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760-255-6028
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551 South Avenue H • Barstow, CA 92311 • Phone: (760) 255-6000 • Fax: (760) 255-8965 • www.barstow.k12.ca.us

Barstow Unified School District
Pupil Services

Multi-Tiered System of Supports (MTSS):

Student Success Team (SST) Handbook

Revised January 24, 2023

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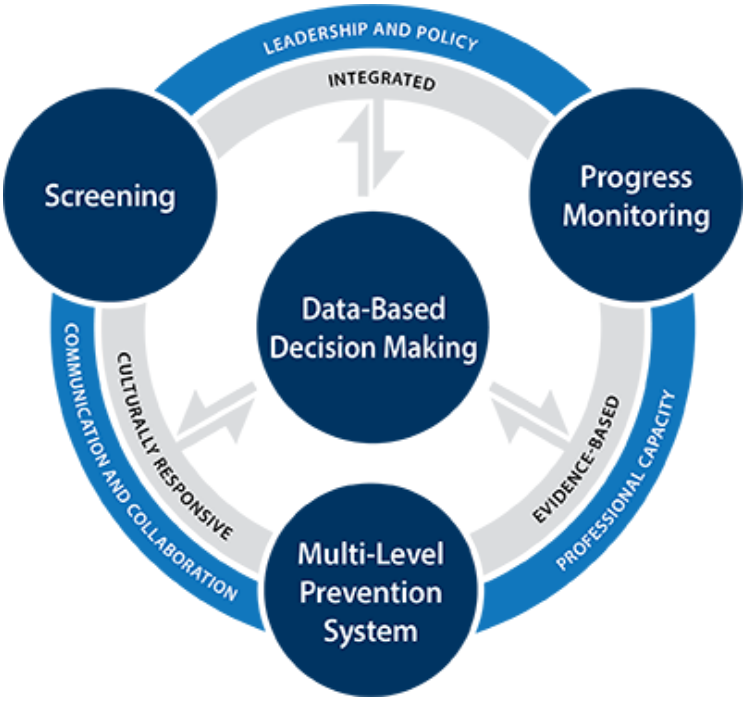
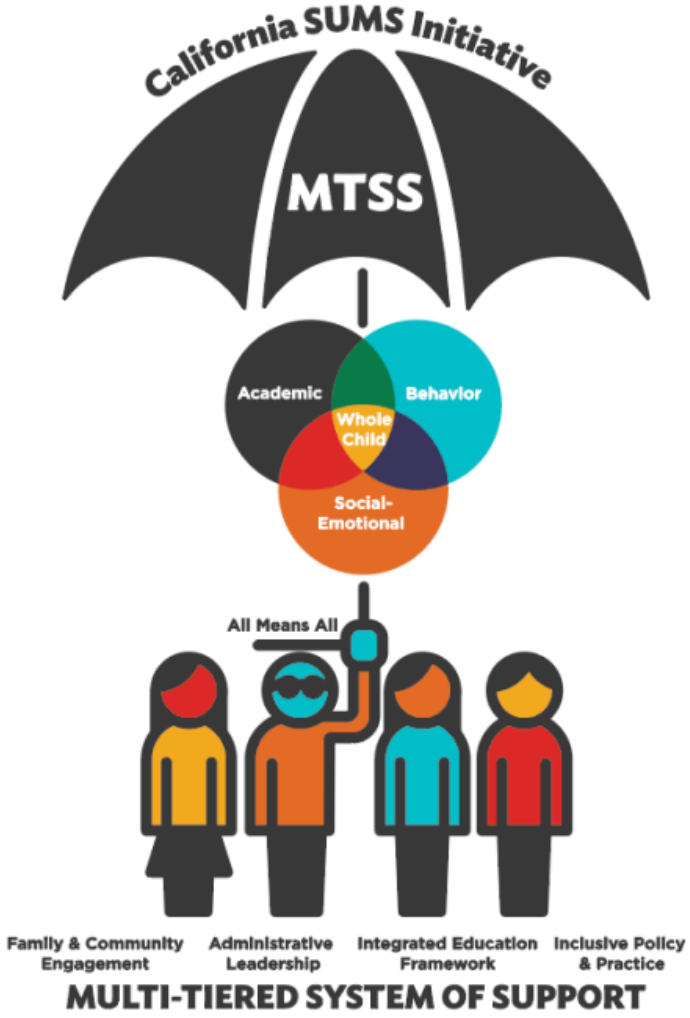
Multi-Tiered System of Supports (MTSS)

Barstow Unified School District (BUSD) utilizes a Multi-Tiered System of Supports (MTSS) framework designed to help staff meet the academic, behavioral, social/emotional, and physical needs of all students.

MTSS is "a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for districts, schools, teachers, and students. The MTSS framework is comprised of four essential components: screening, progress monitoring, multi-level prevention system, and data-based decision. Depending on state law, MTSS data may also support identification of students with learning or other disabilities."
(Center on Multi-Tiered System of Supports, American Institutes for Research, 2022)



