

# Compton Unified School District

## Pupil Services Department



## Student Support & Monitoring Plan

### 2019-2020

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## **Introduction**

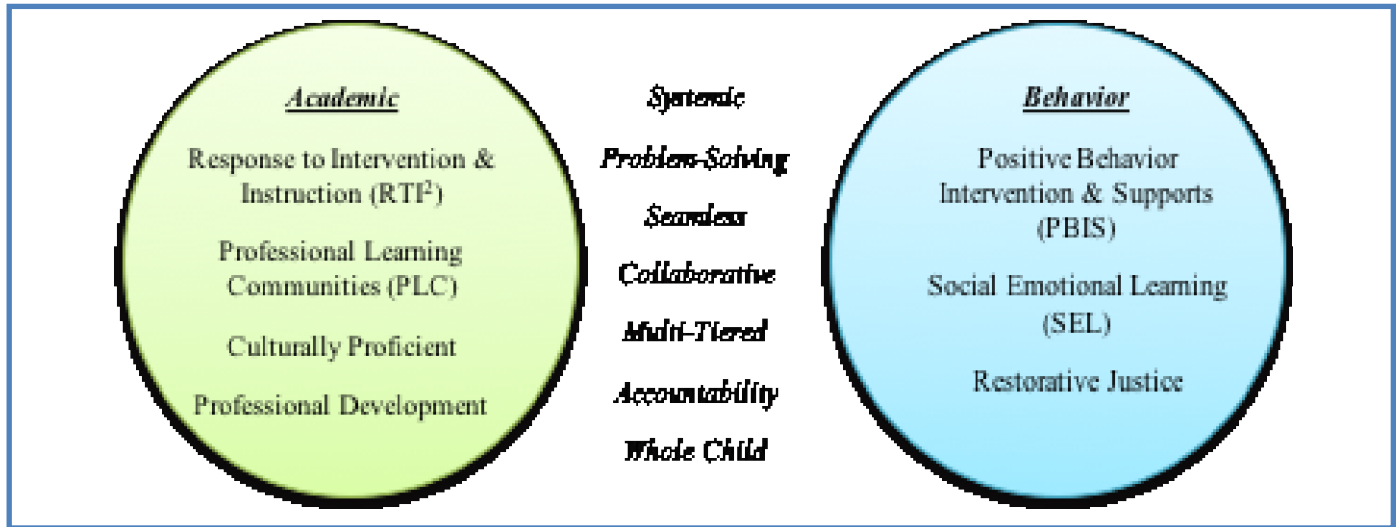
The mission of the Compton Unified School District (CUSD) is to ensure that every student has an equitable, high quality education within a safe environment. Our goal is to increase the proficiency of all students within one seamless, efficient system by providing students with the opportunity to expand their knowledge and skills through learning opportunities via the maintenance of an accountability system that measures student progress academically and social-emotionally.

The Office of Pupil Services together with Educational Services have developed the Student Support & Monitoring Plan (SSMP) to provide guidance on the development and implementation of an effective and efficient multi-tiered system of support at the school level. This handbook assists administrators, teachers, and other staff in planning effective interventions for struggling students through the SSMT process.

### **Overview of Student Support & Monitoring Team (SSMT)**

The SSMT builds upon the foundation of a multi-tiered system of support as outlined by the California Department of Education (CDE) which is a comprehensive approach to identifying, solving, and monitoring student academic, social-emotional and behavioral challenges. The goal of the SSMT is to provide a framework for collaboration to identify, analyze, intervene, and implement evidence-based strategies to meet the needs of all students. It seeks to create a uniform system of support and intervention implemented throughout the district, thereby ensuring that all students will have access to the same quality of support in any school within the district. The multi-tiered system of supports, align resources and initiatives in ways that encompasses both RtI2 and PBIS to support academic and behavioral needs of all students. The California Common Core State Standards, Response to Instruction and Intervention (RtI<sup>2</sup>), behavior instruction through Positive Behavioral Supports (PBIS), restorative practices and social emotional learning are a part of the framework of multi-tiered system of supports monitored by the SSMT.

This multi-tiered system of support team is a general education school-based problem-solving/progress monitoring team dedicated to identifying and supporting students who exhibit academic, social-emotional or behavioral challenges by providing early systematic assistance to students and connecting them to appropriate interventions and supports. It also provides positive solutions to teachers and families as they seek effective ways to maximize students' potential once they have exhausted all school-wide Tier I and selected Tier II Supports. The SSMT meets to develop an understanding of the student's strengths and problem areas, review resources and strategies available, and formulate a plan of intervention to resolve those problems in the regular education classroom. Students may be referred by grade level teams, individual teachers, other school personnel, or by parents.



**The Purpose of the SSMT is:**

- To identify and assist students with academic, social-emotional or behavioral challenges and intervene early in order to reduce the underachievement of students.
- To help teachers solve problems with students using the collective expertise of other appropriate professionals.
- To help parents when they have concerns.
- To attempt to document all reasonable interventions into AERIES.
- To monitor the effectiveness of interventions provided.

**A student may be referred to the SSMT for:**

- Lack of academic progress/retention/accelerated promotion
- Increasing behavioral concerns
- Attendance/truancy issues
- Social adjustment
- Exiting Special Education or Section 504 Accommodations
- Alternative placement recommendation and/or returning from alternative placement.
- Parent concerns which do not appear to be resolved and may include consideration for a Section 504 Accommodation, special education services, placement in certain residential settings, and/or related mental health or medical concerns.

A Physician or Therapist may refer a student to the SSMT, however, the SSMT Coordinator should obtain a parental release for information from the referring physician or mental health care provider. Additionally, the SSMT Coordinator may invite the Physician or Therapist to the meeting. Parent Referrals through an Attorney/Court should be referred directly to the Office of Pupil Services.

## **Relationship of the SSMT to Special Education**

The SSMT process is not a gateway to special education nor a deterrent, but a process to ensure that all students maximize their potential, by providing them with necessary support to enhance their academic achievement. Therefore, the SSMT does not determine eligibility for special education services.

## **Relationship of the SSMT to English Learners**

The SSMT provides additional support to English learners including Long-Term English Learners (LTELs) to assist them to master skills necessary for reclassification. Other functions include reviewing the progress of ELs in meeting the reclassification criteria in grades k-12 through monitoring and documenting student progress. Additionally, the SSMT monitors and reviews the progress of all LTEL students using data from District common assessments, Aims Web Plus, I-Ready Program, student work samples, etc. In collaboration with the EL Specialist or designee, an intervention plan is created to monitor each LTELs' language status, test results, goals for meeting grade level standards, program placement, and progress towards reclassification.

## **Relationship of the SSMT to Section 504**

The SSMT is not a substitute for the Section 504 Team and does not determine eligibility for a Section 504 Accommodation Plan. The SSMT may refer a student to the Section 504 Team for evaluation if they suspect that the student has a physical and/or mental disability that substantially limits one or more major life activities. Chronic illnesses such as arthritis and asthma, a medical diagnosis of ADD/ADHD, and physical impairments are often conditions under which 504 accommodations can be explored. However, a Section 504 referral shall not preclude the SSMT from identifying and implementing interventions that address the student's academic, behavior, and social-emotional needs.

Once a referral is made, the Section 504 team has the responsibility of completing and documenting the evaluation process to determine whether or not a student has a physical or mental impairment, which substantially limits a major life activity, and whether the student requires accommodations/services under Section 504 in order to receive equal access to the educational program. If a student is determined eligible for Section 504 accommodations and services, the assigned Section 504 case manager shall monitor the implementation of accommodations and services and the student's progress and collaborate with the SSMT to ensure the student is making adequate progress



## Accommodation vs. Modification

Accommodation	Modification
<ul style="list-style-type: none"><li>• Same Standards – Different Path</li><li>• Level the “Playing Field”</li><li>• Testing Procedures (i.e., read aloud, extended time, testing in a separate room, etc.)</li><li>• Classroom (i.e., seating, note taking, outline/study guides, tape recorder, etc.)</li></ul>	<ul style="list-style-type: none"><li>• Change Standards</li><li>• Change core of programs usually associated with IDEA</li><li>• Creates the “Playing Field”</li></ul>

### School-wide Tiers of Intervention

The multi-tiered system of supports is designed to meet the academic, social-emotional, and behavioral needs of students. The CUSD’s SSMT, a multi-tier system of supports, ensures the early identification and support of students with learning and behavior needs.

Tiers of instruction is differentiated through the intensity of instruction, frequency of delivery and the quality of supplemental instruction. The key to providing tiered instruction lies in the establishment of a workable schedule that maximizes school personnel resources and a high degree of collaboration among all members of the teaching force and the SSMT of a school.

The Compton Unified School District uses RtI2 as recommended by California Department of Education (CDE) to address the academic component of interventions. In California, RtI2 is a systematic, data-driven approach to instruction that benefits every student. RtI2 integrates resources from general education, categorical programs, and special education through a comprehensive system of core instruction and tiered levels of interventions to benefit every student. The CDE work group expanded the notion of RtI to RtI<sup>2</sup>, Instruction and Intervention, to emphasize the full spectrum of instruction, from general to intensive. (California Department of Education, 2019).

### The basic components of the RtI<sup>2</sup> process include:

- Research-based, core instruction in reading and math, as well as social/behavioral instruction that incorporates Positive Behavioral Interventions and Supports (PBIS).
- High-quality classroom instruction for all students that is standards-driven, research-based, culturally and linguistically relevant, provided by highly qualified teachers.
- Assessments and data collection which involves screening of all students in grades K-12 at least three (3) times per year; diagnostics and progress monitoring to inform instructional decisions.
- Research-based interventions matched to student need at increasing levels of intensity based on student’s instructional experience.
- High expectations for all students, including students of poverty, students with disabilities, English learners, and students representing all ethnicities in the school and district.
- A building-based Student Support and Monitoring Team (SSMT) which incorporates systemic, data-based decision-making, using a problem-solving process to review data and make decisions related to student performance and intervention needs.

- Fidelity of program implementation which requires the delivery of content and instructional strategies specific to the learning and/or behavioral needs of the student.
- School staff, trained in assessments, data analysis, programs, and research-based instructional practices and positive behavioral supports.

### **Tier I: Universal Core Instruction**

Tier I require high-quality universal access to core instruction and incorporates primary prevention practices for academic, linguistic, behavior and social-emotional learning as a school-wide foundation for all students. Research indicates that 80% of students who receive high-quality instruction will show academic improvement. Tier I also include Positive Behavior Interventions and Supports (PBIS) and a social/emotional curriculum needed to provide a conducive learning environment that focuses on the whole child. The SSMT monitors and evaluates students' response to effective Tier I instruction throughout the year through a data-driven decision process that guides and informs instruction and intervention.

Similarly, Tier I instruction for English Learners (ELs) includes the English language development instruction (Designated and Integrated ELD) that students may receive, Structured English Immersion (SEI), English Language Mainstream Program (ELM), Newcomer program, Bilingual Program, ESL, and dual language instructional programs. Delivery of the core instruction for ELs is in classrooms with teachers who are knowledgeable about the process of acquiring a second or additional language and know how to deliver culturally relevant content, literacy, and language instruction.

Universal Design for Learning (UDL) instructional strategies provided in Tier I instruction, gives all students opportunities to access and participate in the core curriculum. This occurs through flexible grouping, data-driven blended learning, project-based learning and feedback provided to students from teachers. The variety of strategies and resources help to meet the diverse learning needs and improve student achievement.

Additionally, Tier I instruction involves developing a culture of PBIS that addresses the principles of respect, responsibility, appreciation of differences, honesty, safety, and lifelong-learning in an environment that is nurturing to the social-emotional needs of all students. Within a PBIS framework, educators are knowledgeable and understanding of the personal history of their students and are proactive in teaching and implementing strategies and cultural practices that address functions of behavior. Effective implementation of PBIS within Tier I instruction provides the social culture and individualized behavioral supports students need to achieve both social and academic success.

Effective first instruction is not complete without well-established academic, behavioral and social emotional foundational practices. The SSMT will monitor the effectiveness of Tier I academic instruction and PBIS at key points throughout the school year. Identified gifted and talented (GATE) students will receive additional enrichment opportunities to excel their learning. When assessment measures indicate a student needs more instruction and intervention to access the core curriculum, they receive either Tier II or Tier III services.

## **Tier II: Strategic Targeted Interventions**

Tier II focuses on students not making adequate progress in the core curriculum and requires a more targeted level of support that match their needs. This tier should make up 10-15% of students. These students receive strategic interventions. Tier II intervention require qualitatively different evidence-based instructional program, approaches or strategies, additional time for intervention and smaller group size. The interventions may occur within or outside the classroom and the amount of time spent in Tier II is in addition to Tier I instruction.

At the Tier II level of support, authentic assessment data informs instruction in the intervention and may include classroom observations, review of student work samples, performance on curriculum based measures, state assessment results, student/parent/teacher conferences, student attendance records, cumulative records, and anecdotal notes, as well as standardized measures that are used in schools. If a student does not show progress after 4 weeks of intervention, the teacher makes a pre-referral intervention and documents the referral in AERIES.

The duration of Tier II interventions will vary depending on the skill area, the rate of student progress, attendance, student motivation and fidelity of intervention.

### **Four key features of Tier II intervention include:**

- Supplemental resources to implement high-quality instructional strategies
- Targeted intervention at high levels of intensity (increased in duration and frequency of the intervention)
- Ongoing progress monitoring (e.g., formative/classroom assessment to monitor student response to intervention)
- Data-driven decision making

## **Tier III: Highly Targeted Intensive Interventions**

Tier III is comprised of highly targeted and intensive interventions for a small number of students. Tier III instruction does not represent referral to special education or special education services. At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. This tier should make up at least 5% of the students.

Compared to Tier II, Tier III is more explicit, focusing on remediation of skills for a longer duration of time and occurs in smaller groups. This intervention should be teacher led. Tier III services require effective levels of collaboration and coordination among the staff (general and specialized). Support at this level should be provided by a highly qualified teacher, generally outside of the classroom setting (but not always) and may be of a longer duration.

The teacher records Tier III targeted intensive interventions as pre-referral to SSMT in AERIES. If there is sufficient progress after four to six weeks of intervention, a referral to SSMT is no longer necessary. However, if a student is not making progress and/or making limited progress, after 4-6 weeks of receiving Tier III interventions, the student may be referred to SSMT. Progress monitoring should occur regularly. The intervention may be individualized and require longer durations.

## Schoolwide Tiers of Intervention

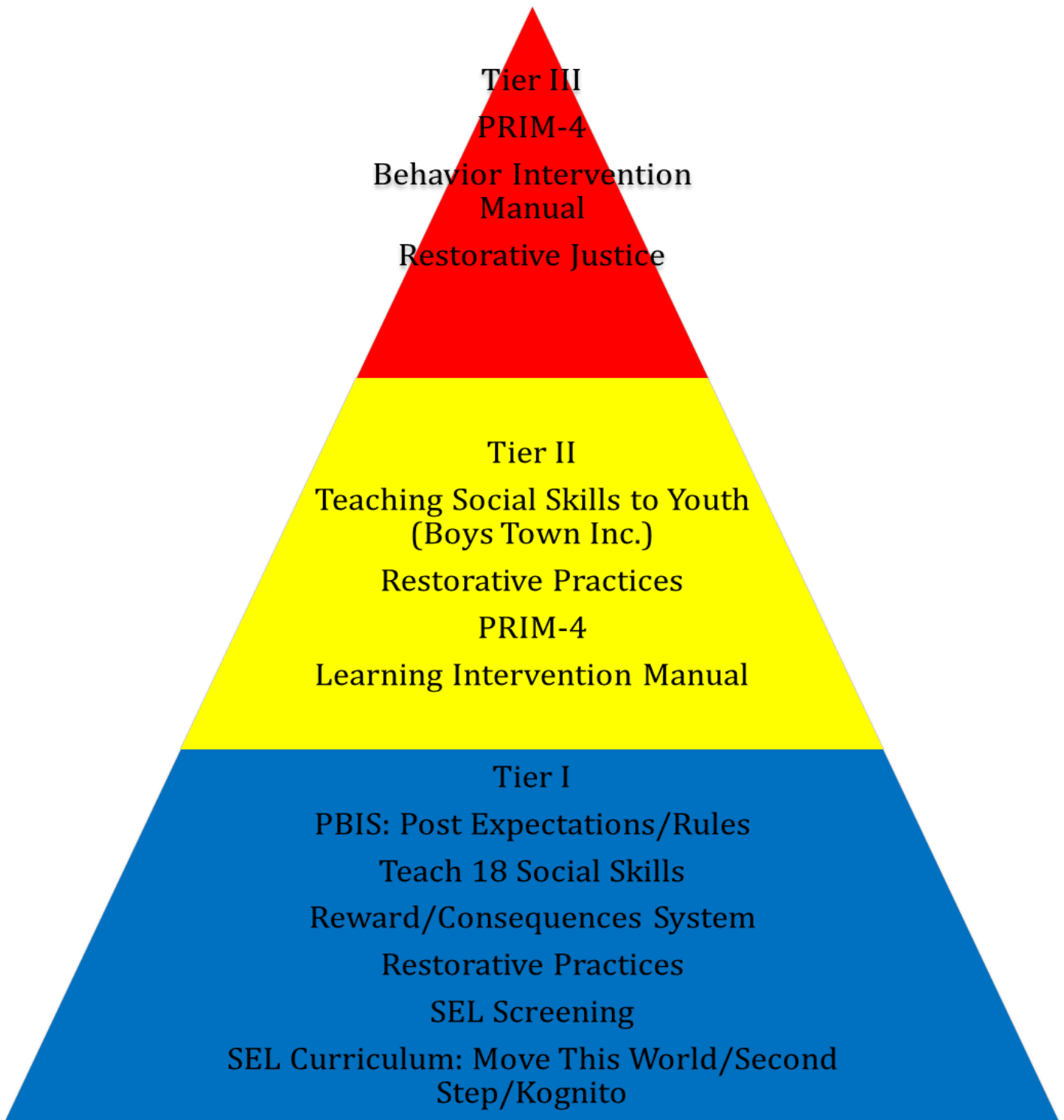


## Academic Intervention Resources



\*Program is being piloted at selected school sites.

