Principal/ Designee determines who is to be invited/ mandated to attend the SST and who is to receive a copy of the referral packet in advance of the meeting.

Scheduling SST Meetings:

1. Principal establishes system of scheduling SST meetings. Considerations include: combining SST meetings with full day IEP meeting days to utilize roving subs for teacher release, regularly scheduled day and time, or on "as needed" basis.
2. SST Master Schedule established as reference and reminder for staff either posted in print form, emailed to staff, or posted electronically on shared drive accessible to staff.
3. Principal/ Designee make provisions for roving subs if necessary.

Invitations and Confirmations to Attend SST Meetings:

1. Parent is invited to the SST meeting in the form of a letter explaining the intent of the SST and the date and time of the proposed meeting.
2. Principal/ Designee to notify staff deemed necessary at the student's SST via notice, email, posting, or regular review of a shared SST schedule with the names of staff members required to attend listed for each meeting. Recommended that a reminder be sent to staff the day before SST meetings are to be held.
3. Teacher to pursue confirmation of the parent's attendance, preferably by written response included with the invitation letter. It's recommended the teacher provide a reminder call to the parent the day before the SST to assure parent's attendance.
4. Principal/ Designee will make arrangements for a translator if necessary.

Conducting the SST Meeting:

1. Principal/ Designee facilitates the SST Meeting at documents the progression of the meeting with notes/ minutes taken on the SST Meeting Form.

2. Teacher/ staff present issues of concern regarding the student, how the student is currently performing, previous attempts at addressing the issues, providing work samples, assessment data, behavioral reports, or any and all information that is relevant to the concerns or issues effecting the students progress in school. (Relevant documentation available in the student's records (Cum, Health File, AERIES reports) should be available at the SST.

Possible SST Meeting Outcomes: (in no particular order)

1. Medical/ Health referral (Clinic, Physician, School Nurse, etc.) to address physical health condition, ADHD consideration, hygiene issues, hearing or vision issues, etc. Individual responsible for following up with medical personnel should be identified on the SST minutes with a follow-up date. Release of information form must be completed and signed by the parent in order to receive any information from an outside medical source. If medical intervention is to be implemented into the student program, a "Treatment Plan" should be developed by the School Nurse in conjunction with physician orders.
2. Behavioral Plan or Behavioral Accommodations can be developed with the assistance of a school psychologist or counselor.
3. Additional General Education considerations, accommodations, and/or modifications made in the classroom. More structured activities, changes in student's schedule, modified day, etc.
4. Continued monitoring of progress.
5. Provisions for assistance in various forms including but not limited to: mentoring, peer buddy, scheduling office hours, organizational strategies/ planner checks, scheduled parent/ teacher communications or training parent to access "parent portal" (ABI).
6. Suggestions for counseling, community service agencies, Family Support Network, County Mental Health, Center for Human Services, etc.
7. Consideration of enrollment in intervention programs inclusive to but not limited to: After School Program, Title I, Read 180, Student Assistance Specialist, English Language Development (ELD), School Attendance Review Team (SART), Intersession, alternative education options, etc.
8. Referral for a Section 504 Accommodation Plan for students with an identified disability. Section 504 referral form to be completed by the SST team.
9. Referral for Special education Consideration. Referral form and Assessment Plan to be developed at the SST if all other interventions and programming options have failed or have not proved as an effective means of addressing the issue preventing the student's academic progress in the general education curriculum.
10. Retention Consideration: Primarily a consideration in the Elementary grade level and usually only effective in the primary grades.
11. Continuation School, Independent Study, or Home Charter options available for secondary grade levels.

After Meeting Follow-Up

1. Notes/ Minutes provided to the parent once entire team has signed as participating. Relevant staff members should be provided with a copy especially those responsible for various follow up activities. Principal/ Designee to keep copy of notes/ minutes to monitor follow-up activities as well as to monitor progress of student. Actions/ steps taken by SST team which fails to produce any advancement, with the relative concern of the student, may warrant other referrals or another SST meeting to be scheduled.
2. Monitoring of student's responses to actions taken by the SST team should occur by the teacher or others identified in the SST notes/ minutes.
3. The meeting notes/ minutes should have dates established for follow-up activities to be completed by and documented by the responsible staff member. Consideration can be made that follow-up activities be included on SST Calendar.
4. Communication between Principal/ Designee, teacher, or other responsible staff regarding SST cases should continue until issues are resolved.
5. "Follow-Up/ Results" section of the SST Meeting notes/ minutes form should be completed once it has been determined the SST was effective and student's issues are resolved, or if a referral is made for specialized programming to address the issue. A copy of the final report should be sent to the parent and relevant staff members.
6. Principal/ Designee to determine if second SST meeting is warranted.
7. Once the SST process has taken it's full course, (rectified the issue, eligibility for specialized programming, treatment for condition causing the concern, etc) the notes minutes along with follow-up documentation on the final results of the SST process should be filed in the students Cum File.