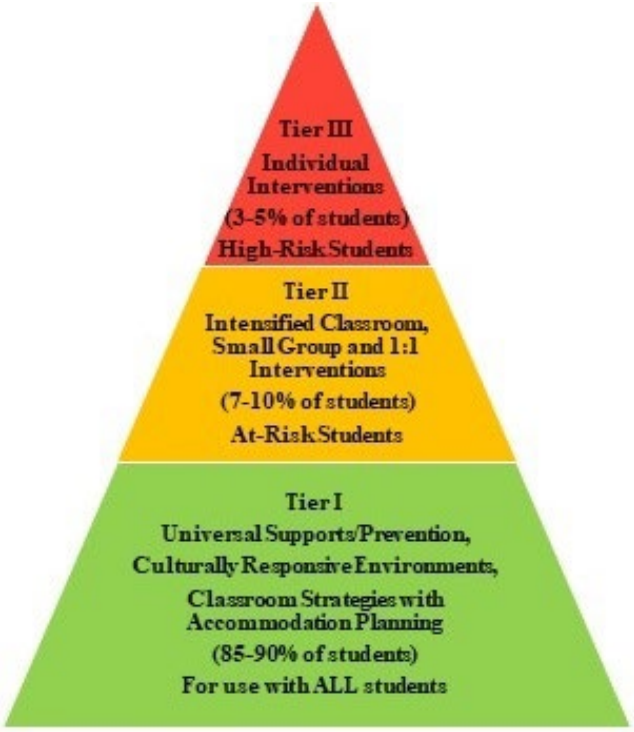


For more information on MTSS:
PATTAN Multi-Tiered System of Support
Snapshot of MTSS Implementation
Center on Multi-Tiered System of Supports at the American Institutes for Research

MTSS = Response to Instruction & Intervention

The MTSS framework includes three tiers of intensity for instruction, intervention, and supports for academics, behavior, and social emotional learning. The three tiers of MTSS have been referred to as Response to Instruction and Intervention (RTII). "RTI is a multi-tier approach to the early identification and support of students with learning and behavior needs" (RTI Action Network, http://www.rtinetwork.org) which is the focus on the MTSS framework. RTII is designed to give students additional academic and behavior support before the school district determines if they should be referred for a comprehensive special education evaluation.

> "Tier 1 includes high-quality, schoolwide academic, social, emotional and behavioral programming and supports designed to meet the needs of all students. At Tier 2, schools provide small group, standardized academic interventions or targeted behavioral or mental health supports using validated intervention programs to support students identified as at-risk. Tier 3 includes intensive intervention for students not responding to Tier 2 through instruction and supports that are intensified and individualized based on student need. At all levels, attention should be on selection of evidence-based practices and fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths." (Center on Multi-Tiered System of Supports, American Institutes for Research, 2022)



Within each Tier of MTSS, there are resources and interventions used to provide support for students identified at each level. For example, the Student Success Team (SST) is an essential component of Tier II and Tier III in the MTSS framework. The SST is designed to help guide the effectiveness of MTSS with students who are having difficulty learning and achieving at grade level and/or who are having behavior issues at school.

What is a Student Success Team (SST)?

Goal of the SST Process

The SST Team is a problem solving and coordinating structure within the pre-referral process that assists students, families, and teachers to develop positive solutions for maximizing student potential. It provides an opportunity for school staff, family members, community agencies, and other important people to present their concerns about an individual student, and through discussions and study, to plan a positive course of action, assign responsibilities and monitor results for a student/family.

Overview of the SST Process

State law indicates that a student shall be referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. The SST process guides schools in utilizing resources, interventions, and evidence-based strategies to support students for whom there are concerns in academics and behavior. If there are health concerns (mental and/or physical health), eligibility for a Section 504 plan needs to be discussed. However, the SST process does NOT need to be exhausted for a referral to special education or for a Section 504 plan. If anyone suspects that a student has a disability, they can make a referral (and school districts are obligated to refer if they so suspect).

The Student Study Team (SST) meets to address the implementation and level of success of the general education classroom program interventions and available general education resources and programs. During the SST process, the team may refer the child for an assessment for possible special education services. Parents are notified if a referral for a special education assessment is made by the team, and they will receive an evaluation plan to consider within 15 days of referral.

Purpose of the SST Process

The purpose of the SST process is to provide an effective support system in general education that will generate effective interventions for children who are experiencing challenges in learning or behavior difficulties at school. The SST process is designed to meet the needs of all children and results in a team action plan to ensure student success.

Steps to the SST Process

There are steps to the SST process. The process begins when a SST referral is made due to a concern identified by a teacher, counselor, parent, agency representative, or student. Once the request is made, the school follows the steps of the SST process (listed on page of this document) noting that a request does not automatically initiate a SST meeting. According to CAHELP, "if the concerns can be resolved without holding the SST meeting, then the child is monitored for successful progress. If the concerns are not resolved, SST meeting preparation is started. For the team to have optimum information to work with, the child's teacher should provide essential information about the child to the team. During the meeting, an effective practice to utilize is a group memory format to assist the team in efficient documentation of ideas generated during the meeting" and to create an action plan to assist the student moving forward. A follow-up meeting date should be set to review the progress of the student. The action plan should be evaluated at the follow-up meeting and determination made if any further follow-up is necessary.

Resources: *California Department of Education* & *CAHELP/DM SELPA*

SST Process Overview

Asset-based Model: The SST always starts with a discussion of a student's strengths/assets and develops solutions that build on these strengths.

Problem Solving: The SST gathers background information regarding the student in the areas of school, home/family and health, and collaboratively brainstorming solutions to address areas of concern.

Service Coordination: An action plan is developed on interventions and supports designed to address student needs; team members are assigned responsibility for action items.

Monitor Results: Action items are monitored, and a follow-up SST meeting is scheduled to review results/outcomes of interventions, make adjustments and continue to strategize positive solutions to ensure student success.

Benefits: The coordination of school, home and community interventions improve student learning, and provide focused/positive support to teachers, families and students.

The SST process can help general education students who are facing significant concerns related to:

- academics
- attendance problems
- behavioral/emotional issues
- health issues (including substance use/abuse)
- retention
- social adjustment

Please Note: The SST process is designed to support general education students with Tier II and Tier III interventions to determine if a referral for special education is needed. If a student is already on an IEP and there are concerns, an IEP meeting needs to be held; and students on a 504 plan will require a 504 meeting to address concerns, not a SST meeting. In addition, the SST process is a requirement for students who are at-risk of retention.