## Behavior Intervention Resources



## Positive Behavioral Intervention & Supports (PBIS)

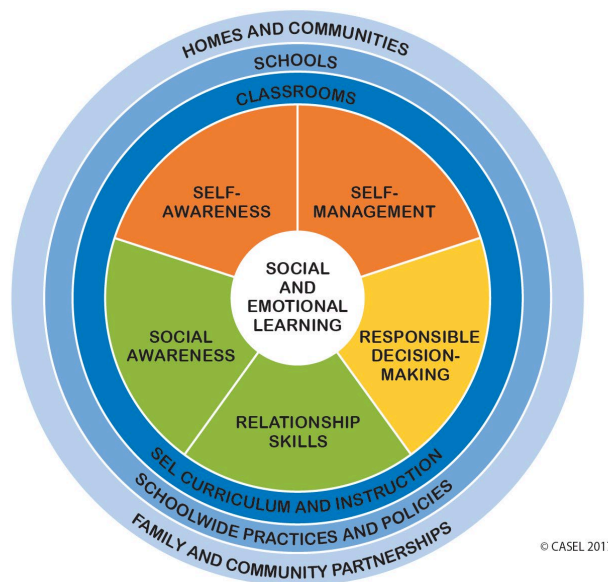
PBIS is a multi-tiered framework for implementing evidence-based practices to develop positive behavior and create a positive climate for learning. It focuses on meeting the needs of all students through tiers of supports. PBIS incorporates three elements: classroom practices, data, and systems to promote academic success and social competence of all students. Authentic data is used to support decision-making and develop a plan and actions that meet the needs of students. PBIS provides systems to support staff behavior by providing effective training to staff to manage, and prevent many student behavioral problems as well as to deal with disruptive behaviors more proactively and positively. Additionally, the tiered system provide students with practices to help communicate positive behavior expectations and reduce disruptive behavior (Baker & Ryan, 2014).

## Social Emotional Learning

Social Emotional Learning (SEL) is part of the multi-tiered systems of support provided by CUSD to assist students in building in positive behavior across all school settings.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines Social and Emotional Learning as a process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2019).

The goal of SEL is to enhance students' capacity to integrate skills, attitudes, and behaviors and to deal effectively and ethically with daily tasks and challenges. Like many similar frameworks, CASEL's integrated framework promotes intrapersonal, interpersonal, and cognitive competence. Five core competencies can be taught in many ways across many settings.



## Social and Emotional Learning (SEL) Competencies

### Self-Awareness

The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying Emotions
- Accurate Self-Perception
- Recognizing Strengths
- Self-Confidence
- Self-Efficacy

### Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective- Taking
- Empathy
- Appreciating Diversity
- Respect for Others

### Responsible Decision -Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying Problems
- Analyzing Situations
- Solving Problems
- Evaluating
- Reflecting
- Ethical Responsibility

### Self-Management

The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse Control
- Stress Management
- Self-Discipline
- Self-Motivation
- Goal Setting
- Organizational Skills

### Relationship Skills

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Communication
- Social Engagement
- Relationship Building
- Teamwork



## Universal Screening

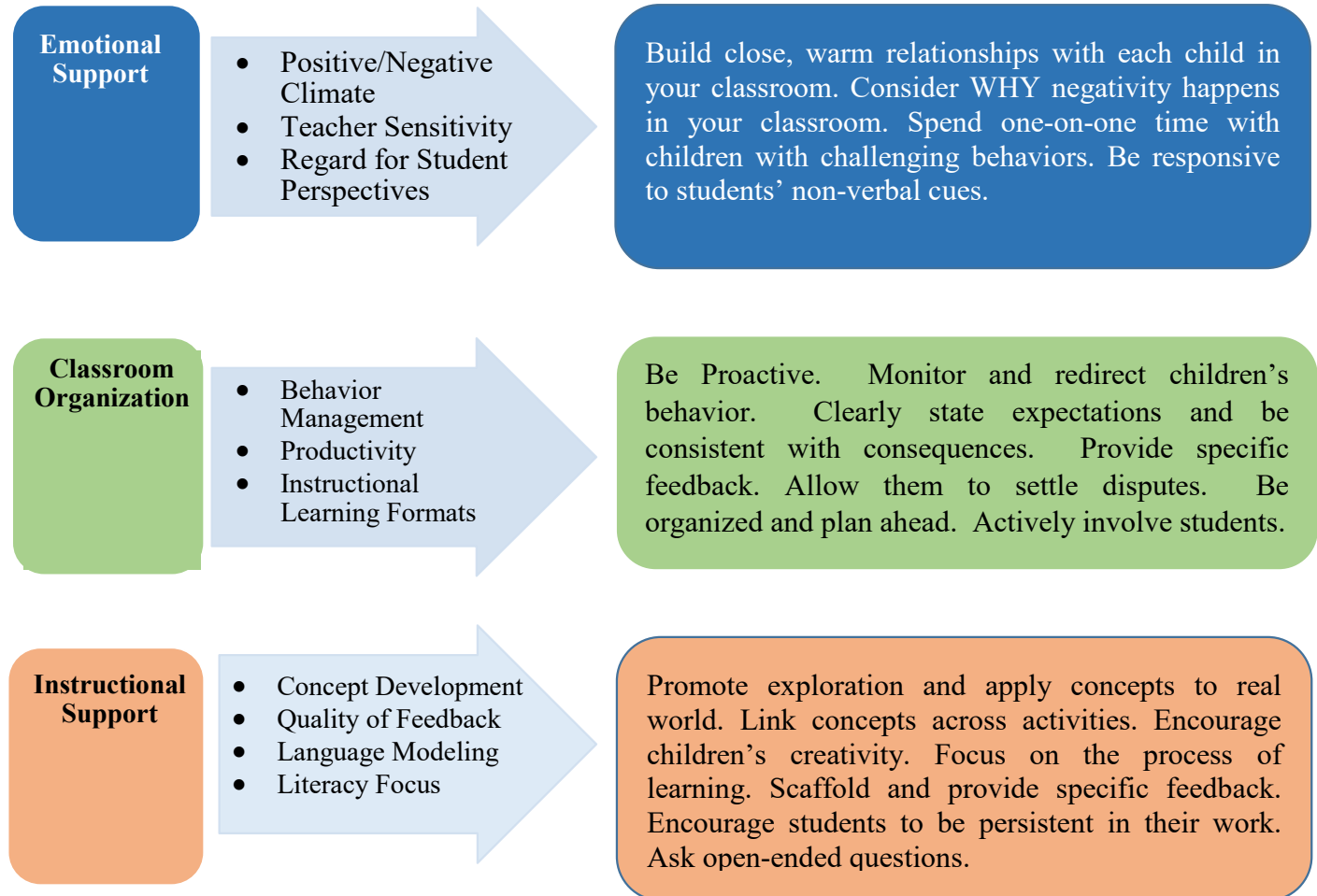
Universal Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age appropriate academic skills (e.g. identifying letters of the alphabet or reading a list of high frequency words, early numeracy skills) or behaviors (Center on Response to Intervention, 2019). The CUSD uses the Universal Screening tools in conjunction with other forms of assessments to place students within the appropriate tiers of intervention. Screenings are conducted to initially identify students who are “at risk” for academic failure and who may require closer monitoring and/or further assessment or those who are in need of enrichment.

Screening of all students using AimsWeb Plus and/or i-Ready should occur at least three times a year (fall, winter, spring) in order to provide essential information such as:

- Whether students are making adequate progress;
- Which students need assistance, so they do not fall further behind;
- When to modify instruction to ensure that students master essential skills;
- There are additional decision points beyond the identification of a score that will identify a level of risk for a student. Because screening data is a critical function, the data must be accurate.

## Preschool Screening

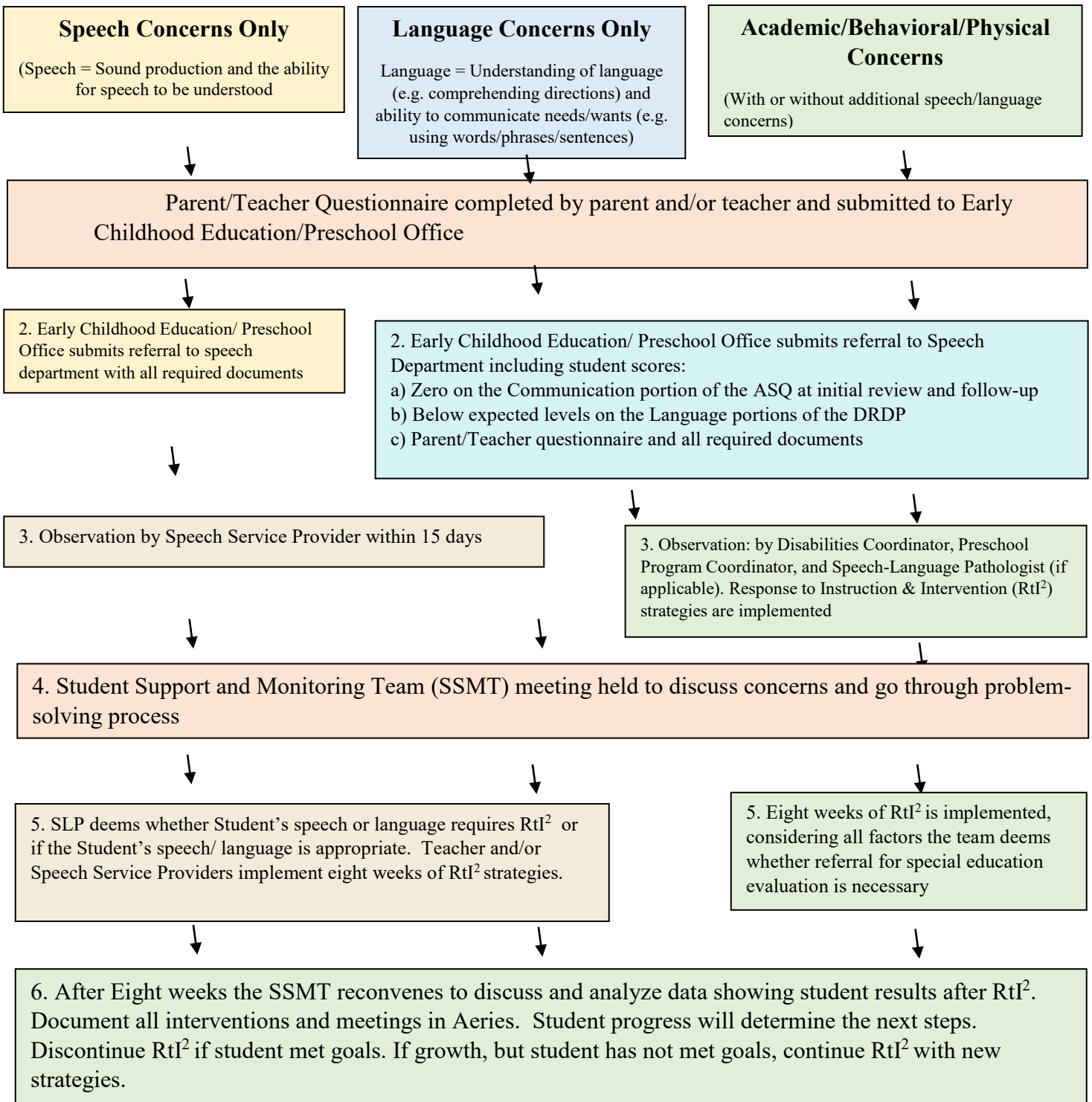
CUSD Preschool completes an initial screening using Ages and Stages Questionnaire ASQ for students when they enroll. This assessment provides information regarding the students' social emotional development. Pre-K Class Assessment Scoring System (CLASS) provides resources and tools to monitor classroom quality and Tier 1 instruction. The three domains that determine classroom quality are emotional support, classroom organization, and instructional support.



Adapted from Pre-K CLASS Dimensions Guide

The ASQ screening and CLASS assessments are used to determine whether interventions are required for particular students. Observations and parent input are critical components of the data collected. Student birthdate and age of development are also highly reviewed and a part of the decision-making process when determining if a child needs tier II or tier III intervention. Classroom teacher implements Response to Intervention and Instruction before making a referral to the Student Support and Monitoring Team (SSMT) unless there are extreme circumstances.

## Process for Referrals: CUSD State Preschool



## **K-8 Schools Screening**

Students who perform at or below the 10th percentile on universal screeners and common assessments receive Tier 3 interventions. Checkpoints are available for teachers to monitor student's progress. These checkpoints are key areas to focus on and ensure students are able to perform proficiently.

## **High School Screening**

CUSD high school Students are assessed using the UCLA Mathematics Diagnostic Testing Project (MDTP). This diagnostic is taken twice a year to provide information to teachers on specific areas where additional instruction is needed. Each school site also uses common assessments in English language arts and math to evaluate student progress. Differentiation of instruction occurs at every level. Entering ninth graders are given an opportunity to participate in the summer bridge program to help prepare them for high school courses.

The counselors along with the principal and department chairs use an Early Warning System to identify students who may need RtI2. The team identifies students at risk of failing to meet key educational milestones such as reading at grade level, on-time graduation, a-g completion, college readiness and college persistence.

The high school SSMT works alongside the guidance department which include school counselors and other support staff. Students who are performing below the 10th percentile on the diagnostic and common assessments receive RtI2 in the classroom and are referred to the SSMT if there is no significant progress after 4 weeks. The team uses strategies from the Behavior Intervention Manual, Learning Intervention Manual, and Pre-Referral Intervention Manual (PRIM-4) to support the students. They may also refer to the checkpoints available to 6-8 teachers to determine which specific skills should be targeted during intervention.

**Kinder – 2nd Grade**  
**Tier III Checkpoints Using Universal Screening**

	FALL					WINTER					SPRING				
Grade Level	AIMS Web Plus			i-Ready Reading Diagnostic	i-Ready Math Diagnostic	AIMS Web Plus			i-Ready Reading Diagnostic	i-Ready Math Diagnostic	AIMS Web Plus			i-Ready Reading Diagnostic	i-Ready Math Diagnostic
<b>Kinder</b>  <b>Scores at or BELOW 10th %tile</b>  <b>Missing Early Literacy &amp; Numeracy Skills</b>	LNF	LWSF	PS	<316	<319	LNF	LWSF	PS	<331	<330	LNF	LWSF	PS	<351	<344
	0-8	n/a	n/a			0-24	0-14	0-12			0-31	0-26	0-22		
	<ul style="list-style-type: none"> <li>Recognize and name 5/26 letters (RF.K.1.D)</li> <li>Count orally to 5 (K.CC.A.1)</li> </ul>					<ul style="list-style-type: none"> <li>Recognize words that rhyme (RF.K.2.A)</li> <li>Recognize and name 13/26 letters (RF.K.1.D) (Use PRIM-4 pg. 137)</li> <li>Knowledge of 13/26 letter-sound correspondence (RF.K.3.A) (USE PRIM-4 pg.125)</li> <li>Blend words with two syllables orally (RF.K.2.C)</li> <li>Can read 10 high frequency words (RF.K.3.C)</li> <li>Count orally to 30 (K.CC.A.1)</li> <li>Recognize and write numbers to 10 (K.CC.A.3)</li> <li>Count objects to 10 (K.CC.B.4.A)</li> </ul>					<ul style="list-style-type: none"> <li>Recognize and produce words that rhyme (RF.K.2.A)</li> <li>Recognize and write all letters of alphabet (RF.K.1.D), (W.K.1-3) (Use LIM pg. 239)</li> <li>Knowledge of 26/26 letter-sound correspondence (RF.K.3.A)</li> <li>Blend words with two or more syllables orally (RF.K.2.C)</li> <li>Can read 20 high frequency words (RF.K.3.C)</li> <li>(Use LIM pg. 200)</li> <li>Count orally to 50 (K.CC.A.1)</li> <li>Recognize and write numbers to 20 (K.CC.A.3)</li> <li>Count objects to 20 (K.CC.B.4.A)</li> </ul>				
<b>1st</b>  <b>Scores at or BELOW 10th %tile</b>  <b>Missing Early Literacy &amp; Numeracy Skills</b>	PS	LWSF	ORF	<353	<344	Oral Reading Fluency			<375	<360	Oral Reading Fluency			<395	<372
	0-31	0-32	0-11			0-22					0-30				
	<ul style="list-style-type: none"> <li>Recognize and name all upper and lowercase letters (RF.K.1.D) (Use LIM pg. 181)</li> <li>Knowledge of 26/26 letter-sound correspondence (RF.K.3.A)</li> <li>Read 20 high frequency words (RF.1.3.G)</li> <li>(Use LIM pg. 200)</li> <li>Recognize and write numbers to 20 (K.CC.A.2)</li> <li>Count orally to 50 (1.NBT.A.1)</li> </ul>					<ul style="list-style-type: none"> <li>Recognize and name all upper and lowercase letters (RF.K.1.D) (Use LIM pg. 181)</li> <li>Knowledge of 26/26 letter-sound correspondence (RF.K.3.A)</li> <li>Segment spoken single syllable words (RF.1.2.D)</li> <li>Blend CVC words with short vowel sounds (RF.1.2.B)</li> <li>Can read 25 high frequency words (RF.1.3.G)</li> <li>(Use LIM pg. 200)</li> <li>Recognize and write numbers to 20 (K.CC.A.2)</li> <li>Count orally to 100 (1.NBT.A.1)</li> <li>Indicates which number is greater within 30 (1.NBT.B.3)</li> </ul>					<ul style="list-style-type: none"> <li>Recognize and produce words that rhyme (RF.K.2.A)</li> <li>Recognize and write all Letters of the alphabet (RF.K.1.D), (W.K.1-3) (Use LIM pg. 239)</li> <li>Knowledge of letter sounds and consonant diagraphs (RF.1.3.A) (Use Prim-4 pg. 126)</li> <li>Segment spoken single syllable words (RF.1.2.D)</li> <li>Decode regularly spelled one-syllable words (RF.1.3.B)</li> <li>Can read 35 high frequency words (RF.1.3.G) (Use LIM pg. 200)</li> <li>Introduce/name topic when writing (W.1.1-3)</li> <li>Count and write numbers to 50 (1.NBT.A.1)</li> <li>Add and subtract within 10 (1.OA.C.6)</li> </ul>				