Keep in Mind: A student is referred to the Student Success Team by faculty when MTSS has been implemented with fidelity and data demonstrates that the student may need other services. Identified students should be academically and/or behaviorally challenged. All strategies and interventions, along with all other supportive documents need to be collected and documented in Infinite Campus.

Considerations to SST Process:

When a student is struggling in academics and/or with behavior, site administrators may determine that an SST is the appropriate first step and can encourage the parents/guardians to go through the SST process to implement and document interventions prior to the Student Study Team making the recommendation of a referral for Special Education assessments; however, the district cannot force or require a parent to go through the SST process in lieu of conducting an assessment. The SST process is recommended to address concerns prior to requesting an assessment to determine special education and related services. However, the parent/guardian might use their legal right to request that the school evaluate his/her child for special education. Parents may submit a request for special education assessment in writing, with copies to the principal and the school district's director or coordinator of special education. If parent/guardian has requested a special education evaluation and then decides to go through the SST process instead, parent is asked to write a letter withdrawing that request. However, the district is required to refer appropriately for evaluation if a disability is suspected.

Resources: *California Department of Education* & *CAHELP/DM SELPA*

SST Member Roles and Responsibilities

SST Members:

- Site SST Coordinator
- Parents/Guardians
- Administrator (Principal, Assistant Principal)
- Classroom Teacher(s)
- School Counselor
- Reading Intervention Teacher
- PBIS Site Lead
- Student (attends meeting at discretion of parent or if student is 18 years old or older)
- Others invited as appropriate (School District Nurse, School Psychologist, Teacher on Assignment, Related Service Providers, etc.)

All team members are active contributors; and the process defines special roles that some members of the team must fill to achieve the greatest positive outcome. Team members may change roles from one SST meeting to the next. However, during any meeting, each team member's role must be clearly defined before the meeting begins and then maintained throughout that meeting.

Student Study Team (SST) Coordinator:

- Facilitate collaboration
- Maintain files on all students referred for SST
- Maintain copies of all SST referrals from staff, parents, and/or outside agencies
- Inform SST members of meeting times and dates
- Communicate process and timeline to parents
- Make arrangements for translation services at meeting as needed
- Create and maintain copies of meeting agendas
- Offer reasonable alternatives
- Provide support to student, teacher, and parents
- Focus on student involvement in the general education process

Parent/Guardian:

- Parents (including primary caregivers such as custodial parents, foster parents, and legal guardians) are full-fledged members of the SST, and they are always included in the SST process
- Share the familial perspective and concerns
- Contribute critical problem-related information form home
- Share effective and ineffective home interventions
- Clarify questions for the team
- Participate in the implementation of strategies developed by the whole team

Classroom Teacher:

- Share goals for student who is referred
- Clearly define a student's strengths
- Identify areas of concern
- List/Document attempts to address concerns implemented over a reasonable period of time (RTI and PBIS) in *Infinite Campus*
- Provide objective feedback regarding success/lack of success of attempts to address concerns in *Infinite Campus*
- Solicit additional supports/suggestions
- Implement additional supports/suggestions

Student:

- An essential member of the SST Meeting
- Share personal goals
- Provide information regarding likes/dislikes
- Accept responsibility for suggested changes

Additional staff:

- Provide specific input regarding identified concerns
- Suggest support/modification to be implemented

Involving Younger Children in the SST Process:

- It is perfectly appropriate to include very young children in the SST process. Even young children know when their parents are coming to school. They may wonder or become anxious about what is going to happen in the SST meeting. An easy way to demystify the meeting is to invite the young child in to participate in the meeting when appropriate.
- It is especially important that the child is present during the discussion of their strengths. Even the youngest child is able to share what they like and dislike about school and may be able to express ideas about what would make school more successful for them. At the parents' or team member's discretion, young children may be asked to step outside for part of the meeting if something is being discussed that may be emotionally difficult for them. However, the goal is to keep the child in the meeting.

Family Outreach: Involving Parents/Guardians as an SST Member

When connecting with families, care must be taken to ensure the most positive experience possible. Reaching out to and engaging the parent(s) is a key element in making the SST process successful. This effort involves much more than sending a written notice of a meeting or making a simple phone call. It involves extending oneself as a representative of the school and serving as a bridge for the parent to enter the school environment.

- Parents often resist this engagement. The barriers they present to any involvement may mask deeper fears or concerns. Being a parent of a student with school or social concerns can cause the parent to have feelings of defensiveness or guilt. Many parents may feel they, or their child will be unfairly attacked or made to feel worse than they already do in an SST meeting. They may have had former experiences with school meetings that were not successful, or they were not kept well informed, and they may be reluctant to trust another meeting at school.

- The person performing the outreach/engagement role must be sensitive to these issues. Information about the purpose of the meeting must be presented with an emphasis on the shared concerns and responsibilities. An explanation of the SST process must be provided, emphasizing that the process is a collaborative strategy that builds upon the student's strengths to attain the highest degree of success for the student. The parents must also be given an opportunity to ask any questions or share any concerns they may have with the upcoming appointment.

Steps to the SST Process

Step 1: Identification

- Teacher identifies that a student is in need of supports/interventions with academics and/or behavior (early identification).
- Teacher checks the student's cumulative folder (CUM folder) for background information that may assist with interventions.
- Teacher communicates concerns with parents/guardians as soon as possible

Step 2: Implementing & Documenting Interventions

- Teacher begins documentation of concerns and interventions used with student.
- Teacher takes possible interventions into consideration, implements different interventions, documents interventions, and informs parents of student progress in regards with interventions.
- Teacher tries different interventions with student and documents student progress for at least 6-8 weeks.
- Then if interventions are not working after 6-8 weeks, go to step 3.