***Kinder – 2nd Grade  
Tier III Checkpoints Using Universal Screening***

	FALL			WINTER			SPRING		
Grade Level	AIMS Web Plus	i-Ready Reading Diagnostic	i-Ready Math Diagnostic	AIMS Web Plus	i-Ready Reading Diagnostic	i-Ready Math Diagnostic	AIMS Web Plus	i-Ready Reading Diagnostic	i-Ready Math Diagnostic
<b>2nd</b>	ORF	<397	<369	ORF	<419	<384	ORF	<430	<395
	0-20			0-38			0-51		
Scores at or BELOW	<ul style="list-style-type: none"> <li>Blend single syllables words (RF.1.2.B)</li> <li>Segment spoken single syllable words (RF.1.2.D)</li> <li>Knowledge of letter sounds and consonant diagraphs (RF.1.3.A) (Use Prim-4 pg. 126)</li> <li>Distinguish long from short vowels in spoken single-syllable words (RF.1.2.A) (Use LIM pg. 209)</li> <li>Can read 50 high frequency words (RF.2.3.F) (Use LIM pg. 200)</li> </ul>			<ul style="list-style-type: none"> <li>Blend single syllables words (RF.1.2.B)</li> <li>Segment spoken single syllable words (RF.1.2.D)</li> <li>Distinguish between short and long vowel sounds (RF.2.3.A) (Use LIM pg. 209)</li> <li>Can read 60 high frequency words (RF.2.3.F) (Use LIM pg. 200)</li> <li>Stay on topic when writing (W.2.5)</li> <li>Retell key details from a text /media (SL.2.2) (Use LIM pg. 187)</li> <li>Count orally to 120 (1.NBT.A.1)</li> <li>Indicate which three digit number is greater using &lt;&gt; (1.NBT.B.3)</li> <li>Understand place value for ones and tens (2.NBT.A.1) (Use LIM pg.156)</li> <li>Fluently add and subtract within 20 (2.0A.B.2) (Use PRIM-4 pg. 221)</li> </ul>			<ul style="list-style-type: none"> <li>Blend single syllables words (RF.1.2.B)</li> <li>Segment spoken single syllable words (RF.1.2.D)</li> <li>Know sound-spellings for common vowel teams (RF.2.3.B)</li> <li>Can read 100 high frequency words (RF.2.3.F) (Use LIM pg. 200)</li> <li>Decode words with common prefixes and suffixes (RF.2.3.D) (<a href="#">2nd grade Resources</a>)</li> <li>Provide a conclusion/closure when writing (W2.1-3)</li> <li>Retell key details from a text /media (SL.2.2) (Use LIM pg. 187)</li> <li>Indicate which three digit number is greater using &lt;&gt; (1.NBT.B.3)</li> <li>Understand place value to hundreds (2.NBT.A.1) (Use LIM pg.156)</li> <li>Fluently add and subtract within 20 (2.0A.B.2)</li> <li>Read &amp; write numbers by name and expanded form (2.NBT.A.3)</li> </ul>		
Missing Early Literacy and Numeracy Skills	<ul style="list-style-type: none"> <li>Write a complete sentence (W1.5) (Use LIM pg. 226)</li> <li>Ask and answer questions about key details in a text/media (Who, what, when, where, why) (SL.1.1.C) (Use LIM pg.189)</li> <li>Count orally to 120 (1.NBT.A.1)</li> <li>Indicates which two digit number is greater using &lt;&gt; (1.NBT.B.3)</li> <li>Fluently add and subtract within 10 (2.0A.B.2)</li> </ul>								

\*When choosing interventions for students refer to the Behavior Intervention Manual, Learning Intervention Manual and Pre-Referral Intervention Manual (PRIM-4). Each manual has goals, objectives, and strategies. Choose 3-4 strategies.

[Tier II K-2nd Checkpoints](#)

[K-2nd Instruction and Intervention Strategies & Resources](#)

**3rd – 5th Grade**  
**Tier III Checkpoints Using Universal Screening**

These students require Tier III Implementation and/or referral to SSMT.

Grade Level	FALL					WINTER			SPRING			
	I-Ready Reading Diagnostic	i-Ready Math Diagnostic	CAASPP ELA	CAASPP MATH	AIMS WEB PLUS	AIMS WEB PLUS	i-Ready Reading Diagnostic	i-Ready Math Diagnostic	AIMS WEB PLUS	i-Ready Reading Diagnostic	i-Ready Math Diagnostic	
<b>3<sup>rd</sup></b>	<435	<392	n/a	n/a	Oral Reading Fluency	Oral Reading Fluency	<451	<406	Oral Reading Fluency	<463	<413	
Scores at					0 – 44	0 – 62			0 - 75			
or BELOW 10th %tile	<ul style="list-style-type: none"> <li>Know sound-spellings for common vowel teams (RF.2.3.B)</li> <li>Decode words with common prefixes and suffixes (RF.2.3.D) <a href="#">2nd grade resources</a></li> <li>Read 100 high frequency words (RF.3.3.D)</li> <li>Use conventions of standard English, capitalization and periods (L.3.2) (Use LIM pg. 243)</li> <li>Write a complete simple and compound sentence (L.3.1) (Use PRIM-4 pg. 169)</li> <li>Read &amp; write numbers by name and expanded form within 1000 (2.NBT.A.3)</li> <li>Fluently add single digit numbers (3.NBT.A.2)</li> <li>Subtract single digit numbers (3.NBT.A.2)</li> </ul>					<ul style="list-style-type: none"> <li>Decode multisyllabic words (RF.3.3C) (Use PRIM-4 pg. 119)</li> <li>Can read 120 high frequency words (RF.3.3.D)</li> <li>Know the meaning of most common prefixes and suffixes (RF.3.3A) <a href="#">3rd grade resources</a></li> <li>Develop a topic with one or two details (W.3.2.B)</li> <li>Read &amp; write numbers by name and expanded form within 1000 (2.NBT.A.3)</li> <li>Fluently add double digits (3.NBT.A.2)</li> <li>Subtract double digits (3.NBT.A.2)</li> <li>Multiply single digits (3.OA.C.7) (Use PRIM-4 pg.225)</li> <li>Divide with a single digit (3.OA.C.7) (Use PRIM-4 pg.225)</li> </ul>			<ul style="list-style-type: none"> <li>Provide a conclusion/closure when writing (W.3.1-3)</li> <li>Decode multisyllabic words (RF.3.3C)</li> <li>Know the meaning of most common prefixes and suffixes (RF.3.3A) <a href="#">3rd grade resources</a></li> <li>Read with sufficient accuracy and fluency (RF.3.4)</li> <li>Develop a topic with one or two details (W.3.2.B)</li> <li>Fluently add double digits (3.NBT.A.2)</li> <li>Fluently Subtract double digits (3.NBT.A.2)</li> <li>Fluently multiply single digits (3.OA.C.7)</li> <li>Divide with a single digit (3.OA.C.7)</li> <li>Multiply one-digit whole numbers by multiples of 10 (3.NBT.A.3)</li> </ul>			
Missing Literacy and Numeracy Skills												
ELPAC Score 1												
Emerging												

## 3rd – 5th Grade Tier III Checkpoints Using Universal Screening

These students require Tier III Implementation and/or referral to SSMT.											
	FALL					WINTER			SPRING		
4 <sup>th</sup> Scores at or BELOW 10th %tile  Missing Literacy and Numeracy Skills  ELPAC Score 1 Emerging	<459	<410	2114 - 2214	2189 - 2289	0 – 71	0 – 86	<472	<421	0 - 89	<477	<427
	<ul style="list-style-type: none"> <li>Read with sufficient accuracy and fluency (RF.4.4)</li> <li>Determine the meaning of words using prefix, suffix and roots (RI.3.3.A) <a href="#">3rd grade resources</a></li> <li>Provide facts and details to support a topic (W.3.2.B)</li> <li>Fluently add and subtract double digit numbers (4.NBT.B.4)</li> <li>Multiply one-digit whole numbers by multiples of 10 (3.NBT.A.3)</li> <li>Multiply and divide within 50 (3.OA.C.7)</li> </ul>					<ul style="list-style-type: none"> <li>Provide a conclusion/closure when writing (W.4.1-3)</li> <li>Read multisyllabic words in and out of context (RF.4.3A)</li> <li>Read with sufficient accuracy and fluency (RF.4.4) (Use PRIM-4 pg. 121)</li> <li>Determine the meaning of words using prefix, suffix and roots (RI.4.4) <a href="#">4th grade resources</a></li> <li>Multiply one-digit whole numbers by multiples of 10 (3.NBT.A.3)</li> <li>Multiply and divide within 100 (3.OA.C.7)</li> <li>Use place value understanding to round numbers (4.NBT.A.3))</li> </ul>			<ul style="list-style-type: none"> <li>Provide a conclusion/closure when writing (W.4.1-3)</li> <li>Read multisyllabic words in and out of context (RF.4.3A)</li> <li>Read with sufficient accuracy and fluency (RF.4.4)</li> <li>Determine the meaning of words using prefix, suffix and roots (RI.4.4) <a href="#">4th grade resources</a></li> <li>Use place value understanding to round numbers within the hundreds (4.NBT.A.3) (Use PRIM-4 213)</li> <li>Decompose a fraction into the sum of fractions (4.NF.B.3.B)</li> <li>Find factor pairs for a whole number ranging 1-10 (4.OA.B.4)</li> </ul>		
5 <sup>th</sup> Scores at or BELOW 10th %tile  Missing Literacy and Numeracy Skills  ELPAC Score 1 Emerging- Expanding	<481	<427	2131-2231	2204-2304	0-81	0-99	<492	<436	0-101	<494	<440
	<ul style="list-style-type: none"> <li>Read multisyllabic words in and out of context (RF.5.3A)</li> <li>Read with sufficient accuracy and fluency (RF.5.4)</li> <li>Determine the meaning of words using prefix, suffix and roots (RI.4.4) <a href="#">4th grade resources</a></li> <li>Provide a conclusion/closure when writing (W.4.1-3)</li> <li>Use place value understanding to round numbers within the thousandths (4.NBT.A.3)</li> <li>Decompose a fraction into the sum of fractions (4.NF.B.3.B)</li> </ul>					<ul style="list-style-type: none"> <li>Read multisyllabic words in and out of context (RF.5.3A) (Use LIM pg. 192)</li> <li>Read with sufficient accuracy and fluency (RF.5.4) (Use PRIM-4 pg.121)</li> <li>Determine the meaning of words using prefix, suffix and roots (RI.5.4) <a href="#">5th grade resources</a></li> <li>Develop a topic with facts and details using quotes when writing (W.5.1-2b)</li> <li>Use place value understanding to round numbers within the hundred thousandths (4.NBT.A.3)</li> <li>Decompose a fraction into the sum of fractions (4.NF.B.3.B)</li> <li>Evaluate numerical expressions with parentheses (5.0A.A.1)</li> </ul>			<ul style="list-style-type: none"> <li>Read multisyllabic words in and out of context (RF.5.3A)</li> <li>Read with sufficient accuracy and fluency (RF.5.4)</li> <li>Determine the meaning of words using prefix, suffix and roots (RI.5.4) <a href="#">5th grade resources</a></li> <li>Develop a topic with facts and details using quotes when writing (W.5.1-2b)</li> <li>Evaluate numerical expressions with parentheses (5.0A.A.1)</li> <li>Apply understanding of multiplication to multiply fractions (5.NF.B.4) (Use LIM pg. 137)</li> </ul>		

\*When choosing interventions for students refer to the Behavior Intervention Manual, Learning Intervention Manual and Pre-Referral Intervention Manual (PRIM-4). Each manual has goals, objectives, and strategies. Choose 3-4 strategies.

### [Tier II 3rd-5th Checkpoints](#)

### [3rd-5th Instruction and Intervention Strategies & Resources](#)



**6th – 8th Grade**  
**Tier III Checkpoints Using Universal Screening**

These students require Tier III implementation and/or referral to SSMT.

Grade Level	FALL				WINTER		SPRING	
	i-Ready Reading Diagnostic	i-Ready Math Diagnostic	CAAS PP ELA	CAASPP MATH	i-Ready Reading Diagnostic	i-Ready Math Diagnostic	I-Ready Reading Diagnostic	I-Ready Math Diagnostic
6th  Scores at or BELOW 10th %tile  Missing Literacy and Math Skills  ELPAC Score 1-2 Emerging-Expanding	<499	<441	2201-2301	2219-2319	<506	<447	<509	<451
	<ul style="list-style-type: none"> <li>Determine the meaning of words using prefix, suffix and roots (RI.5.4) <a href="#">5th grade resources</a></li> <li>Develop a topic with facts and details using quotes when writing (W.5.1-2b)</li> <li>Read, write, and compare decimals to thousandths (5.NBT.A.3)</li> <li>Apply understanding of multiplication to multiply fractions (5.NF.B.4)</li> <li>Reason abstractly and quantitatively (CCSS.MP2)</li> </ul>				<ul style="list-style-type: none"> <li>Determine the meaning of words as they are used in text (RI.6.4)</li> <li>Develop a topic with facts and details using quotes and definitions when writing (W.6.2B)</li> <li>Determine an Author’s point of view or purpose (RI.6.6)</li> <li>Fluently add, subtract, multiply and divide multi-digit decimals (6.NS.B.3)</li> <li>Evaluate expressions in which letters stand for numbers (6.EE.A.2)</li> <li>Reason abstractly and quantitatively (CCSS.MP2) (Use LIM pg. 130)</li> </ul>		<ul style="list-style-type: none"> <li>Determine the meaning of words as they are used in text (RI.6.4)</li> <li>Develop a topic with facts and details using quotes and definitions when writing (W.6.2B) (Use PRIM-4 pg. 143)</li> <li>Determine an Author’s point of view or purpose (RI.6.6)</li> <li>Divide fractions (6.NS.A.1)</li> <li>Evaluate when two expressions are equivalent (6.EE.A.3)</li> <li>Reason abstractly and quantitatively (CCSS.MP2) (Use PRIM-4 pg. 202)</li> </ul>	
7th  Scores at or BELOW 10th %tile  Missing Literacy and Math Skills  ELPAC Score 1-2 Emerging-Expanding	<509	<447	2210-2310	2235-2335	<514	<452	<517	<455
	<ul style="list-style-type: none"> <li>Determine the meaning of words in a text (RI.7.4)</li> <li>Determine an Author’s point of view or purpose (RI.7.6)</li> <li>Develop a topic with facts and details using quotes and definitions when writing (W.6.2B) (Use PRIM-4 pg. 143)</li> <li>Divide fractions (6.NS.A.1)</li> <li>Evaluate when two expressions are equivalent (6.EE.A.3)</li> </ul>				<ul style="list-style-type: none"> <li>Determine an Author’s point of view or purpose (RI.7.6)</li> <li>Cite textual evidence to support analysis (RL,RI.7.1)</li> <li>Determine the meaning of words in a text (RI.7.4)</li> <li>Use words, phrases, and transitions to create cohesion when writing (W.7.1-3.C)</li> <li>Divide fractions (6.NS.A.1)</li> <li>Subtract rational numbers by adding the inverse (7.NS.A.1.C)</li> <li>Represent addition &amp; subtraction on a number line (7.NS.A.1) (Use LIM pg.158)</li> </ul>		<ul style="list-style-type: none"> <li>Determine an Author’s point of view or purpose (RI.7.6)</li> <li>Cite textual evidence to support analysis (RL,RI.7.1)</li> <li>Determine the meaning of words in a text (RI.7.4)</li> <li>Use words, phrases, and transitions to create cohesion when writing (W.7.1-3.C)</li> <li>Subtract rational numbers by adding the inverse (7.NS.A.1.C)</li> <li>Represent addition &amp; subtraction on a number line (7.NS.A.1)</li> <li>Divide fractions (6.NS.A.1)</li> </ul>	

**6th – 8th Grade**  
**Tier III Checkpoints Using Universal Screening**

Grade Level	FALL				WINTER		SPRING	
	I-Ready Reading Diagnostic	I-Ready Math Diagnostic	CAASPP ELA	CAASPP MATH	I-Ready Reading Diagnostic	I-Ready Math Diagnostic	I-Ready Reading Diagnostic	I-Ready Math Diagnostic
	<320	<456	2258 – 2358	2250 – 2350	<526	<462	<532	<463
<b>8<sup>th</sup></b>  <b>Scores at or BELOW 10th %tile</b>  <b>Missing Literacy and Math Skills</b>  <b>ELPAC Score 1-2 Emerging-Expanding</b>	<ul style="list-style-type: none"> <li>Determine an Author’s point of view or purpose (RI.8.6)</li> <li>Cite textual evidence to support analysis (RL,RI.8.1)</li> <li>Determine the meaning of words in a text (RI.8.4)</li> <li>Use words, phrases, and transitions to create cohesion when writing (W.7.1-3.C)</li> <li>Subtract rational numbers by adding the inverse (7.N.S.A.1.C)</li> <li>Identify the constant proportionality (unit rate) (7.RP.A.2.B)</li> </ul>				<ul style="list-style-type: none"> <li>Determine an Author’s point of view or purpose (RI.8.6)</li> <li>Cite textual evidence to support analysis (RL,RI.8.1)</li> <li>Determine the meaning of words in a text (RI.8.4) (Use PRIM-4 pg. 112)</li> <li>Use precise language and vocabulary to maintain formal style when writing (W.8.1-3.D)</li> <li>Identify the constant proportionality (unit rate) (7.RP.A.2.B)</li> <li>Understand that every number has a decimal expansion (8.NS.A.1)</li> <li>Understand that a function is a rule that assigns an output (8.F.A.1)</li> </ul>		<ul style="list-style-type: none"> <li>Determine an Author’s point of view or purpose (RI.8.6)</li> <li>Cite textual evidence to support analysis (RL,RI.8.1)</li> <li>Determine the meaning of words in a text (RI.8.4)</li> <li>Use common affixes and roots to determine word meanings (L.8.4.B) <a href="#">8th grade resources</a></li> <li>Use precise language and vocabulary to maintain formal style when writing (W.8.1-3.D)</li> <li>Understand that every number has a decimal expansion (8.NS.A.1)</li> <li>Apply the properties of integer exponents (8.EE.A.1)</li> <li>Understand that a function is a rule that assigns an output (8.F.A.1)</li> </ul>	

\*When choosing interventions for students refer to the Behavior Intervention Manual, Learning Intervention Manual and Pre-Referral Intervention Manual (PRIM-4). Each manual has goals, objectives, and strategies. Choose 3-4 strategies.

[Tier II 6th-8th Checkpoints](#)

[6th-8th Instruction and Intervention Strategies & Resources](#)

## **Progress Monitoring**

Progress Monitoring is used to assess student progress or performance in those areas in which students were identified by universal screening as being at-risk of failure (e.g., reading, mathematics, social behavior). It is the method by which teachers or other school personnel determine if students are benefitting appropriately from the grade level instructional program (Dexter & Hughes, 2019). Furthermore, it provides an opportunity to plan and evaluate whether curriculum and instructional procedures are increasing the rate of student progress towards explicit goals.

The frequency of progress monitoring is determined by the tier level. For students in Tier III, frequent, (i.e. weekly) monitoring of progress is recommended. Failure to monitor progress may put the student at further risk of failure. For Tiers I & II students, less progress monitoring is needed because these students growth tends to be less rapid. Increased time between assessments is needed to accurately project whether a student is on track to meet end of year goals. Increasing assessment frequently will not improve the accuracy of the decisions about the effectiveness of the intervention (Pearson, 2017).

### **Progress monitoring has several basic elements, including:**

- Deciding whom to progress monitor
- Setting a goal
- Collecting data (administering probes)
- Evaluating progress
- Deciding whether progress is adequate (i.e., whether the instructional program is working) and whether the instruction and/or the goal should be modified
- Deciding whether the goal was reached

The teacher decides whose progress to monitor, on which measures, and how frequently they should be assessed with input from reading and/or math specialists or other professionals with knowledge of the student's need. The scores from the universal screeners and other evidence can guide the teacher's decision and help the teacher identify the intensity of the need.

Compton Unified School District uses the AimsWeb Plus as a universal screener and progress monitoring tool in the elementary grades. The Survey Level Assessment in AimsWeb Plus is available to classroom teachers to monitor student progress.

### **Progress Monitoring Using AimsWeb Plus**

1. Select the grade level of monitoring materials;
2. Create a progress monitoring schedule;
3. Establish a baseline score (Survey Level Assessment);
4. Set a goal date (date at which progress monitoring schedule expires);
5. Set a goal score (which is desired level of performance a student should achieve). The goal date can be set up to one year from baseline date and should allow enough time to adequately assess the effectiveness of intervention. Set goal date at least sixteen weeks after the start of intervention.

## **i-Ready Progress Monitoring**

i-Ready growth measures allow teachers to see how much their student has progressed and help them determine if students are on track to meet growth goals. By measuring growth, teachers can make more informed decisions and better allocate resources to help all students reach proficiency. Diagnostic growth analyzes growth progress and prioritize which students may need additional instruction. Teachers can use typical growth and stretch growth in i-Ready to monitor student progress. A unique feature of i-Ready is that the teacher and student are able to track student progress together. The student progress monitoring begins with the student utilizing the data tracker to track their own growth in i-Ready online instruction. The teacher arranges a data chat with the student in which they collaboratively set growth goals, create an action plan, and track progress. Data chats help teachers gain more insight into a student's performance and attitude to help make instructional decisions. Additionally, it also helps students to become more familiar with their data and their own learning (i-Ready, 2019).

Effective progress-monitoring measures should be short and easily administered by a classroom teacher, curriculum specialist, special education teacher, or school psychologist. Attention should focus on fidelity of implementation and selection of evidence-based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths. Collaboration occurs monthly and/or quarterly between teams around key indicator data to improve student growth.

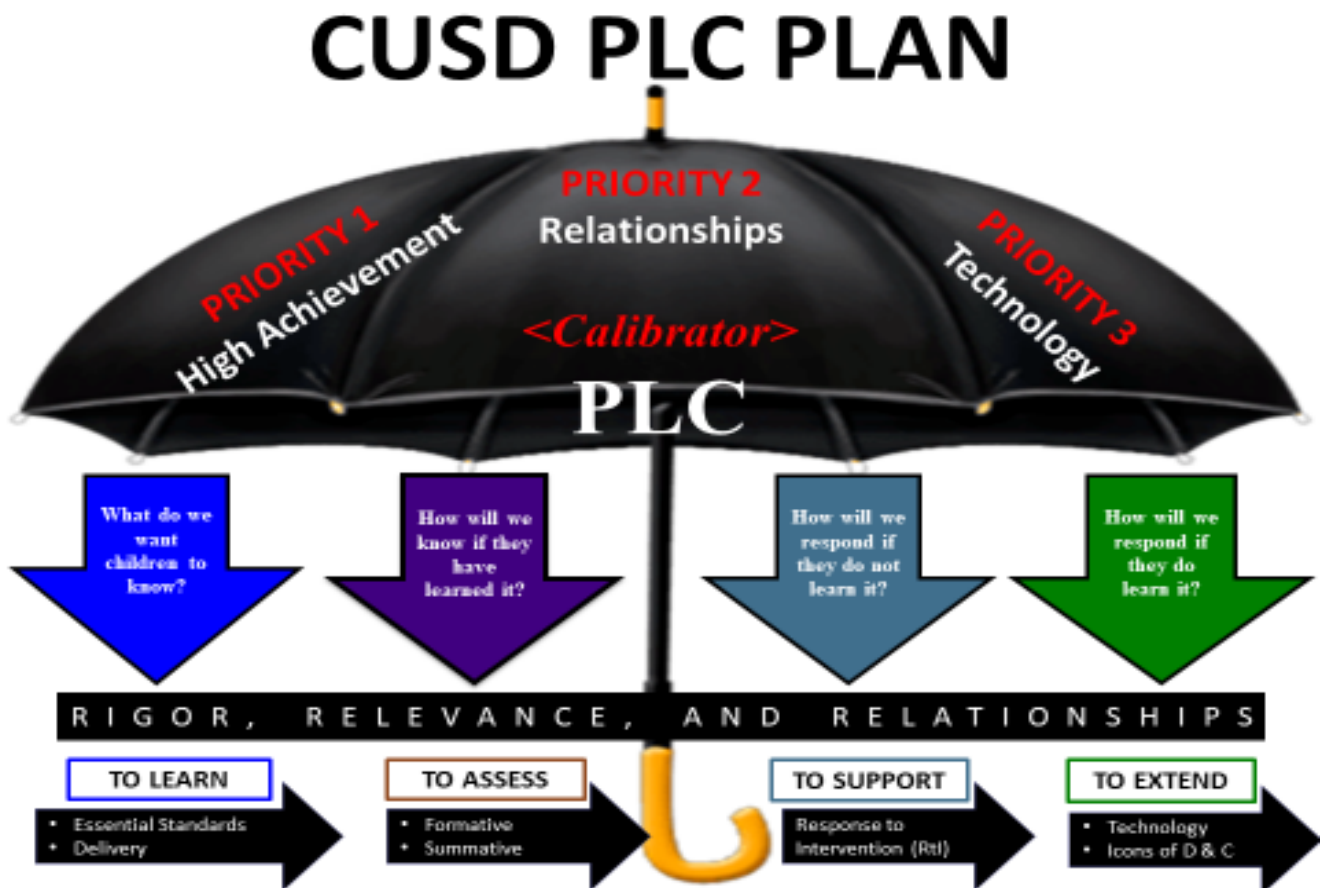
## CUSD Intervention Support Teams

School Teams	Members	Actions
District Student Support & Monitoring Team (DSSMT)	<ul style="list-style-type: none"> <li>Executive Director of Pupil services</li> <li>SSMT Coordinator</li> <li>Project Rise Lead</li> <li>Project Reach Lead</li> <li>Administrators</li> <li>Curriculum Specialist Lead</li> <li>Behavior and SEL Lead</li> </ul>	<ul style="list-style-type: none"> <li>Meet regularly (6-8 weeks) to analyze data from different sources and review student progress</li> <li>Address Tier II and III Interventions</li> <li>Identify areas of concern and create action plans.</li> <li>Develop district-wide behavioral support plan.</li> <li>Review implementation integrity through systemic analysis of implementation data.</li> <li>Analyze district data in order to provide needed resources to schools.</li> </ul>
Intervention Support Groups	<ul style="list-style-type: none"> <li>Project Reach</li> <li>Project Rise</li> <li>Curriculum Specialist</li> <li>Tiers II and III Students</li> </ul>	<ul style="list-style-type: none"> <li>Meet regularly (every 6-8 weeks) to analyze data from different sources.</li> <li>Identify students performing below 25%.</li> <li>Create action plans using problem-solving process and standards checkpoints</li> <li>Focus Areas</li> <li>Project Reach K-2 Foundational Literacy Skills</li> <li>Project Rise 3rd -8th Basic Math Skills</li> <li>CS K12 Literacy &amp; Math Skills</li> <li>Progress monitor student performance</li> </ul>
Behavior and Social Emotional Learning Support	<ul style="list-style-type: none"> <li>PBIS Lead</li> <li>Classroom Teachers</li> <li>Counselor(s)</li> </ul>	<ul style="list-style-type: none"> <li>Review of data from AERIES reports and other sources.</li> <li>Identify students in need of additional support</li> <li>Regular communication with counselors and behavior interventionist who are supporting specific students</li> </ul>
School Leadership Team (SLT)	<ul style="list-style-type: none"> <li>Principal</li> <li>Grade Level Chairs</li> <li>Department Leads</li> <li>Content Experts</li> <li>Representation from General Education and Special Education Staff</li> </ul>	<ul style="list-style-type: none"> <li>Plan &amp; coordinate implementation efforts.</li> <li>Allocate resources to support implementation with fidelity.</li> <li>Analyzes schoolwide data at least 3-5 times a year.</li> <li>Monitor core instruction.</li> <li>Identify areas of focus.</li> </ul>
Professional Learning Communities (PLC) & Grade Level Teams	<ul style="list-style-type: none"> <li>General Education Teachers</li> <li>Special Education Teachers</li> <li>Counselors</li> <li>Administrators</li> <li>Vertical and/or Horizontal</li> </ul>	<ul style="list-style-type: none"> <li>Aligns practices.</li> <li>Shares best practices.</li> <li>Meets monthly to analyze data from different sources.</li> <li>Address Tier I instruction using universal screeners and common assessments.</li> <li>Works collaboratively to create SMART goals.</li> </ul>
Student Support & Monitoring Team (SSMT)	<ul style="list-style-type: none"> <li>SSMT Coordinator</li> <li>Administrator</li> <li>General Education Teacher</li> <li>Invited Specialist</li> <li>Paraprofessionals</li> </ul>	<ul style="list-style-type: none"> <li>Meet regularly (every 6-8 weeks) to analyze data from different sources.</li> <li>Use the problem-solving process for students referred for additional support.</li> <li>Identify areas of focus, implement new strategies using intervention manuals.</li> <li>Monitor student progress.</li> </ul>

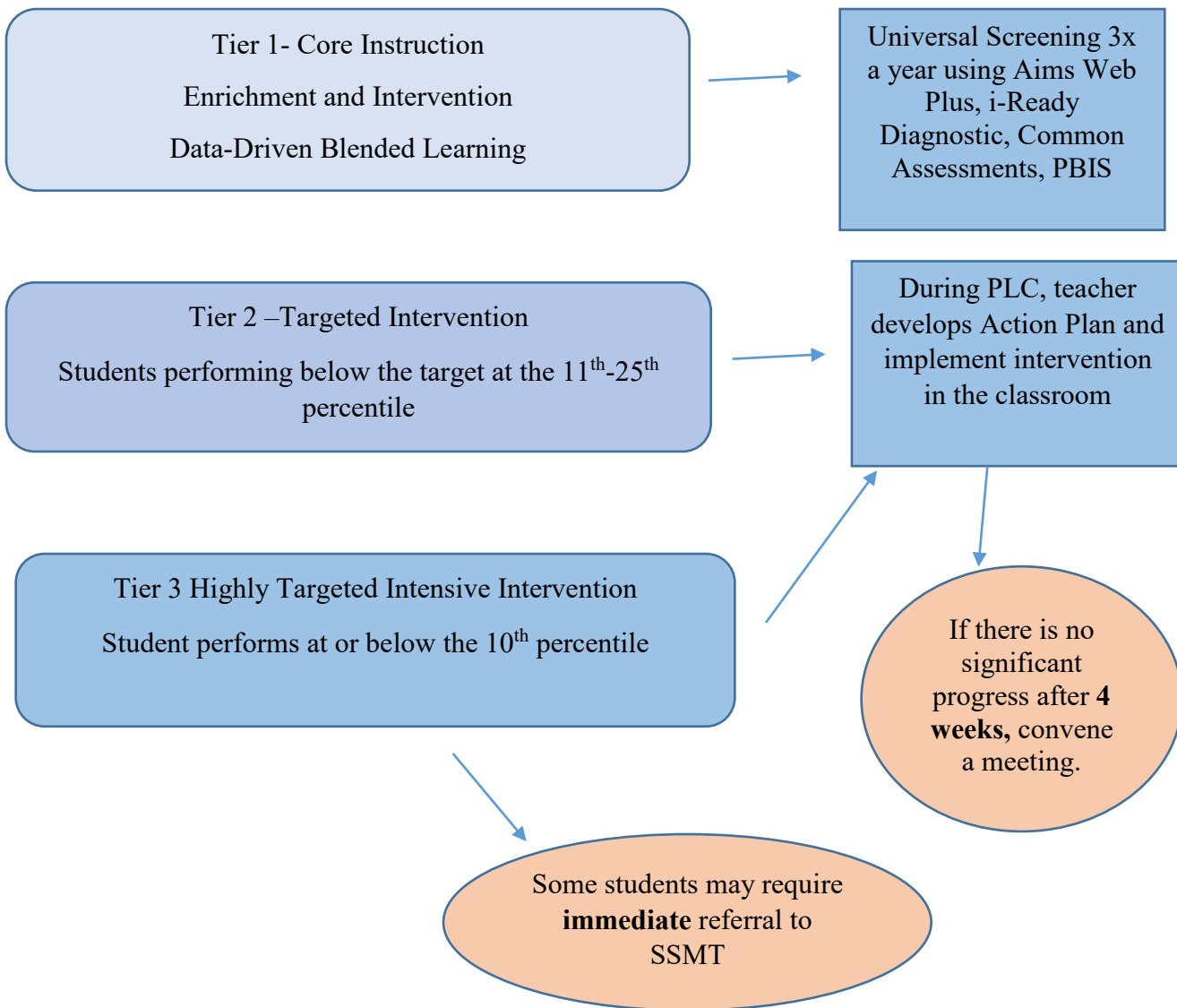
## Professional Learning Communities

Professional Learning Community (PLC) is a collaborative group of educators made up of grade level and subject area teams that work together to achieve better results for students. In order for the PLC to be successful, members must become active learners, willing to embark on continuous job-embedded learning to help students. They set grade level SMART (strategic, measurable, attainable, result-oriented, time bound) goals for student learning and continue to learn collectively by working together to achieve better results for the students they serve (DuFour, Eaker, & Many, 2006).

The successful implementation of the SSMT in a school lies heavily on the functionality of the school's PLC team. This is because the PLC is the building block upon which the SSMT relies to get accurate data to support students. It is within PLCs that teachers discuss the learning that takes place in each classroom. The PLC analyzes data from universal screeners and other formative assessments and identifies areas that students may need additional support. The team works collaboratively to support all students by planning lessons that engage students; discussing best practices for differentiated instruction; scaffolding instruction; and grouping students flexibly to maximize teaching and learning. They PLC team discusses the common core standards, assessments, teaching strategies, differentiation and intervention.