Step 3: Referral of Student to the Student Success Team

- Teacher submits the student information to SST Coordinator for review (generally before the end of first trimester especially if student is at risk of retention) and notifies SST Coordinator.
- SST Coordinator reviews SST referral to assure interventions have been implemented, documented, and assessed by teacher.
    - If yes, go to step 4.
    - If no, SST coordinator returns SST referral to teacher for further interventions and for the teacher to go through steps 1 and 2 again before submitting the SST referral.

Step 4: SST Coordinator Prepares for SST/Intervention Meeting

- SST Coordinator works with Classroom Teacher to collect all data in response to the concerns for the SST referral (discipline referrals, report cards, benchmarks, etc.). The following items are to be brought to the SST meeting:
    - Cumulative records (including Vision and Hearing Screening)
    - Infinite Campus Student Information SummaryReport
    - All other documentation
    - Standardized Test Scores, including CAASP & ELPAC scores.
    - Teacher-parent conference results
    - Classwork if applicable
- Within seven (7) school days from receipt of the request for a SST, the SST Coordinator notifies the parent/guardian of the nature of the SST Meeting and schedules a date and time of the meeting with parent/guardian.
- Then the SST Coordinator sends home the SST Meeting Invitation letter (Form A) to parent/guardian notifying them of the SST meeting date, time, and location of meeting.
- SST Coordinator sends out meeting invitation (with meeting date, time, and location) to all other SST team members (teacher, administrator, school psychologist (for second SST), other specialists (SLP, OT, etc.), school counselor, or anyone who may provide assistance or implement strategies for success)

Step 5: SST/Intervention Meeting Held

- The SST Coordinator convenes the meeting to review the documentation and establish the SST Action Plan.
- During the SST meeting, the team does the following:
    1. Identifies student's strengths
    2. Clarifies concerns
    3. Indicates what is known
    4. Discusses interventions used & their effectiveness
    5. Addresses family/parent concerns
    6. Develops an action plan
    7. Establishes appropriate timelines including the date/time of the following-up meeting which should be scheduled for 4-6 weeks later to allow time for interventions/action plan to be implemented with student.
    8. The meeting is documented in *Infinite Campus*.

Step6: Implementation of Action Plan

- The SST Action Plan is implemented for 6-8 weeks, and student progress is monitored, and data is entered into *Infinite Campus* for documentation.
    - MTSS team needs to track and calculate the rate of improvement for student to help determine whether the intervention is working

Step 7: SST Follow-Up Meeting(s)

- After 6-8 weeks from first intervention meeting:
    - Follow-up intervention meeting held to review student's progress with interventions outlined in the SST Action Plan**.**
    - Team discusses
        - how interventions are working/what is the success of the SST Action Plan
        - team needs to consider the reason for lack of progress
        - team needs to review if new interventions need to be implemented or if there is a need to increase frequency of the current interventions or decrease the group size (if small groups is the intervention)
        - team needs to discuss implementing intervention(s) with fidelity. If student is making progress, team can meet again after 6-8 weeks if progress stops and/or if concerns increase.
        - If student is not making progress after the 6-8 weeks of intervention(s), SST team reviews new interventions to implement for the next 6-8 weeks when the 3rd intervention meeting is held to discuss progress. If student is not making progress at this time, SST coordinator can contact Pupil Services to request that a School Psychologist attend the 3rd intervention meeting to provide support.

Before the SST Meeting Checklist

SST Coordinator:

- Speak with the parent/caregiver in advance to let them know what to expect at the SST meeting.
- Arrange for appropriate translation when needed.
- Have consent for services forms, release of information forms, and community referrals available at the meeting.
- Support the student's teacher(s) in preparing the required documents for the SST meeting.
- Inform parent to bring the following to the SST meeting if applicable: medical records, outside clinical assessments, mental health and medical diagnosis, names of medications and dosage, any other relevant information to justify request for assessment.

Teacher(s):

- Before submitting the SST request, check all of the student's records.
- Upload any recent report cards, assessments, relevant samples of classwork.
- Update student attendance information and request copies of behavior referrals and information on the student's progress if in the Check-in Check-out (CICO) intervention program from your site SWIS data entry person.
- It is highly recommended to confer with the parent regarding the concerns prior to referring the student to the SST.

Student Study Team Meeting Guidelines

- Begin with a positive remark and welcome all participants to the meeting
- Explain the purpose of the meeting
- Set a positive tone for the SST meeting by recognizing the student's strengths before listing concerns
- Use specific samples of the student's work when explaining any strengths, weaknesses, or means of improvement
- Specific examples of student's behavior should also be used to explain his/her level of development, socialization, and personal adjustment
- Explain any evaluation process including formal and informal
- Do not use 'education' or 'mental health' jargon
- Suggest, using concrete examples, to parents/caregivers of how they may help/support their child at home
- Brainstorm strategies and interventions
- Prioritize concerns and action items; it is better to focus on one problem in depth than to give superficial treatment to many
- Clearly not each intervention and identify who will be responsible to complete each task prior to the next meeting
- Let parents/caregivers ask questions; they will likely have something specific to discuss with the SST team
- Review whether or not a link to additional services, programs, or contracts (Check-in Check-out, school counselor referral, Behavior Support Plan (BSP), Individual Learning Plan (ILP), etc.) are needed and fill out appropriate referrals.
- Set a date for a follow-up SST
- End the meeting with a summary of the action plan and a positive comment
- Thank parents/guardians for participating in the SST meeting
- Set a subsequent meeting date for a follow up meeting to review student progress as a result of the agreed upon intervention recorded during the meeting

Note: The suggested time period between meetings is four to six weeks. The team may decide to shorten or lengthen the time between meetings.