## Process of RtI<sup>2</sup> and Referral to Student Support and Monitoring Team



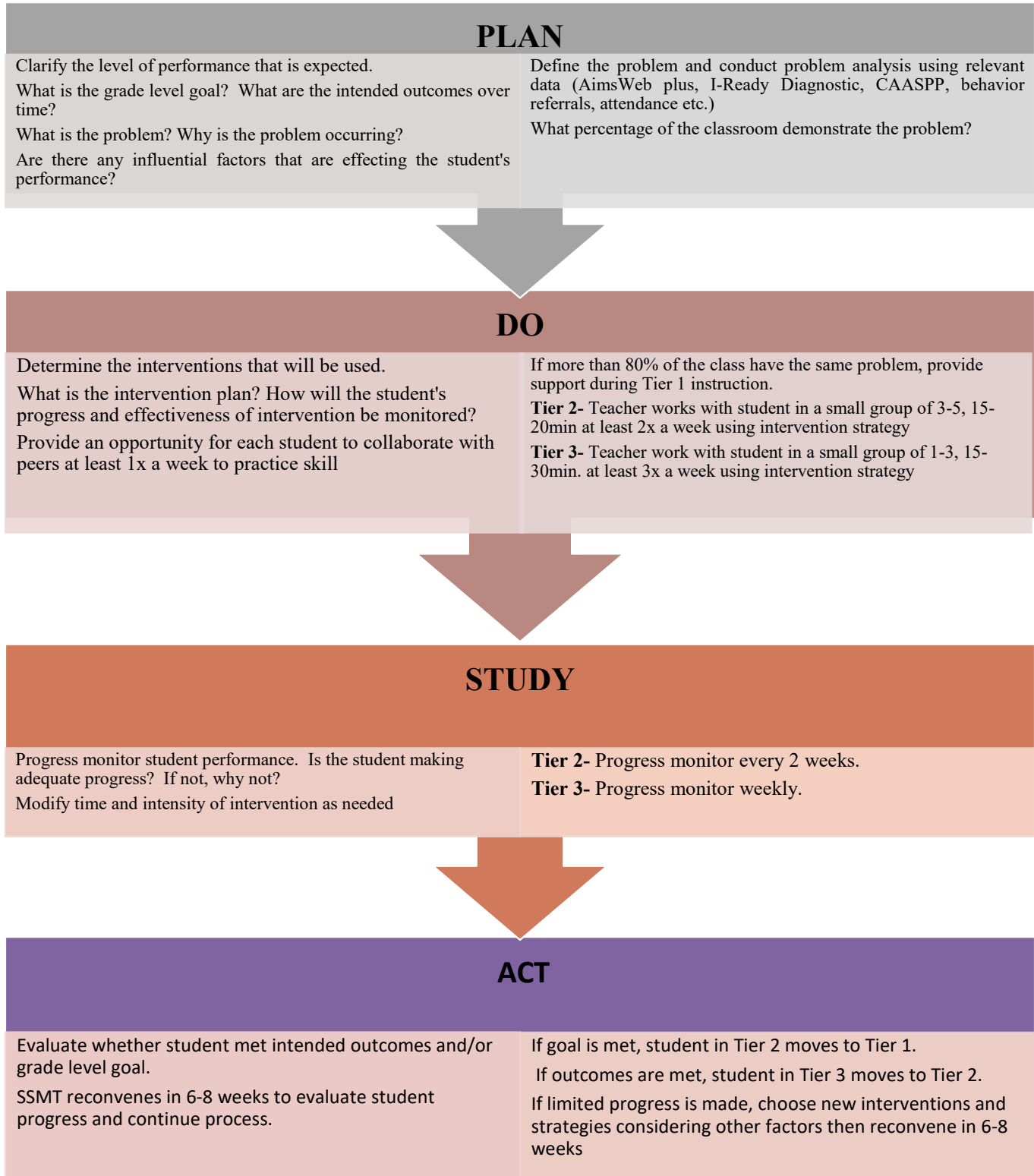
Strong and targeted Tier 1 universal core instruction is critical in reducing the number of students that will receive Tier 2 and Tier 3 interventions. Students are referred to the SSMT as a result of academics, behavior, and/or attendance challenges. All students take the universal screeners three times a year and interventions are provided based on students' performance on the screening and teacher input.

### The Teacher and the Referral Process

The classroom teacher plays a crucial role in the SSMT referral process. The teacher, in collaboration with the PLC team, meets and creates an action plan for all struggling students. The action plan stipulates the interventions to be provided by the classroom teacher. The teacher documents the intervention in the Pre-Referral Interventions section of AERIES. If the intervention is successful, the teacher then records its success in AERIES and does not refer the student to the SSMT. The teacher continues to monitor the students after the pre-referral process. If the pre-referral Intervention is unsuccessful, the teacher then refers the student to SSMT through the pre-referral details page in AERIES. The teacher notifies the SSMT and parent about the referral and documents the information in AERIES. The SSMT body gets the notice of the referral.

The SSMT Coordinator inputs interventions and minutes of meeting in AERIES. The Team uses strategies from the Pre-Referral Intervention Manual (PRIM-4), Behavior Intervention Manual (BIM), and Learning Intervention Manual (LIM) to address the needs of students based on academics and behaviors.

## RtI<sup>2</sup> & SSMT Problem-Solving Process





## **SSMT Member Roles and Responsibilities**

The SSMT evaluates student data, makes recommendations based on student need, ensures high quality intervention support, reviews progress monitoring data, and makes data-based decisions regarding educational needs. Team members may change roles from one meeting to another. However, during any meeting each team member's role must be clearly defined. It is mandated that all schools in the District establish the SSMT within the first six weeks of the school year. As part of the implementation, the school site administrator identifies the SSMT Designee.

### **District Level**

- Analyzes district-wide data to prioritize efforts.
- Develops the Student Support Master Plan and framework that complies with federal and state guidelines.
- Develops and provides professional development to site administrators, teachers and other staff on SSMT processes and supports including documentation into AERIES.
- Updates and communicates checkpoints and consideration for SSMT placement and supports.
- Creates and disseminates required SSMT documents.
- Identifies strategies and activities of SSMT supports for students.
- Monitors Universal Screener data and SSMT support numbers and movement.
- Reviews SSMT procedures annually; revise and edit all components as needed.
- Provide input to schools on the status, outcomes and progress in scaling up SSMT based on training surveys, rubrics and site-based support.

### **School Site Level**

#### **SSMT Coordinator:**

- This SSMT Coordinator facilitates the working of the team. The success of the team depends largely the Coordinator. The Coordinator guides the flow of the meeting, and coordinates logistics before and after the meeting. The Coordinator directs but does not dominate the SSMT meetings, eliciting the most helpful contributions of the group and, most importantly, maintains a positive tone at the meeting. The SSMT Coordinator directs the process with respect for all members and accommodates the needs of the group.
  - Manages the case file through the SSMT process:
    - Logs relevant dates, schedule meetings.
  - Supports the referring teacher through the process:
    - Follow-up within the first week to ensure all members are invited and have responded.
  - Maintains files on all students referred for SSMT in Aeries.
  - Maintains copies of all SSMT referrals from staff, parents or outside agencies in Aeries.
  - Informs SSMT members of meeting, time and dates.
  - Communicates process and timeline to parents.
  - Send parent notification letters.
  - Makes arrangements for translation services at meetings needed.

- Creates and maintains copies of meeting agendas.
- Collaborates with school psychologist to monitor timeline compliance.
- Meets with district administrator for updates and program support.
- Informs school psychologist and district administrator of all SSMT recommendations for assessments for special education services.
- Attend site and district-based SSMT professional development sessions.
- Assist Administrator in training staff in the SSMT process.
- Complete and facilitate SSMT problem-solving meetings and appropriate documentation.

#### **Recorder:**

- The recorder is responsible for documenting the meeting discussion, including students' strengths, concerns, interventions, action items and results. The recorder does this by using the SSMT Action Plan/Meeting Minutes (Form H). Document all information into AERIES.

#### **General Education/Referring Teacher:**

- Provides information about the student in observable and measurable terms.
- Contacts the child's parent prior to seeking SSMT assistance.
- Completes referral packet by inputting PRE-referral interventions & referral document in AERIES.
- State concerns in observable and measurable terms.
- Attends scheduled meetings to review and determine appropriate SSMT supports.
- Agrees to share responsibility in implementation of the action plan.
- Collaborates with team to problem-solve solutions, share goals for student referred, clearly define a student's strengths, identify areas of concern, list attempts to address concerns implemented over a reasonable period of time. (RtI2 and PBIS), provide objective feedback regarding success/lack of success of attempts to address concerns, solicit additional support/suggestions, implement additional support/suggestions.
- Attends site and district based SSMT professional development sessions.
- Participates in administration of universal screeners three times per year.
- Provides effective core instruction.
- Provides small group differentiated instruction for Tier I support and document efforts.

#### **Parents/Guardians:**

- Parents (including primary caregivers such as custodial parents, foster parents, and legal guardians) are full-fledged members of the SSMT.
- The parent/guardian can share the family perspective and concerns, provide critical problem-related information and share effective and ineffective home interventions.
- The parent/guardian can clarify questions for the team and participate in the implementation of strategies developed by the whole team.

#### **Student:**

- The student is also an essential member of the SSMT meeting. It is important to orient the student to the meeting and explain that their input is important and welcomed.

**Invited Specialists:**

- Invited Specialists may include counselors, classified staff, district foster youth services staff, social worker, private therapist, curriculum specialist, etc.
- Collaborate with team to problem-solve solution.
- Attend professional development sessions on SSMT process.
- Be current in intervention best practices.
- Provide support and referrals as appropriate for SSMT supports.
- Complete and maintain student SSMT support documentation.
- Maintain progress monitoring records for students receiving support.

**Administrator (principal, assistant principal, site instructional coordinator)**

- Review referral form and determine if SSMT is appropriate.
- Facilitate collaboration.
- Offer reasonable alternatives.
- Provide support to student, teacher, and parents.
- Focus on student involvement in the general education process.
- Suggest other available general education programs.
- Assign a site SSMT Coordinator.
- Provide professional learning to staff for appropriate implementation of the SSMT process.
- Creates a master schedule that includes designated time for implementation of SSMT processes.
- Monitors implementation and process of student assignments to SSMT supports.
- Evaluates SSMT implementation and growth.

**Additional Staff:**

- Provides specific input regarding identified concerns.
- Suggests support/modification to be implemented.
- Provides follow-up support to teacher/parent/student.

## SSMT Protocols

### Calendar Meetings

- At the beginning of the school year, the SSMT establishes a calendar of regularly scheduled meeting dates every 4-6 weeks to conduct initial or follow-up meetings. The SSMT should also identify a minimum of four dates per year for the core members of the SSMT to review school-wide data. School-wide progress monitoring should occur near key data points (e.g., following progress reports, new ELPAC scores, etc.) The Team should provide professional development during the school year.

(The SSMT meets regularly to review data and SSMT Referrals)

Meeting	Activity	Purpose	Responsibility
<p><b>August - September</b></p> <p><b>*Train school staff on the SSMT process</b></p>	<ul style="list-style-type: none"> <li>Review student data from different sources</li> <li>Previous year list of returning students (at-risk)</li> <li>CST Science</li> <li>A-G Course Completion</li> <li>Attendance Review</li> <li>CAASPP</li> <li>Discipline Referrals</li> <li>Grade Point Average</li> <li>Earned Credits</li> <li>Previous year list of returning students (at-risk)</li> <li>Attendance</li> <li>1 or more suspensions</li> <li>Level I on CASSPP</li> <li>Aims Web Plus Data</li> </ul>	<ul style="list-style-type: none"> <li>Review patterns and/or trends in the data to identify individual student needs and supports.                             <ul style="list-style-type: none"> <li>Target students &amp;/or grades, focus, duration, etc.</li> </ul> </li> <li>Identify resources for supports                             <ul style="list-style-type: none"> <li>Tiers II &amp; III: Strategic Support Options</li> <li>Progress Monitoring Tools</li> </ul> </li> <li>Develop intervention plans &amp; conduct follow-up meetings from previous school year.</li> <li>Develop "Watch List"                             <ul style="list-style-type: none"> <li>Retained students</li> <li>Previous year's Tier II or Tier III students</li> <li>Students reading below grade level</li> <li>Excessive referrals and/or discipline issues</li> <li>Previous year's grades (D/F in ELA or Math)</li> <li>Previous year's attendance (&gt; 10% or 18 days?)</li> <li>Students in Credit recovery</li> <li>Previous administrative promotions</li> <li>History of tardiness or early pick up</li> <li>Students who have not earned sufficient credits to move toward graduation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>School Administration</li> <li>Counselors</li> <li>Teachers                             <ul style="list-style-type: none"> <li>Determine meeting dates for the year</li> <li>Set up follow up SSMTs for students from previous year</li> <li>Create list of students who show early warning signs</li> </ul> </li> </ul>

## SSMT Protocols (Con't)

<p>October- November 10/14/19</p> <p>1st Qtr Ends</p> <p>11/8/19 End of 1st Trimester</p>	<ul style="list-style-type: none"> <li>• Grades &amp; attendance of Tier 2 and 3 students are reviewed.</li> <li>• Teacher/Staff Referrals</li> <li>• Suspensions/Expulsions</li> <li>• Reclassification</li> <li>• Attendance Review</li> <li>• i-Ready</li> <li>• Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Continue progress monitoring of students.</li> <li>• Review academic, attendance, &amp; behavior.</li> <li>• How are Tier I intervention systems working?</li> <li>• Are we supporting at least 80% of the students?</li> <li>• What additional data do we need to make decisions?</li> <li>• Review quarter/trimester progress reports.</li> <li>• How many students are receiving Tier II &amp; III supports?</li> <li>• How are Tier II &amp; III intervention systems working?</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• School Administration</li> <li>• Counselors</li> <li>• PLCs               <ul style="list-style-type: none"> <li>○ Determine which students from previous year have made substantial growth</li> <li>○ Set up SSMTs for student who have been referred</li> <li>○ Create list of students who show early warning signs</li> </ul> </li> </ul>
<p>December- January 12/19/19</p> <p>End of 2nd Qtr/1st semester</p>	<ul style="list-style-type: none"> <li>• Review "Watch List"</li> <li>• Progress monitor students</li> <li>• Discipline referrals</li> <li>• D/F Rate</li> <li>• Attendance Review</li> <li>• Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• If student is not making adequate progress towards goals, intervention plan must be adjusted</li> <li>• Review quarter/trimester progress reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up follow up SSMTs</li> </ul>
<p>February- March 3/16/20 End of 3rd Quarter</p> <p>3/6/20 End of 2nd Trimester</p>	<ul style="list-style-type: none"> <li>• On Track A-G</li> <li>• D/F Rate</li> <li>• Attendance Review</li> <li>• i-Ready</li> <li>• Aims Web Plus</li> <li>• Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Review quarter/trimester progress reports.</li> <li>• Review progress monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>• Determine which changes should be made to intervention groups based on student progress</li> <li>• Set up follow up SSMTs and newly referred</li> </ul>
<p>April- May- June 6/5/20 End of 4th Qtr/2nd Semester</p> <p>6/5/20 3rd Trimester Ends</p>	<ul style="list-style-type: none"> <li>• ICA</li> <li>• Common Assessments</li> <li>• Aims Web Plus</li> <li>• i-Ready</li> </ul>	<ul style="list-style-type: none"> <li>• Review current SSMT referrals and students receiving intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Determine which students have made substantial growth</li> <li>• Determine which students will continue with support for next school year</li> <li>• Set up follow up SSMTs before last day</li> </ul>

## **SSMT Protocols (Con't)**

### **Meeting Location**

- The team designates a quiet and confidential location for SSMT meetings.

### **Maintenance of Documentation**

- Maintain documents of all SSMT forms in a binder at the school site for a minimum of five years.
- Maintain student specific SSMT forms in the student's cumulative folders.
- All interventions and minutes of SSMT meetings with guardians regarding student performance and progress are documented in Aeries.
- Enter each intervention provided to a student into Aeries.
- The teacher inputs interventions from classroom in Pre-Referral interventions section of Aeries.
- The SSMT Coordinator inputs interventions and minutes of meetings in Aeries.
- The Team encourages the use of strategies from the Pre-Referral Intervention Manual (PRIM-4), Behavior Intervention Manual (BIM), and Learning Intervention Manual (LIM) to address the needs of students based on academics and behaviors.
  - PBIS social skills and strategies are included to support student behavioral improvement.

### **Request SSMT Meeting**

- A referral is made to the SSMT Coordinator.
- The SSMT Student Referral Form is completed in Aeries with information regarding specific concerns and previously attempted interventions and accommodations.
- The form also includes known data from cum folder, student information system, assessments (Aims Web Plus, CAASPP, etc.), grades, RTI/PBIS documentation, previous educational history, teacher-parent conference results, behavioral issues and how they have been addressed.
- The completed SSMT Request is submitted to the Principal and reviewed to determine if appropriate.

### **Review SSMT Student Referral**

- Referrals for intervention are reviewed for:
  - Completion – are all fields completed?
  - Attempted Pre-Referral interventions and parent communication.
    - What has the referring teacher done to meet the students' needs?
    - Has the referring teacher communicated their concerns to the parents?
    - Is the student struggling in just one subject, or many?
    - Are standardized scores low in addition to class scores?
    - Are behavior issues persistent?

### **Determination and Communication**

- If the request is determined appropriate for the SSMT, the SSMT Student Referral is approved in Aeries and a meeting is scheduled.
- If the request is determined not appropriate for SSMT, the Principal denies the Referral in Aeries, communicates with the referring teacher and provides suggestions/next steps.

## ***SSMT Meeting Process in Action***

### **Schedule the SSMT Meeting**

- Within ten school days from receipt of the request for SSMT, the SSMT Coordinator notifies the parent/guardian of the nature of the SSMT Meeting, the date, and time of the meeting.
- SSMT Coordinator updates the SSMT File in the Aeries Student Information System.
- The SSMT Coordinator communicates meeting date/time/location to parent(s) via telephone call and the SSMT Parent/Guardian Invitation Letter. The Coordinator must document all parent contact attempts in Aeries.
- SSMT Coordinator sends Staff Meeting Notice to invited participants.
- Distribute Teacher Input Form to all necessary individuals (secondary).
- Send reminders to all team members, including parent, one day prior to SSMT Meeting.

### **Prepare for the SSMT Meeting**

- The SSMT Coordinator collects copies of the
  - SSMT Student Referral Form.
  - Cumulative Folder.
  - Aeries Information (attendance, behavior, grades, transcripts, vision and hearing results, CAASPP results, ELPAC (if applicable), etc.
  - Completed Teacher Input forms (secondary).
  - Work samples and relevant assessments.
  - Any other relevant information to justify request for assessment.

### **Facilitating the SSMT Meeting**

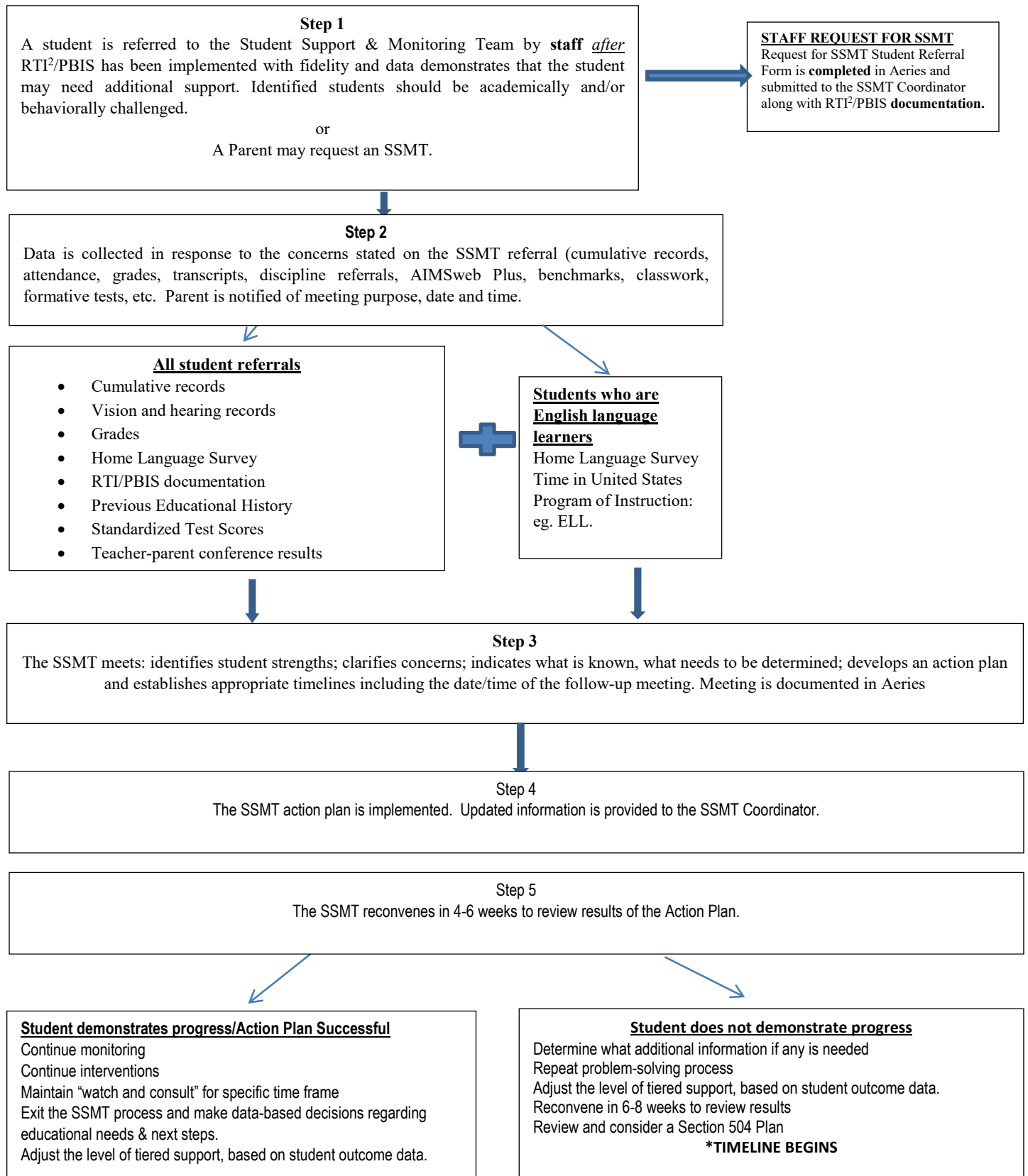
- The SSMT is held to summarize concerns (including data collected) and discuss and develop an action/intervention plan.
- Introductions, purpose of the meeting.
- Present and discuss data.
- Develop an action/intervention plan.
- Summarize, print copies of plan from Aeries for all parties involved & schedule a follow-up meeting.
- Upload signature page of plan into Aeries.

## **SSMT Follow-Up**

- Immediately after the SSMT, a short debrief may be needed to discuss process.
- Provide copies of the SSMT Meeting Summary & Action Plan to those involved.
- Implement The SSMT Action Plan.
- The Coordinator follow-up with those involved in the action/intervention plan.
- Teacher provides updated information to the SSMT Coordinator to enter into the Aeries system.
- The SSMT Coordinator will send reminders about the next SSMT.
- Schedule a follow-up meeting approximately six to eight weeks after the intervention has been implemented.
- At the SSMT Follow-up Meeting, staff will review and document the student's progress. The SSMT considers all interventions attempted and reviews student success and setbacks.
- The SSMT may make the following recommendations based on the student-outcome data:
  - Modify the intervention (i.e., instructional strategy, intervention program, goals, grouping, duration and frequency).
  - Continue the intervention.
  - Adjust the level of tiered support, based on student outcome data.
  - Review and consider a Section 504 Plan.
  - Recommend student for reclassification (if applicable).
  - Exit the SSMT process and make data-based decisions regarding educational needs and next steps.
  - If progress has been made, a third SSMT may not be necessary. If no progress has been made, discuss other alternatives.



## Student Support and Monitoring Team Process



## *SSMT Meeting Guidelines and Best Practices*

- Are site-based
- Are team driven
- Use a problem-solving / progress-monitoring approach
- Focus on Individual Interventions & Supports
- Use data to drive decisions
- Identify and prioritize the problem(s) of highest concern
- Write observable & measurable goal(s)
- Generate research-based interventions
- Establish an intervention support system for teacher and student
- Follow-up and determine appropriate next steps
- Modify the existing goal
- Modify the existing intervention
- Refer to, or create, on-site resources / programs
- Refer to outside agencies
- Refer for a psycho-educational evaluation
- Other steps as deemed necessary by the SSMT
- Explain the purpose of the meeting
- Set a positive tone for the SSMT meeting by recognizing the student's 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/guardians of how they may help/support their child at home
- Brainstorm strategies and interventions. (see sample SSMT interventions)
- Have consent for services forms, release of information forms, and community referrals available at the meeting
- End the meeting with a summary of the action plan and a positive comment
- Thank parent/guardians for participating in the meeting
- Give copies of completed SSMT meeting summary form to parent/guardian
- Have appropriate translation when needed
- Prioritize concerns and action items
- Let parents/guardians ask questions

### **Attendance Strategies**

- Student/Family-Focused
- Alarm clock for parent/caregiver/student
- Earlier bedtime
- Give parent/caregiver information re: simpler bus route
- Help parent/guardian to find better transportation to school
- Parent/guardian agrees to bring child to school daily
- Parent/guardian will make sure child gets on the bus in the morning
- Parent/guardian will wake up earlier to get child to school on-time
- Student will wake up earlier
- Wake -up call for parent/caregiver and/or student

### **Behavioral Strategies:**

- After-school program
- Allow students to draw to calm down in class
- Allow student to walk around while reading
- Avoid helping too much (student can "learn helplessness")
- Build rapport with students (focus on strengths, interests); schedule regular time to talk
- Call home on a bad day for support
- Call home on a good day
- Change antecedent event (event that occurs prior to target behavior)
- Chart/graph student behavior (assess/determine pattern of behavior)
- Clarify consequences with student and follow step consistently
- Class/counselor change recommended
- Classroom problem-solving sessions
- Collaboration with outside sources (e.g., therapist, tutor, after-school program)
- Concentration game
- Connect family with cultural community center
- Daily check-in with student
- Develop behavioral contract
- Develop/alter classroom rules
- Display exemplary student work (classroom, hallway, etc.)
- Give leadership responsibilities/important jobs
- Help parent/caregiver set up home reward/management system
- Ignore negative behavior, if possible
- Immediately recognize positive behaviors
- Increased parent/caregiver attention at home
- Move student's seat (preferential seating)
- Non-Verbal Signals Between Teacher and Student
- Offer student choices
- Pair students with older or younger student for structured academic activity
- Parent/caregiver will call teacher weekly
- Positive reward system developed at school or home
- Provide student frequent breaks for relaxation or small-talk
- Provide student time for physical activities/movement
- Refer for other services (group/mentor/counseling)
- Relaxation techniques
- Survey/interview students to determine interests

## **Health Strategies**

- Asthma support class/group
- Collaborate with primary medical provider
- Dental exam/dental emergencies
- Fact Sheets on communicable diseases and school age illnesses
- Hearing screening/exam
- Improve hygiene
- Make sure child wears glasses
- Medication Administration
- Obtain glasses for student
- Refer to School Health Center
- Refer to School Nurse
- Vision screening/exam

## **Instructional Strategies and Modifications**

- Academic contract
- Allow previewing of content, concepts and vocabulary
- Allow student to have sample or practice tests
- Ask parent/guardian to structure study time
- Collect homework daily instead of weekly
- Communicate with after-school program staff (e.g., homework help)
- Communicate with last year's teacher
- Complete documentation for a 504 plan
- Consider retention
- Cue/maintain eye contact with student when giving directions
- Individual and/or small group instruction
- Family will go to library
- Give students immediate feedback (make sure assignments are started correctly)
- Give students options for presentation (written/oral or illustration/model)
- Help parents/guardians to learn reading strategies
- Homework checklist or folder
- Invite parent/guardian to literacy night at school
- Make sure student stays for after school program
- Manipulative and Visual Prompts
- Move child's seat (preferential seating)
- Principal will check-in with student daily regarding class work
- Provide printed copy of board work/notes
- Provide study guides/questions
- Read aloud to parent/guardian at home
- Send home extra work
- Send home unfinished class work
- Supply student with samples of work expected

## *Frequently Asked Questions*

### **Who can refer students to the SSMT?**

School staff or parent can refer a student to the SSMT. The referring person must be in attendance at the SSMT meeting. If school personnel refer a student, the following should be asked to attend: Parent or person acting as parent, general education teacher, administrator or designee and student if appropriate.

### **Does the parent have to be invited to the SSMT?**

YES. In some instances, the school teams prefer to meet informally to discuss referral concerns. The parent must, however, initially be contacted and advised that there are concerns and that the SSMT will meet.

### **How do I know if a referral is appropriate?**

Any referral is “appropriate” if a parent, teacher, or student needs support or help in making a student successful. It is better to refer a student at the earliest warning signs or concerns. A supportive team can help reduce frustration that builds when a teacher feels that he/she is not meeting a student’s needs and/or when a parent feels his/her concerns are not being heard.

### **Why do we have to go through filling out vision and hearing screenings?**

It’s important to know if these screenings are current. Medical issues that could be impacting a student’s learning and/or behavior should not be overlooked. Current vision and hearing screenings are required to be completed prior to additional assessments, within the past 12 months.

### **Why do we have to go through the cumulative folder?**

Again, it is important to know the child’s educational history. Valuable information sometimes gets lost; and/or school history often lends an otherwise unknown perspective. Limited or poor school attendance or a multi-school history may indicate the concerns are not related to a specific disability but rather lack of exposure or opportunities.

### **Who attends the SSMT?**

Referring person, parent, student when appropriate, administrator or designee, and other staff. Most schools have a “Standing SSMT” and add team members as appropriate per the referral concerns.

### **How long should the SSMT last?**

Usually 30 to 45 minutes. Sufficient ideas should be generated within that time frame. If brainstorming is not successful within that time, it is probable that the issue needs to be more clearly defined or more information needs to be obtained.

### **How many times does the SSMT meet regarding a specific child?**

At least 2: the first to determine what interventions need to be put into place and the second to report back on the success of the interventions or suggest other interventions.

## **Frequently Asked Questions (Con't)**

### **When does the SSMT refer for special education assessment?**

When there is enough data to provide information to the following questions:

When is the student able to access general education?

What supports and interventions are successful?

When is the child not able to access general education?

What supports and interventions have been tried?

What additional information is needed to help this child succeed?

What will be available in special education that is not available in the general education setting?

If the SSMT team feels that a referral to special education or 504 is imminent, then either special education or 504 personnel should be involved in the SSMT before a referral for assessment is made.

### **Can you put the SSMT information in the school cum folder?**

Yes. It is recommended that an SSMT folder be established and placed in the school cum folder. This will allow others to see what concerns have surfaced and how those concerns were addressed.

### **What if the SSMT doesn't solve the problem?**

Due to the range of concerns that can be presented to the SSMT, not all student needs may be solved. What can result, however, is ownership of a child by a school-site, which provides teacher/parent support in knowing that all that is currently reasonable and possible is being done. The "problem" may not be solved, but communication and support can be increased.

### **Can a teacher refuse to implement strategies or interventions for a student?**

No. A student has rights under several different entitlements in the law to an appropriate education. Interventions and strategies do not mean that a student cannot be held accountable for learning a core amount of information considered necessary for success in a class. Interventions and strategies do mean that a student can receive the information and/or demonstrate the competencies in alternative modes of instruction and/or assessment.

### **What is 504 and how is it connected to the SSMT process?**

504 is a section of the Rehabilitation Act of 1973 that insures individuals with disabilities have equal access and opportunities and may not be discriminated against on the basis of their disability. If interventions in the general education environment prove to be insufficient, the SSMT team may decide to refer the student to the 504 team, to determine if the student may be eligible for services under 504.

### **What if a doctor puts a special education assessment request in writing?**

Anyone can request an assessment and the LEA must consider the request however, only the person who holds educational rights may sign the assessment plan authorizing assessment.

### **What do we do if a parent requests an assessment for special education? Does this bypass the SSMT process?**

Not necessarily. Documentation of general education interventions will still be required.

# Compton Unified School District

## Student Support & Monitoring Team



# SSMT Forms



Compton Unified School District  
**Pupil Services Department**  
 417 West Alondra Blvd.  
 Compton, CA 90220  
 TEL.: (310) 639-4321, extension 63044  
 FAX: (310) 763-5971

***Student Support & Monitoring Team Members***

The following individuals have been designated to serve as members on the SSMT for 2019/2020 school year:

Title	Name
<i>Administrator/Designee</i>	
<i>SSMT Coordinator</i>	
<i>General Education Teacher</i>	
<i>Counselor</i>	
<i>Intervention Specialist</i>	
<i>Other:</i>	
<i>Other:</i>	
<i>Other:</i>	
<i>Other:</i>	
<i>Other:</i>	
<i>Other:</i>	
<i>Other:</i>	

**SSMT meetings are held (specify how often):**

\_\_\_\_\_

Principal's Signature

\_\_\_\_\_

Date





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***Student Support and Monitoring Team Student Referral Form***

<b>Student</b>		<b>ID#</b>		<b>DOB</b>		<b>Grade</b>	
<b>Parent</b>	<b>Telephone</b>						

<b>Form Completed By:</b>		<b>Date:</b>	
<input type="checkbox"/> <i>Administrator</i> <input type="checkbox"/> <i>Counselor</i> <input type="checkbox"/> <i>Teacher</i> <input type="checkbox"/> <i>Parent</i> <input type="checkbox"/> <i>Other</i>			

***Reason for Referral***

	<i>Academic</i>		<i>Behavior</i>		<i>Health</i>		<i>Language</i>		<i>Socio-Emotional</i>		<i>Other</i>			
<b>Briefly describe concern:</b>														
<b>Vision Screening Date:</b>			<b>Results:</b>			<i>Pass</i>			<i>Fail</i>			<b>Wears Glasses</b>		
<b>Hearing Screening Date:</b>			<b>Results:</b>			<i>Pass</i>			<i>Fail</i>			<b>Has Hearing Device</b>		

***Background Information***

<b>English Learner (EL):</b>		<i>No</i>		<i>Yes</i>		<i>Re-designated</i>
<b>If yes, Current English Proficiency Level:</b>						
<b>Home Language:</b>						
<b>Student has attended this school since:</b>						
<b>Previously Attended Schools:</b>						
<b>History of attendance issues:</b>			<i>No</i>		<i>Yes</i>	
<b>Current school year attendance:</b>		<b>Total Days:</b>		<b>Total Tardies:</b>		
<b>Student Has Been Retained:</b>			<i>No</i>		<b>Yes; Grade Retained:</b>	
<b>Has student had any previous evaluations through any school system or private provider?</b>						

## Academic Profile

Please provide the student's level of performance in each area. Please use the most recent information.

CAASPP-ELA	Reading	Writing	Speaking & Listening	Research & Inquiry
CAASPP-Math	Concepts & Procedures	Problem-Solving Modeling & Data Analysis		Communicating Reasoning
ELPAC	Listening	Speaking	Reading	Writing
Aims Web Plus	Fall	Winter	Spring	
i-ready Reading	Fall	Winter	Spring	
i-ready Math	Fall	Winter	Spring	
Common Assessments	English Language Arts	Writing	Mathematics	
Long Term English Learner (LTEL) Goal Sheet				
Other Pertinent Data Regarding Reason for Referral (Explain)				

### STUDENT STRENGTHS (Check all that apply)

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Positive Attitude        | <input type="checkbox"/> High Expectations for Self | <input type="checkbox"/> Transitions Easily        |
| <input type="checkbox"/> Hard Worker              | <input type="checkbox"/> Organized                  | <input type="checkbox"/> Takes Pride in Appearance |
| <input type="checkbox"/> Trustworthy              | <input type="checkbox"/> Good Sense of Humor        | <input type="checkbox"/> Athletic                  |
| <input type="checkbox"/> Works Well in Groups     | <input type="checkbox"/> Cooperates                 | <input type="checkbox"/> Musically Talented        |
| <input type="checkbox"/> Respectful of Authority  | <input type="checkbox"/> Responsible                | <input type="checkbox"/> Artistically Inclined     |
| <input type="checkbox"/> Works Well Independently | <input type="checkbox"/> Creative                   | <input type="checkbox"/> Other:                    |
| <input type="checkbox"/> Motivated                | <input type="checkbox"/> Has Leadership Qualities   |  |

### ACADEMIC CONCERNS (Check all that apply)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Grades Declining                 | <input type="checkbox"/> Poor Reading Skills            | <input type="checkbox"/> Does Not Follow Directions |
| <input type="checkbox"/> Slow Rate of Work                | <input type="checkbox"/> Poor Math Skills               | <input type="checkbox"/> Low Retention Rate         |
| <input type="checkbox"/> Incomplete Assignments           | <input type="checkbox"/> Poor Writing Skills            | <input type="checkbox"/> Disorganized               |
| <input type="checkbox"/> Does Not Work Well Independently | <input type="checkbox"/> Does Not Work Well With Others | <input type="checkbox"/> Other:                     |

### BEHAVIORAL CONCERNS (Check all that apply)

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Verbally Disruptive   | <input type="checkbox"/> Bullies Others          | <input type="checkbox"/> Attention Seeking Behaviors |
| <input type="checkbox"/> Physically Disruptive | <input type="checkbox"/> Destroys Property       | <input type="checkbox"/> Steals/Cheats/Lies          |
| <input type="checkbox"/> Physically Aggressive | <input type="checkbox"/> Easily Distracted       | <input type="checkbox"/> Avoided by Peers            |
| <input type="checkbox"/> Victim of Bullying    | <input type="checkbox"/> Hostile When Criticized | <input type="checkbox"/> Easily frustrated           |
| <input type="checkbox"/> Verbally Aggressive   | <input type="checkbox"/> Argumentative/Defiant   | <input type="checkbox"/> Truant/Tardy                |