Sample SST Interventions

Instructional Strategies and Modifications:

- Individual Learning Plan (ILP)
- Allow previewing of content, concepts, and vocabulary
- Allow student to have sample or practice tests
- Ask parent/caregiver to structure student time (give them information on assignments
- Communicate with last year's teacher
- Give student immediate feedback
- Individual and/or small group instruction
- Manipulative and visual prompts
- Send home extra work
- Send home unfinished class work
- Provide study questions
- Homework checklist or folder
- Cue/maintain eye contact when giving directions
- Read aloud to parent/caregiver at home
- Make sure student participates in an afterschool academic improvement program if available
- Provide printed copy of board work
- Consider ELL/bilingual placement

Health Strategies:

- Dental exam/dental emergencies
- Hearing screening
- Vision screening
- Make sure child wears glasses
- Refer to District Nurse or LVN
- Refer to Section 504 plan process

Attendance Strategies:

- Suggest the use of an alarm clock for parents/caregiver/student
- Earlier bedtime and suggest parent/caregiver wake up earlier to get child to school on time

Behavioral Strategies:

- Allow student a preferred activity to calm down in class
- Counselor build rapport with student, schedule regular time to talk
- Refer student to Tier 2 PBIS interventions available at site
- Teacher calls home on a bad day for support
- Teacher calls home on a good day for praise
- Chart and change antecedent event (event that occurs prior to target behavior
- Chart/graph student behavior (assess to determine behavior patterns
- Clarify consequences and follow-up consistently
- Develop a Behavior Support Plan (BSP)
- Daily check-in with student
- Give student leadership responsibility/important jobs
- Move student's seat
- Non-verbal cues between teacher and student
- Immediately recognize positive behaviors
- Positive reward system for home and school
- Pair student with older or younger student for structured academic activity (use buddy teacher)
- Provide student time for physical activities/movement (frequent breaks)
- Refer to outside services

UDL Aligned Strategies

Student Study Team Meeting Agenda

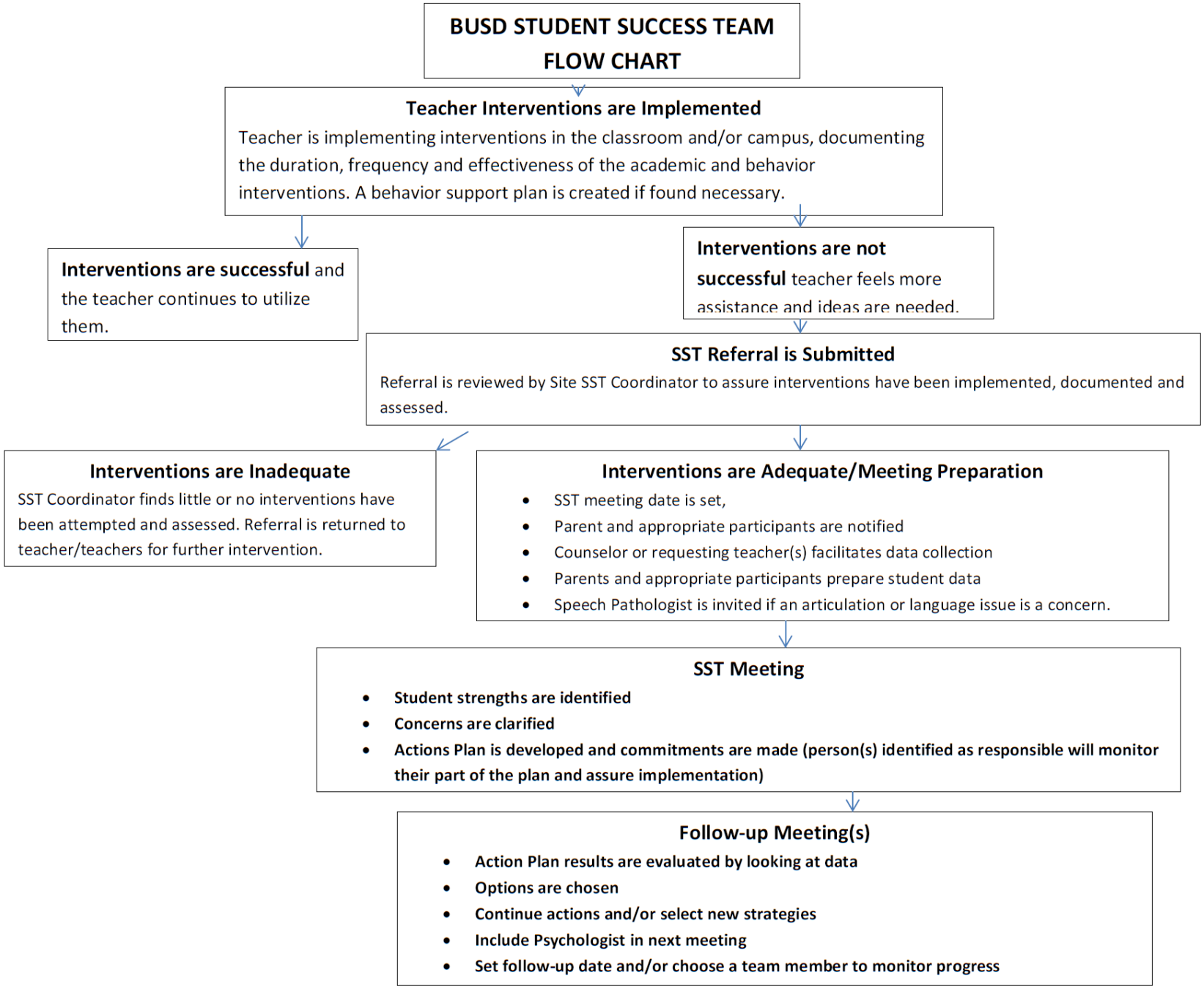
(Suggested Meeting Agenda)