**Personal Concerns (Check all that apply)**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Poor Hygiene                    | <input type="checkbox"/> Appears Sickly    | <input type="checkbox"/> Burn Marks                  |
| <input type="checkbox"/> Sleeps in Class/Lethargic       | <input type="checkbox"/> Nauseous/Vomiting | <input type="checkbox"/> Evidence of Self-Mutilation |
| <input type="checkbox"/> Agitated/Nervous                | <input type="checkbox"/> Bloodshot Eyes    | <input type="checkbox"/> Obese/Under Weight          |
| <input type="checkbox"/> Difficulty Moving/Uncoordinated | <input type="checkbox"/> Other: _____      |  |

Describe what you have noticed about these behaviors (e.g., setting, frequency, triggers, intensity, etc.):

Number of Referrals: \_\_\_\_\_

Previous Interventions (if known):

***Classroom Interventions Previously Tried***  
*(What strategies have been used prior to the SSMT referral?)*

***Check all that apply***

<i>Intervention</i>	<i>Date Implemented/ Duration</i>	<i>Outcome</i>
<input type="checkbox"/> Instructional Accommodations (Specify)		
<input type="checkbox"/> Modified Curriculum		
<input type="checkbox"/> Materials Modification (Specify)		
<input type="checkbox"/> Alternative Materials		
<input type="checkbox"/> Small Group Instruction		
<input type="checkbox"/> Tutoring		
<input type="checkbox"/> Assistive Technology		
<input type="checkbox"/> Daily Guided Reading		
<input type="checkbox"/> English as a Second Language Support		
<input type="checkbox"/> Daily Behavior Charts		
<input type="checkbox"/> Positive Behavior & Intervention Supports		
<input type="checkbox"/> Assigned Seating		
<input type="checkbox"/> Time Out		
<input type="checkbox"/> Problem-Solving Conference		
<input type="checkbox"/> Attendance Monitoring		
<input type="checkbox"/> Parent Conference		
<input type="checkbox"/> Other (Specify)		
<input type="checkbox"/> Other (Specify)		
<input type="checkbox"/> Other (Specify)		

***Student Data and Evidence***

***Documentation must be provided for each student concern. The following are examples of the types of evidence that may be used by the SSMT to determine appropriate response. Check off each type of documentation that you are submitting and attach to this referral form.***

<b><i>Academic:</i></b>	<b><i>Behavior:</i></b>
<input type="checkbox"/> Academic Data (Formative & Summative) <input type="checkbox"/> Curriculum-based Measures <input type="checkbox"/> Student Work Samples <input type="checkbox"/> Evidence of Classroom Strategies <input type="checkbox"/> Observation Data <input type="checkbox"/> Attendance <input type="checkbox"/> EL Progress Profile  <input type="checkbox"/> Student Portfolio <input type="checkbox"/> Other(s):	<input type="checkbox"/> Evidence of Behavior Strategies (points, charts, etc.) <input type="checkbox"/> Office Referrals or Other Behavior Data (PBIS, etc.) <input type="checkbox"/> Functional Behavior Assessments <input type="checkbox"/> Student or Parent Conference Notes <input type="checkbox"/> Observation Data <input type="checkbox"/> Attendance <input type="checkbox"/> Interviews with Colleagues &/or Specialists (Summary Notes)



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**Pupil Services Department**  
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Compton, CA 90220  
TEL.: (310) 639-4321, extension 63044; FAX: (310) 763-5971

### ***Student Support and Monitoring Team Parent/Guardian Invitation***

Date: \_\_\_\_\_

Dear Parent/Guardian:

*The goal of our school is to ensure that all students meet and/or exceed standards. In an effort to ensure Student's Name continues to have success in the classroom and at school Student has been referred to the Student Support & Monitoring Progress Team (SSMT). The SSMT is a student support system designed to problem solve on how we can assist Student to be more successful in school.*

*As you know, parents play an important role in their child's education. The school welcomes and respects your input. Your input as a team member is valuable to our efforts and we would like to extend an invitation for your attendance.*

*We have scheduled a meeting on \_\_\_\_\_ at \_\_\_\_\_ to design a support plan for your child.*

*Please let us know if you are able to attend by checking one of the responses below:*

- I will attend the meeting as scheduled.*
- I will require the assistance of a translator. Language \_\_\_\_\_*
- I would like to reschedule the meeting for \_\_\_\_\_*
- I will not be able to attend the meeting, but I am available by teleconference at the following number: \_\_\_\_\_*
- Please contact me at \_\_\_\_\_ to reschedule.*

\_\_\_\_\_  
***Parent/Guardian Signature***

\_\_\_\_\_  
***Date***

*Please sign and return this letter to your child's school. Please feel free to contact me if you have any questions. I may be reached at \_\_\_\_\_.*

*Sincerely,*

*John/Jane Doe*

***SSMT-Form D-English***



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***Student Support and Monitoring Team Meeting Notice***

*Dear Team Member*

*The following student:*

<i>Student</i>		<i>ID#</i>		<i>DOB</i>		<i>Grade</i>	
----------------	--	------------	--	------------	--	--------------	--

***has been referred for a SSMT Meeting scheduled for:***

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

The central thrust of the SSMT is to meet the educational needs (academic, language, social-emotional, health, attendance, and behavior) of students in the general education classroom. The SSMT is comprised of a team of educational personnel responsible for assisting classroom teachers in providing an appropriate learning environment for students who may be exhibiting school related challenges. It is a function of general education to meet on a regular basis to create alternatives for those students who are experiencing difficulties in the school setting.

Each teacher/team member is requested to provide relevant information which may assist the team in developing strategies in order to help the student succeed. Be prepared to present specific background information about the student, including:

- Strengths (academics, social-emotional, multiple intelligences, etc.)
- Interests including student’s preferences for reading and writing topics, science and math themes, projects, etc.
- Discuss efforts to work with the family to resolve concerns
- Identify/discuss the area of greatest concern: academic, behavior, social-emotional, health, language)
- Discuss strategies and modifications you have already tried. (Bring documentation)
- Be prepared to discuss your desired outcome in measurable & observable terms
- Bring work samples

**Parent Communication:**

Parent/Teacher Conferences  
 Telephone  
 Email  
 Other

<b>Dates</b>

***SSMT Form E***

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***Student Support and Monitoring Team Referral Log***

**School:** \_\_\_\_\_

<i>Student Name</i>	<i>ID#</i>	<i>DOB</i>	<i>Ethnicity</i>	<i>Grade</i>	<i>Program Code</i>	<i>Language Classification</i>	<i>Type of Referral</i>	<i>Referral Source</i>	<i>Date of SSMT Referral</i>	<i>Refer to SSMT (Yes/No)</i>	<i>Date of SSMT</i>	<i>Outcome</i>	<i>Date of SSMT Meeting #2</i>	<i>Outcome</i>

Ethnicity: 100-American Indian 303-Samoan 500-Hispanic/Latino 600-Black 700-White 999-Blank  
 Program Code: S-SDC R-RSP 504-Section 504  
 Language Classification: EO-English Only I-IFEP L-LEP R-Redesignated  
 Type of Referral: A-Academic AT-Attendance B-Behavior H-Health L-Language SE-Socio-Emotional O-Other  
 Outcome: A-Resolved B-Transferred/Withdrawn C-Referred to SPED/504 D-Develop/use a support system within the school E-Develop/use support system external F-District Resources

***SSMT Form F***





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***Student Support and Monitoring Team Meeting Log***

**Instructions:** For each meeting, complete the sections corresponding to the meeting purpose and activities. For student referrals, specify the meeting type (first/initial, follow-up meeting (second, third)).

<i>Meeting Date</i>	<i>Time</i>	<i>Data Reviewed</i>	<i>School-Wide Monitoring or Student Referrals</i>	<i>Subgroups/Students</i>	<i>Recommendations/Action Steps</i>



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***Student Support and Monitoring Team Meeting Summary & Action Plan***

<i>Check One:</i>	<i>Initial SSMT</i>	<i>2nd (Follow-up) SSMT</i>	<i>3rd (Follow-up) SSMT</i>
-------------------	---------------------	-----------------------------	-----------------------------

***I. Student Information***

<i>Today's Date</i>	<i>Student Name</i>	<i>Grade</i>	<i>DOB</i>	<i>Age</i>	<i>Gender</i>	<i>Referring Teacher</i>
<i>Primary Language</i>			<i>Previous SSMT</i>			
<i>Programs</i>	<i>EL</i>	<i>Foster Youth</i>	<i>Homeless</i>	<i>SPED</i>	<i>Other</i>	
<i>Reason for Request</i>						

***II. Student History***

<i>Attendance</i>		<i>Current Grades</i>		<i>Assessment Data</i>			<i>Behavior</i>	
					<i>Date</i>		<i># of Referrals</i>	
<i>Days Enrolled</i>		<i>English</i>		<i>CAASPP-ELA</i>				
<i># of Absences</i>		<i>Social Studies</i>		<i>CAASPP-Math</i>				
<i># of Tardies</i>		<i>Math</i>		<i>ELPAC</i>				
<i>Notes:</i>		<i>Science</i>		<i>Other</i>				
		<i>PE</i>		<i>Other</i>				

***III. Strengths & Areas of Concern***

<i>Strengths: Include strengths &amp; interests at school &amp; at home.</i>	<i>Areas of Concerns: Include academic, behavior, social-emotional, etc.</i>

**IV. Prior Interventions**

<i>Intervention/Accommodation</i>	<i>Time Frame</i>	<i>Goal</i>	<i>Outcome</i>

**V. Action Plan**

<i>Intervention/Accommodation</i>	<i>Start Date</i>	<i>Person Responsible</i>	<i>Expected Outcome</i>	<i>Review Date</i>	<i>New Action?</i>	
					<input type="checkbox"/> <i>Yes</i>	<input type="checkbox"/> <i>No</i>
					<input type="checkbox"/> <i>Yes</i>	<input type="checkbox"/> <i>No</i>
					<input type="checkbox"/> <i>Yes</i>	<input type="checkbox"/> <i>No</i>
					<input type="checkbox"/> <i>Yes</i>	<input type="checkbox"/> <i>No</i>
					<input type="checkbox"/> <i>Yes</i>	<input type="checkbox"/> <i>No</i>

**VI. Follow-Up Date (schedule within 4 weeks):**

\_\_\_\_\_

**VII. Team Members**

<i>Title</i>	<i>Name</i>	<i>Signature</i>
Parent/Guardian		
Student (if applicable)		
Administrator		
SSMT Coordinator		
Referring Teacher		
Other		



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***Student Support and Monitoring Team (SSMT)  
Meeting Checklist***

- Copy of SSMT Referral Form***
- Copy of Student's Information Sheet from Aeries***
- Copy of Student's Attendance Record from Aeries***
- Copy of Student's Standardized Assessment (CAASPP) Scores for Years Available***
- Student Work Samples in Content Areas***
- Copy of Most Recent ELPAC Scores (if applicable)***
- Copy of Student's Discipline Record from Aeries***
- Copies of Student Work***
- RTI/PBIS, Documentation of all Tiered Interventions (include work samples)***
- Outside Clinical Assessments (if applicable)***
- Medical Records/List of Medications (if applicable)***
- Mental Health Diagnosis (if applicable)***
- Medical Diagnosis (if applicable)***
- Any Other Relevant Information to Justify Request for Assessment***
- SSMT Meeting Agenda***



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***Student Support and Monitoring Team  
Meeting Agenda (Sample)***

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Location:** \_\_\_\_\_

***Agenda (Sample)***

1. *Introductions: SSMT Coordinator welcomes and introduces invited personnel, sets positive tone; confirms meeting purpose, outcomes, agenda, and timelines.*
2. *Review Team Norms*
  - a. *Stay on task*
  - b. *Be an active participant*
  - c. *Come prepared*
  - d. *Remain solution-focused*
3. *Problem Identification & Clarification*
  - a. *Review Background Information*
  - b. *Problem Analysis*
4. *Brainstorm & Evaluate Interventions*
  - a. *SSMT Coordinator leads discussion to generate as many interventions as possible without critiquing.*
  - b. *Analyze interventions to determine if interventions are feasible.*
5. *Select Interventions*
6. *Complete SSMT Meeting Summary & Action Form*
  - a. *Determine Intervention Specifics*
  - b. *Who:*
  - c. *What:*
  - d. *Where:*
  - e. *When:*
  - f. *How:*
  - g. *Set up Progress Monitoring*
7. *Schedule SSMT Follow-up Meeting*
  - a. *Date:*
  - b. *Time:*
  - c. *Location:*
8. *Summarize & Close*



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***Student Support and Monitoring Team End of Year Report***

School: \_\_\_\_\_

<i>Number of Referrals to SSMT</i>	
<i>Total Number of SSMTs</i>	
<i>Number of Follow-up SSMT Meetings</i>	
<i>Approximate Length of Time from Request to Initial Meeting</i>	
<i>Number of Referrals for Section 504 Plans</i>	
<i>Number of Referrals that qualified for Section 504</i>	
<i>Number of Referrals for Special Education Assessments</i>	
<i>Number of Referrals that qualified for Special Education</i>	
<i>Number of Referrals to Alternative Programs</i>	
<i>Percent of Students with Successful Resolution through SSMT Intervention</i>	
<i>Percentage of Parents Attending SSMT Meetings</i>	

List in prioritized order the most common types of SSMT referrals (1 = most common):

- 1.
- 2.
- 3.

What are the strengths of your SSMT process?

What are your Areas of Concern?

New School-wide Interventions Occurring at Your Site:

**Compton Unified School District**  
**SSMT Implementation Survey**

Please have your teams complete the document by placing a checkmark next to the top two items that are not fully in place that you and your staff would work on right away to implement and/or improve the SSMT process at your site.

**School:** \_\_\_\_\_ **Principal:** \_\_\_\_\_ **SSMT Coordinator:** \_\_\_\_\_

<i>SSMT Features</i>	<i>Rating</i>			<i>Notes for Goal Setting</i>
	<i>Not In Place</i>	<i>Partially in Place</i>	<i>Fully in Place</i>	
<b>1. Team Membership &amp; Process Building Level</b>				
a. Your school's team include principal, intervention teacher, classroom teachers, and other invited specialist.				
b. Principal, teachers, invited specialist attend every meeting.				
c. Grade level teams meet regularly every six to ten weeks.				
d. The School principal provides instructional leadership at SSMT meetings (e.g., shares & interprets data, guides intervention decision making, allocates resources, etc.).				
e. Team roles are clearly defined during PLC (e.g., facilitator, time keeper, data analyst, recorder)				
f. All meetings have clearly defined agendas.				
g. Meetings include review of progress monitoring data for all students in the lowest 20% of a grade level, including all students below the 10th percentile.				
h. Our School's screening process quickly identifies new students who fall in the lowest 20% (including those below the 10th percentile) and places them in appropriate interventions.				
i. SSMT meetings are formally scheduled & completed within the allocated time.				
j. Specific data on student performance is used at the meeting to make decisions about student placement. These decisions are not made based on teacher report alone.				
k. Notification Letter of Tier 3 intervention is sent to parents, notifying them that the school is beginning to plan for a more individualized intervention for their student				
l. At least 3 times per year, teams review the effectiveness of the core program.				
m. The minutes from each meeting are distributed to team members and the leadership team. This documentation helps to clarify specific tasks that team members must complete before the next meeting. (Who will do what, by when?)				

**Compton Unified School District  
SSMT Implementation Survey**

SSMT Features	Rating			
	<i>Not In Place</i>	<i>Partially in Place</i>	<i>Fully in Place</i>	<i>Notes for Goal Setting</i>
<b>2. Core Instructional Program</b>				
a. A reading program addressing the CCSS standards is implemented consistently and with fidelity at our school.				
b. The core curriculum is delivered for a minimum of 90 minutes per day.				
c. Students are flexibly grouped according to skill level.				
d. New teachers receive initial training in the Core reading curriculum, and returning teachers receive yearly refresher courses.				
e. Teachers have ready access to high quality additional support (e.g., peer coaching, classes) as needed.				
f. Teachers have received sufficient support to adjust the implementation of the core program based on students' skill, while still maintaining fidelity to the program.				
g. The school principal conducts frequent fidelity checks and observations of classroom teachers.				
h. Assessments from the core program are administered and reviewed to guide decisions about student placement.				
<b>3. Screening &amp; Progress Monitoring Procedures</b>				
a. All assessors (both screening and progress monitoring) receive thorough initial training, as well as, yearly fidelity trainings.				
b. Progress is monitored weekly, bi-weekly or strategically (i.e. monthly) according to need for all students receiving interventions.				
c. Building staff is thoroughly trained and skilled in data analysis and interpretation.				
d. Data from Aims Web Plus screener and I-ready Diagnostic, along with other program assessments (Imagine Learning, Wonders, Collections etc.), are used to place appropriate students in reading interventions.				
e. Progress monitoring data is reviewed at each regular SSMT meeting.				
<b>4. Decision Rules</b>				
a. All team members understand decision rules				
b. Progress is monitored and interventions changed for students who fail to make adequate progress.				
c. Prior to placing a student in an individualized intervention, the following are completed: SSMT form in Aeries and if the student is receiving EL services, an evaluation of his/her language level.				
d. Decision rules are consistently followed for all students.				