I. Introductions
II. Stated purpose of the meeting
III. Report from teacher: strengths, weaknesses, and concerns
IV. Additional information
V. Parents information: student's strengths, weaknesses, and concerns
VI. Brainstorm solutions and interventions
VII. Next steps
VIII. Make an action plan: designated responsible parties and timeline

Appendix A:

Barstow Unified School District

Student Success Team (SST) Forms


BUSD STUDENT SUCCESS TEAM FLOW CHART
Teacher Interventions are Implemented
Teacher is implementing interventions in the classroom and/or campus, documenting the duration, frequency and effectiveness of the academic and behavior interventions. A behavior support plan is created if found necessary.
Interventions are successful and the teacher continues to utilize them.
Interventions are not successful teacher feels more assistance and ideas are needed.
SST Referral is Submitted
Referral is reviewed by Site SST Coordinator to assure interventions have been implemented, documented and assessed.
Interventions are Inadequate
SST Coordinator finds little or no interventions have been attempted and assessed. Referral is returned to teacher/teachers for further intervention.
Interventions are Adequate/Meeting Preparation
SST meeting date is set,
Parent and appropriate participants are notified
Counselor or requesting teacher(s) facilitates data collection
Parents and appropriate participants prepare student data
Speech Pathologist is invited if an articulation or language issue is a concern.
SST Meeting
Student strengths are identified
Concerns are clarified
Actions Plan is developed and commitments are made (person(s) identified as responsible will monitor their part of the plan and assure implementation)
Follow-up Meeting(s)
Action Plan results are evaluated by looking at data
Options are chosen
Continue actions and/or select new strategies
Include Psychologist in next meeting
Set follow-up date and/or choose a team member to monitor progress

Barstow Unified School District

Group Home (LCI) Yes ☐ No ☐
Foster Home (FFH) Yes ☐ No ☐

Date Received By Case Manager

S.S.T. Meeting Date

REFERRAL TO STUDENT STUDY/SUCCESS TEAM

REFERRED BY: _____ (Name/Title) _____

Student _____ Date of Birth _____
School _____ Teacher _____ Grade _____ Room _____
Parent/Guardian _____ Work Phone Father _____ Mother
Address _____ Home Phone _____
(Street) (City) (Zip Code)

Primary Language of Home _____ Student _____ Student Ethnicity _____
Language Proficiency (CELDT) Scores: Date _____
Listening _____ Speaking _____ Reading _____ Writing _____ Overall _____
Rationale for Referral _____

Classroom Teacher/Parent Contact Date(s) _____
Outcome of Contact(s) _____

Special Health Concerns (if any) _____

Attendance Current TOTAL Days Absent _____ Tardy _____ Attendance History _____

Description of Social Behaviors _____
Description of Work Habits _____
Description of Speech/Oral Language _____
Description of Classroom Academic Functioning _____
Standardized Test Scores CST _____ Math _____ Language _____
Reported by %ile Total Reading _____ Total Language _____ Total Math _____ Total Writing _____
Benchmark Assessment Total Reading _____ Total Language _____ Total Math _____ Total Writing _____

To be completed by SST Case Manager
☐ **See attached SST documentation**

Classroom intervention/considered or utilized _____
Results of interventions _____

Follow Up: **Review Date** _____ **Rationale** _____
Follow Up: **Review Date** _____ **Rationale** _____

*☐ Recommended Services _____
*☐ Referral for assessment to determine possible eligibility for Special Education Date _____
*☐ Referral for assessment to determine possible eligibility for 504 Date _____
* Appropriate personnel must be present if a referral is made.

Distribution: Case Manager, Cum Folder, Parent, District Office as appropriate

Barstow Unified School District

STUDENT NAME _____ **GRADE** _____ **SCHOOL** _____

TEACHER(S) _____ _____ _____

_____ _____ _____

CHECKLIST OF INTERVENTIONS/ACCOMMODATIONS

PROGRAM MODIFICATION: **A change in placement, materials, techniques, or an addition or change of services for child having difficulty in the current regular education assignment. "A pupil shall be referred for special education instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized." (California Education Code 56303)**

INTERVENTIONS: **Please use both sides of this sheet to document the outcome of the interventions that have been attempted and/or other information. Circle each one that has been successful. Use the space on the back for comments.**

Date(s) Utilized Duration/Frequency Start	-	Finish	ENVIRONMENT	Dates Used	Duration of Use	Frequency of Use	Outcome
_____	-	_____	Use of study materials	_____	_____	_____	_____
_____	-	_____	Change of seating	_____	_____	_____	_____
_____	-	_____	Reduce distractions where possible	_____	_____	_____	_____
_____	-	_____	Change class assignment etc…	_____	_____	_____	_____
_____	-	_____	Change learning groups	_____	_____	_____	_____
_____	-	_____	Create more physical space	_____	_____	_____	_____
_____	-	_____	Consider special health problems (vision/hearing)	_____	_____	_____	_____
_____	-	_____	Use parent or cross/ age tutors	_____	_____	_____	_____
_____	-	_____	Use peer tutors	_____	_____	_____	_____
_____	-	_____	Special study areas	_____	_____	_____	_____
_____	-	_____	Small group for instructions	_____	_____	_____	_____
_____	-	_____	Modeling of desired behavior	_____	_____	_____	_____
_____	-	_____	Time out stations	_____	_____	_____	_____
_____	-	_____	Routine schedules	_____	_____	_____	_____
_____	-	_____	Surround student with good role models	_____	_____	_____	_____
_____	-	_____	Clarify classroom rules	_____	_____	_____	_____
_____		_____	Other	_____	_____	_____	_____

Barstow Unified School District

STUDENT NAME _____ **GRADE** _____ **SCHOOL** _____

TEACHER(S) _____ _____ _____

_____ _____ _____

Date(s) Utilized Duration/Frequency			MATERIALS				
Start	-	**Finish**		**Dates Used**	**Duration of Use**	**Frequency of Use**	**Outcome**
			Use different materials (i.e. Tapes, slates, lang. master, Math Their Way, blocks, task cards, manipulates)				
	-		Activity break				
	-		Use diagnostic material				
	-		Learning games				
	-		Computer time				
	-		Typewriter				
	-		District continuum				
	-		High Interest/Low vocabulary				
	-		Use concrete ideas/materials				
	-		Use a timer				
	-		Use easier material				
	-		Personalize material				
	-		Other				
	-		Other				

Barstow Unified School District

STUDENT NAME _____ **GRADE** _____ **SCHOOL** _____

TEACHER(S) _____ _____ _____

_____ _____ _____

SCHEDULE

Date(s) Utilized Duration/Frequency Start	-	Finish		Dates Used	Duration of Use	Frequency of Use	Outcome
	-		Shorten day/reduce time of work period				
	-		Allow student to change activity sooner				
	-		Buddy System				
	-		Systematic Inclusion (student works in the conference area and goes back to class only when willing to follow directions				
	-		Systematic exclusion				
	-		Adjust length of presentation to correspond to the student's attention span				
	-		Supplement regular class (Chapter 1, LSH, RSP, Adaptive PE, remedial class, bilingual class, counseling, etc.)				
	-		Independent Study				
	-		Home Study				
	-		Other				
	-		Other				

Barstow Unified School District

STUDENT NAME _____ **GRADE** _____ **SCHOOL** _____

TEACHER(S) _____ _____ _____

_____ _____ _____

Date(s) Utilized Duration/Frequency			ASSIGNMENT				
Start	-	**Finish**		**Dates Used**	**Duration of Use**	**Frequency of Use**	**Outcome**
	-		Simplify Assignments				
	-		Shorten Assignments				
	-		Indiviual contracts				
	-		Cooperative lesson group				
	-		Use notebooks for assignments				
	-		Use bold type				
	-		Tracing/copying for visual/motor reinforcements				
	-		Alternative assignment structure (i.e. choice of 3 methods of reporting)				
	-		Break tasks into smaller steps				
	-		Vary material				
	-		Listen and use student interest				
			Daily/weekly notes				
			Allow for alternative responses (oral/written)				
			Other				

Barstow Unified School District

STUDENT NAME _____ **GRADE** _____ **SCHOOL** _____

TEACHER(S) _____ _____ _____

_____ _____ _____

Date(s) Utilized Duration/Frequency Start	-	Finish	TEACHING TECHNIQUES	Dates Used	Duration of Use	Frequency of Use	Outcome
	-		"Show Me" cards or other whole class participation				
	-		Vary voice volume as required				
	-		Use eye contact				
	-		Use hand-on-shoulder contact				
	-		Reduce stimulation-amount degree when appropriate				
	-		Teacher circulates around the room				
	-		Repeat instructions				
	-		Reteach/Over learning				
	-		List assignments on board				
	-		Behavior modification				
	-		Use visual aides in giving instruction				
			Write instructions/directions				
			Don't grade during the learning phase-Do correct, analyze and give feedback				
			Teach to student's strength				
			Other				
			Other				

Barstow Unified School District

STUDENT NAME _____ **GRADE** _____ **SCHOOL** _____

TEACHER(S) _____ _____ _____

_____ _____ _____

LEARNING

Date(s) Utilized Duration/Frequency Start	-	Finish		Dates Used	Duration of Use	Frequency of Use	Outcome
	-		Have learner keep study book				
	-		Agreement on learner's part to accept designated responsibility				
	-		Reward for starting, continuing and completing tasks				
	-		Cooperative learning				
	-		Praise, Prompt and Leave				
	-		Over learning/Practice				
	-		Reinforce correct responses promptly				
	-		Affirmations				
	-		Increase positive comments				
	-		Other				
			Other				

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STUDENT NAME _____ GRADE _____ SCHOOL _____

TEACHER(S) _____ _____ _____

_____ _____ _____

USE OF LEARNING CHANNEL

Date(s) Utilized Duration/Frequency Start	-	Finish		Dates Used	Duration of Use	Frequency of Use	Outcome
	-		For auditory sequencing problems-limited number of oral instructions				
	-		Note-taking skills				
	-		Auditory channel				
	-		Visual channel				
	-		Kinesthetic channel				
	-		Reduce stimulation (auditory/visual)				
	-		Use of auditory materials (tapes, Language Master, etc…)				
	-		Use of visual materials (overhead projector, TV, etc.)				
	-		Use concrete manipulative				
	-		Other				
	-		Other				

Barstow Unified School District

STUDENT NAME _____ **GRADE** _____ **SCHOOL** _____

TEACHER(S) _____ _____ _____

_____ _____ _____

Date(s) Utilized Duration/Frequency

MISCELLANEOUS

Start	-	Finish		Dates Used	Duration of Use	Frequency of Use	Outcome
	-		Touch base with other school personnel				
	-		Keep work samples				
	-		Achievement testing				
	-		Referral to Student Success Team				
	-		Parent conference				
	-		Review cum folder for key information				
	-		Parent support or contact at home				
	-		Daily /Weekly reports				
	-		Conference with Principal				
	-		Conference with Psychologist				
	-		Other				
			Other				

ADDITIONAL COMMENTS CONCERNING INTERVENTIONS/ACCOMMODATIONS USED AND THE RESULTS

_____

_____

_____

_____

	DATES OF CONTACTS			WHO DID YOU SPEAK WITH?	
PHONE CONVERSATIONS	_____	_____	_____	_____	_____
CONFERENCES	_____	_____	_____	_____	_____

Barstow Unified School District

NOTICE OF STUDENT STUDY/SUCCESS TEAM MEETING

(S.S.T.)

Date _____

Student _____ Date of Birth _____

Parent/Guardian _____ Phone _____

Address _____

School _____

Dear Parents: _____

This is to request your attendance at a Student Study/Success Team (S.S.T.) meeting which has been scheduled to discuss your child's current school performance. The S.S.T. is a team of teachers and support staff which meets with parents to develop possible strategies for increasing your child's success in school. Your child was referred to the S.S.T. by _____ because of concerns in the following areas

_____

Meeting Date _____ Time _____ Place _____

If you have any questions regarding this meeting or need to reschedule, please contact the following person

_____ Phone _____

Those who have been invited to attend this meeting

Parent/Guardian _____

Administrator _____

Teacher(s) _____

Student _____

Others _____

---------- **CUT AN RETURN** ----------

PLEASE RETURN THIS PORTION TO _____

Student _____ Date of Birth _____

I have been informed of the meeting on _____

- ☐ Yes, I will be at the S.S.T. meeting
- ☐ Yes, I would like to participate by phone _____
- ☐ No, I cannot come at the scheduled time. Please contact me at _____ to reschedule.
- ☐ No, I cannot come at the scheduled time. Please proceed without me.

Parent/Guardian Signature _____ Phone _____

(These S.S.T. Meetings involve the planning and coordination of many people's schedules. If it does become absolutely necessary to cancel, please call as soon as possible, so all parties involved may be notified.)

Student Strengths

- Each child has unique strengths that parents and teachers can nurture and build upon.
- Parents, please help us by circling all items that apply to your child. Bring this sheet to our Student Success Team meeting to share.
- Teachers, use this sheet as a reference when writing the student's strengths on the group memory.

Bodily/ Kinesthetic Intelligence	**Verbal/Linguistic Intelligence**
Good fine motor skills Good gross motor skills Loves movement Athletic/participates in sports Dances Builds/fixes things Likes hands-on experiences Enjoys role playing	Enjoys reading Writes well for age Spells well/has developmental spelling that is advanced for age Listens well Likes to tell jokes, stories Good memory for names, dates, places Well-developed vocabulary Uses language fluently
Visual/Spatial Intelligence	**Interpersonal Intelligence**
Artistic/enjoys drawing Likes jigsaw puzzles, mazes Designs and builds things with Lego blocks, other material Enjoys photographs, illustrations Active imagination Does well with maps, charts, diagrams	Likes to work and play with others Has leadership qualities Is well-like/has many friends Sensitive to moods of others Communicates well with others Enjoys being around others
Logical/Mathematical Intelligence	**Intrapersonal Intelligence**
Likes order, patterns, categories Good at chess, checkers, strategy games Asks many questions about how things work Proficient with computers Good at math computations Computes math problems in head Good at math problem solving Reasons things out logically and clearly	Likes to work independently Is self-motivated Is confident Has many personal interests, hobbies Good intuitive ability Good at identifying his/her own feelings
Musical Intelligence	**Other Strengths to Note**
Sings Plays a musical instrument Loves to listen to music Remembers melodies of songs Is aware of surrounding sounds Learns best when music is playing in the background	Good attendance Returns homework regularly Is able to complete in-class assignments Parent support Puts forth much effort enjoys a challenge Follows school rules High self-esteem Wants to learn

Barstow Unified School District

STUDENT STUDY /SUCCESS TEAM SUMMARY

Group Memory Sheet

ATTENDEES Date _____

Teacher _____ Teacher _____ Primary Language _____

Teacher _____ Teacher _____ Current Vision/Hearing _____

Teacher _____ Teacher _____ Screening Results _____

Parent _____ _____

Administrator _____

Other _____

Other _____

STUDENT _____ GRADE _____ BIRTHDATE _____ AGE _____ SCHOOL _____

SCHOOL DISTRICT _____

STRENGTHS *Academic* _____

Social/Emotional _____

Behavioral _____

Physical _____

INFORMATION Previous Test Scores _____

Family History _____

Interventions tried/length of time _____

Interventions tried/level of success _____

Attach tracking forms _____

Barstow Unified School District

DOCUMENTED INTERVENTIONS

AREAS OF CONCERN/QUESTIONS

Academic Concerns

Social /Emotional Concerns

Behavioral Concerns

Physical Concerns

What is top priority now?

ACTION PLAN

PLANNED INTERVENTIONS

PERSON (S) RESPONSIBLE

Follow Up DATE

Parent Signature

Barstow Unified School District-551 South Ave H, Barstow, CA 92311

SST Follow-up Meeting Record

Student Name _____ Date of Meeting _____
Student School of Attendance _____
Review plan by _____

SST Members: _____ _____ _____
_____ _____ _____

I. Action Plan & Intervention Review and Summary:
(List components of the Action Plan & Interventions from previous meeting and discuss the results of each)

_____
_____
_____
_____
_____

II. New Action Plan: _____

_____
_____
_____
_____
_____

III. Further Interventions: _____

_____
_____
_____
_____
_____

IV. Follow Up Date: _____

_____ Oral Translation provided
_____ I agree with the attached SST Plan
_____ I disagree with the attached SST Plan

Comments: _____

_____
_____

_____ _____ _____ _____
Parent Signature Date Other (specify) Date

_____ Parent did not attend. *Mail Receipt Attached*
_____ Is responsible for contacting parent and going over the plan

Appendix B:

Additional Resources/Websites

***BUSD Board Policies*:**

BP/AR 6164.4: Identification of Individuals with Exceptional Needs
BP/AR 6164.5: Student Study Teams

California Department of Education Learning Support

CAHELP/DM SELPA