**Compton Unified School District  
SSMT Implementation Survey**

<b>SSMT Features</b>	<b>Rating</b>			
	<i>Not In Place</i>	<i>Partially in Place</i>	<i>Fully in Place</i>	<i>Notes for Goal Setting</i>
<b>5. Reading Interventions</b>				
a. Research based interventions are available at each grade level to address phonemic awareness, phonics, fluency, comprehension, and vocabulary.				
b. At least one member of the team is highly skilled and knowledgeable regarding the range of intervention options.				
c. Tier 3 students receive at least 30 minutes of intervention daily in addition to core instruction in a very small group.				
<b>6. Interventions for Reading, Math, Writing, &amp; Behavior</b>	<i>Not In Place</i>	<i>Partially in Place</i>	<i>Fully in Place</i>	<i>Notes for Goal Setting</i>
a. Interventions are chosen to address specific areas of need of the student. Students participate in a reasonable number of programs so as to have an aligned, coherent program without conflicting information being presented.				
b. The Student Intervention Profile in Aeries is kept up to date for each student in an intervention, with accurate program information and start and end dates for interventions.				
<b>7. Behavior &amp; Attendance Concerns</b>	<i>Not In Place</i>	<i>Partially in Place</i>	<i>Fully in Place</i>	<i>Notes for Goal Setting</i>
a. SSMT review attendance and behavior records at each meeting and place students who meet the decision rules into behavioral interventions.				
b. Students in interventions due to problems with behavior or attendance have their progress monitored and the data reviewed at each SSMT meeting. If inadequate progress is made, interventions are intensified.				
c. If a student continues to have behavioral difficulties even with a strategic behavioral intervention in place, a Behavior Support Plan will be developed.				
d. If attendance problem persists, support and plan of action to address attendance is put in place.				
<b>8. Parent Participation</b>	<i>Not In Place</i>	<i>Partially in Place</i>	<i>Fully in Place</i>	<i>Notes for Goal Setting</i>
a. A system is in place, which ensures that parents regularly receive screening and progress monitoring data.				
b. Parents are consistently notified when students begin or change interventions.				
c. Parents receive the RtI2 Brochure when their child is about to begin a Tier 2 intervention, if not before.				
d. Input from parents is solicited and used in RtI2 decision-making, with targeted outreach to parents with diverse needs (e.g. foster youth, primary language other than English).				

# Compton Unified School District

## Student Support & Monitoring Team



## English Learners Information

Schools in California are required, upon the student's enrollment, to determine the language(s) spoken in the home by each student in order to provide meaningful and appropriate instruction. When a parent or legal guardian enrolls a student in the district for the first time, the parent completes the Home Language Survey (HLS) as part of the district's enrollment procedure.

The HLS must be placed in the student's cumulative file (Yellow Jacket). The HLS is part of the district registration process. Staff should ensure that the forms have all the appropriate signatures. The enrollment process is critical to data collection. The student only needs to enroll once in the district. This procedure is not necessary for students who are transferring within the district.

### **Monitoring Data**

- **Upon Arrival:** Student data is entered in the system by the Department of Pupil Services.
- **School:** EL Responsibility Specialist or designee will monitor accuracy of student data.
- **EL Services Department:** Screens EL data for error identification.
- **Research & Evaluation Department:** Uploads information into CALPADS.

### **Assessment English Language Proficiency**

All students whose Home Language Survey indicates a language other than English are given the state approved instrument, the Initial English Language Proficiency Assessments for California (ELPAC), within 30 calendar days of enrollment to determine students' English language proficiency. The ELPAC is a criterion referenced test based on the ELD standards. The test is an assessment of a student's proficiency in listening, speaking, reading, and writing in English. The ELPAC is also administered annually to all English Learners.

### **Primary Language Proficiency Assessment**

All identified English Learners are assessed for primary language proficiency within 90 days of initial enrollment. The state approved instrument, the Language Assessment Scale (LAS), is currently administered to determine primary language proficiency in Spanish. Kindergarten and first grade students take the Pre-LAS and grades two through twelve take the LAS. A fluent speaker of the student's primary language who is trained in test administration conducts the assessment. For languages other than Spanish, an informal assessment will be administered. A writing sample will be collected in the primary language when possible.

### **Notification of Results of Initial Assessment**

The parents of children who speak a language other than English will be notified within 10 days of the completion of their child's initial assessment. Upon completion of the assessment process, a conference will be conducted to explain assessment results, student placement, program options and waiver process. The parent will also receive a Parent Notification Packet. The Orientation Center staff, teacher, counselor, or administrator will hold the conference with each student's parents/guardians. Upon completion of the assessment process, the New Student Orientation Center will enter the assessment results into the district's database. Results of initial assessments are entered for each student and communicated to the child's teacher(s). A copy of the District Enrollment Form (including the Home Language Survey, assessment results in English and in Primary Language, and Parent Notification Packet) is placed in the student's permanent cumulative English Learner folder, which is commonly referred as the **Yellow Jacket**.

## **Long Term English Learners (LTELs)**

“Long-term English learner” means an English learner who

- Is enrolled in any of grades 6 to 12, inclusive,
- Has been enrolled in schools in the United States for more than six years,
- Has remained at the same English language proficiency level for two or more consecutive years as determined by the English Language Development Test identified or developed pursuant to Section 60810, or any successor test, and
- Scores at levels “**Standard Not Met**” on the English Language Arts standards-based achievement test (CAASPP) administered pursuant to Section 60640.

“**English learner at risk of becoming a LTEL**” means an EL who is enrolled in any of grades 5 to 11, inclusive, in schools in the United States for four years, scoring below level 4 on the ELPAC Assessment and scores in the fourth year at levels 1 or 2 (Standard Not Met/Approaching Standard) in the CAASPP Assessment administered pursuant to Section 60640.

### **Characteristics of Long-term English learners**

- Have lived most or all of their lives in the United States.
- Often have experienced retention practices, making this population at high risk for dropping out
- Are often orally bilingual and sound like native English speakers but do not have well developed academic literacy skills in English.
- Often have developed habits of non-engagement, learned passivity, and invisibility in school.
- Perform below grade level in reading and writing and, as a result, struggle in all content areas.
- The overall school performance with poor grades.

### **Basic LTEL Principles**

- LTELs need urgency, acceleration, and focused Instruction.
- LTELs are diverse and have distinct needs.
- LTELs need English Language Development (Listening, Speaking, Reading, and Writing) and Literacy Development.
- LTELs have language development and academic gaps that must be addressed by all teachers.
- LTELs need rigor, and access to meaningful education.
- LTELs need a relationship that will provide them guidance and support.
- LTELs need to be active participants in their own education. (Olsen, 2010)

## **CUSD Long-Term English Learner Instructional Program**

The Long-Term English Learners (LTEL) instructional program serves English Learners who have been enrolled in US schools for 5+ years or more. Students in 5th to 7th grade who are at risk of becoming Long Term English learners will receive Academic Language Development (ALD), Reclassification data chats, and intervention support at the school site.

### **Goals of the Instructional Program**

The goals of this instructional program are to accelerate the academic language proficiency of ELs who have been in the program for 5+ years. The program coordinates a network of resources to provide LTELs a quality education. Interventions and services assist LTELs with reclassification, graduation, and college/career readiness.

### **The components of the program are the following:**

- English Language Development emphasizing on oral and written academic language development.
- Instruction on organization skills and support for content courses.
- Focus on study skills across content areas.
- All English learners will participate in data chats on a quarterly basis.
- Bilingual paraprofessionals will provide additional academic support.
- Explicit language and literacy development across content areas.

LTELs exit the instructional program once they meet the reclassification criteria.

### **Monitoring English Learner Progress**

English Learners are monitored for language proficiency and academic progress formally quarterly and informally on an ongoing basis. District common assessments and State mandated assessments are used to monitor student progress. The results of these assessments are maintained in the district electronic data base. District administrators, site administrators, support staff, and teachers can access student information to monitor student achievement, progress toward reclassification, and identify students in need of intervention. **Monitoring forms will be filled by the classroom teacher and filed in the students CUM quarterly.** A copy will be submitted to the EL specialist/Principal/Designee. An excel document containing these data will be turned into the EL Services Department. Through the monitoring of student assessment data, early interventions are provided to English Learners to ensure they receive support.

At the school sites the review of data occurs through several ways, but not limited to: The Single Plan for Student Achievement (SPSA) process, School Site Council (SSC), English Learners Advisory Committee (ELAC), Professional Learning Community (PLC), professional development, grade level collaboration and planning (PLCs), classroom assessments, and Student Success Team (SSMT), student goal setting.

## **RECLASSIFICATION**

Reclassification is the term used when a student, who was initially been identified as limited English proficient, has developed sufficient English language skills to function in English-only instruction. The designation of such a student is changed from limited English-proficient to Reclassified Fluent-English Proficient (RFEP).

### **Purpose**

The purpose of the reclassification is to determine whether an English Learner has met specific district established criteria and can participate at the same level as a native English speaker in the school's regular instructional program.

### **Criteria for Reclassification of English Learners**

Compton Unified School District uses the following criteria to determine when English Learners have developed the English language skills necessary to succeed in English-only instruction.

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	Criteria # 1	Criteria # 2				Criteria # 3																								
Grade	ELPAC	CAASPP	AIMS Web	District ELA Benchmark/I-Ready	Alternative ELA Assessment (SRI)	Writing																								
1	<ul style="list-style-type: none"> <li>Overall score of <b>4</b></li> </ul>		<ul style="list-style-type: none"> <li>Score at <b>75 Percentile</b> or higher on the winter assessment or thereafter</li> </ul>	<p style="text-align: center;"><b>OR</b> →</p>	Lexile 190 or higher	<ul style="list-style-type: none"> <li><b>6</b> (10-point rubric) or <b>7</b> (12 point rubric) or higher on the District Benchmark</li> <li><b>OR</b></li> <li><b>EL Writing Prompts</b> (Score at 3 or above on a 4 point rubric)</li> </ul>																								
2	<ul style="list-style-type: none"> <li>Overall score of <b>4</b></li> </ul>			<ul style="list-style-type: none"> <li>Score of <b>On Grade (Green)</b> on the <b>I-Ready Diagnostic 2 (Class Norms)</b> or thereafter</li> </ul> <p style="text-align: center;"><b>OR</b> →</p>	Lexile 320 or higher	<ul style="list-style-type: none"> <li><b>6</b> (10-point rubric) or <b>7</b> (12 point rubric) or higher on the District Benchmark</li> <li><b>OR</b></li> <li><b>EL writing Prompts</b> (Score at 3 or above on a 4 point rubric)</li> </ul>																								
3-12	<ul style="list-style-type: none"> <li>Overall score of <b>4</b></li> </ul>	<ul style="list-style-type: none"> <li>Score at <b>Level 3 (Standard Met)</b> or higher on ELA</li> <li><b>OR</b></li> <li>Score at <b>Level 3 (Standard Met)</b> or higher on the Reading Claim</li> </ul>	<p style="text-align: center;"><b>OR</b> →</p>	<ul style="list-style-type: none"> <li>Score of <b>On Grade (Green)</b> on the <b>I-Ready Diagnostic (Class Norms)</b> or thereafter</li> </ul> <p style="text-align: center;"><b>OR</b> →</p>	<table border="1"> <thead> <tr> <th>Grade Level</th> <th>SRI Lowest Lexile for Reclassification</th> </tr> </thead> <tbody> <tr><td>1<sup>st</sup></td><td>190L and above</td></tr> <tr><td>2<sup>nd</sup></td><td>320L and above</td></tr> <tr><td>3<sup>rd</sup></td><td>425L and above</td></tr> <tr><td>4<sup>th</sup></td><td>640L and above</td></tr> <tr><td>5<sup>th</sup></td><td>725L and above</td></tr> <tr><td>6<sup>th</sup></td><td>825L and above</td></tr> <tr><td>7<sup>th</sup></td><td>870L and above</td></tr> <tr><td>8<sup>th</sup></td><td>900L and above</td></tr> <tr><td>9<sup>th</sup></td><td>950L and above</td></tr> <tr><td>10<sup>th</sup></td><td>985L and above</td></tr> <tr><td>11<sup>th</sup>/12<sup>th</sup></td><td>1085L and above</td></tr> </tbody> </table>	Grade Level	SRI Lowest Lexile for Reclassification	1 <sup>st</sup>	190L and above	2 <sup>nd</sup>	320L and above	3 <sup>rd</sup>	425L and above	4 <sup>th</sup>	640L and above	5 <sup>th</sup>	725L and above	6 <sup>th</sup>	825L and above	7 <sup>th</sup>	870L and above	8 <sup>th</sup>	900L and above	9 <sup>th</sup>	950L and above	10 <sup>th</sup>	985L and above	11 <sup>th</sup> /12 <sup>th</sup>	1085L and above	<ul style="list-style-type: none"> <li><b>6</b> or higher (10-point rubric) <b>OR 7</b> (12 point rubric) or higher on the District Benchmark (most recent)</li> <li><b>OR</b></li> <li><b>Score at Level 3</b> or higher on the Writing Claim of CAASPP</li> <li><b>OR</b></li> <li><b>EL Writing Prompts</b> (Score at 3 or above on a 4 point rubric)</li> </ul>
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## **Reclassification Process**

The classroom teacher, counselor, principal, EL Specialist or designee will evaluate student progress and recommend candidates for reclassification based on the achievement of the criteria.

The school counselor or EL Specialist will notify parents, via telephone and letter of the date, time, and location of the Reclassification Meeting scheduled to reclassify the students. The notification letter to parents will specify the criteria for reclassification and program(s) that the student will participate in after the reclassification process is completed.

Three attempts will be made to have the parent/guardian present at the Reclassification Meeting. After three attempts have been made and documented, the meeting will be conducted. The classroom teacher will notify the parent.

The Reclassification Meeting is convened to review the reclassification criteria and inform parents of the reclassification process, change of placement, and monitoring process.

The team consists of the candidate's parents (if available), administrator/designee, classroom teacher, EL Specialist, EL Lead Team members, other appropriate bilingual school personnel, and student (if secondary school). If parents are not present at the Reclassification meeting, the school is responsible for notifying parents of the outcome and obtaining their approval by having the appropriate documentation signed by the parent/guardian.

The Reclassification Meeting documentation and minutes are then placed in the student's Yellow Jacket. In Aeries, the student's language status is changed from "L" to "R", and the reclassification date is entered on the "Language" screen. Reclassification is not complete until all the appropriate changes are made in Aeries. The reclassified student is placed in the appropriate regular instruction classroom.

## **Follow-Up Plan for Reclassification**

Districts receiving Title III funds are required under Every Student Succeeds Act (ESSA) to monitor students for four years after reclassification. EL students are monitored for at least four years to ensure that they are achieving academically as compared to average native speakers.

The EL Specialist or site administrator will inform classroom teachers, special education teachers, when appropriate, and counselors of students who have been reclassified.

The monitoring form is provided to classroom teachers by the EL Specialist to indicate student progress in the core subjects (English/language arts, math, history/social science, and science).

This form is completed by the classroom teacher and filed in the student's cum file. At any time, the classroom teacher may bring to the attention of the EL Specialist and/or counselor any reclassified student who is not progressing in the core curricular areas at a rate comparable to that of an average native speaker. The EL Specialist and/or counselor, classroom teacher, parent, or administration may recommend the reconvening of an SSMT for appropriate modifications to the student's instructional program.

# Compton Unified School District

## Student Support & Monitoring Team



## Section 504 Program & Forms

## *Section 504 Program*

Section 504 of the Federal Vocational & Rehabilitation Act of 1973 is a law designed to protect the rights of any individual with disabilities in programs and activities that receive federal financial assistance. Additionally, the law specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary, or post-secondary schooling.

Section 504 states, "No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance" (29 USC 794, 34 CFR 104.1).

Section 504 is a civil rights law that protects the rights of individuals with disabilities. It is a protection from discrimination, which mandates that public school districts provide a "free appropriate public education" (FAPE) in the least restrictive environment based on the individual student's unique needs.

Section 504 requires that public schools identify and evaluate students with disabilities and determine whether they need services in order to provide them with an opportunity to perform at the same level as their peers. Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or related aids and services designed to meet their individual needs as adequately as the needs of non-disabled students. If the student is found to require regular and/or related aids and services under Section 504 due to disability, the team shall develop a 504 Accommodation Plan for the provision of such services to the student.

The Section 504 Accommodation Plan provides an intentional and systemic approach to ensure that the student is receiving necessary accommodations. A Section 504 Plan should include the following components:

- Description of the nature of the concern.
- Description of the basis for determination of the disability.
- Description of how the disability affects a major life activity.
- Description of the supplementary aids, services and accommodations needed.
- Review/reevaluation date.
- Determination of the case manager and names and titles of the 504 team.
- Procedural Rights and Safeguards.

The accommodations are designed so a student can learn in a classroom environment and participate in school just as they would if they did not have a disability. The goal of a 504 plan is to remove barriers and allow students with disabilities to participate freely in public education or schools that receive public funding. It seeks to 'level the playing field' so that students with 504 accommodations can safely pursue the same opportunities as everyone else.

## **Eligibility**

Students who qualify under Section 504 are to receive services to the same extent as students without disabilities. Section 504 students could be served in regular classrooms with accommodations, or may be served in special education with related services. Accommodations are to provide Free and Appropriate Public Education (FAPE), or the same access as general education students. A Section 504 Plan provides procedural safeguards and rights to students and ensures that needed student accommodations will occur. Children who benefit from a 504 plan are those who are able to learn at a typical level if they are provided appropriate accommodations. Thus, a child with intellectual disabilities will most likely need an IEP while a child with diabetes or asthma might require a 504.

According to the U.S. Department of Education, a student qualifies under Section 504, if the answer to the following three questions is “yes.” If any of the answers to the questions are “no,” the student does not qualify. However, the student can still be assisted through informal accommodations.

1. Does the student have a potentially limiting physical or mental disability or impairment that substantially limits a major life activity?
2. Does the student’s disability impair a major life activity?
3. Is the degree of impairment substantial?

Eligibility for a 504 plan is on an individual basis and it does not define specific medical conditions. Instead, the 504 Plan should be intentionally left as a broad statement of possible physical and mental impairments so that each school can determine eligibility on a case-by-case basis.

## **Limiting Mental or Physical Disability**

Section 504 defines a physical or mental impairment as any:

- Physiological disorder or condition.
- Cosmetic disfigurement.
- Anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine.
- Any mental or psychological disorder.

The 504 Team makes a determination of whether a student has a mental or physical disability or impairment on a case by case basis. Some examples include diabetes, severe allergies, asthma, seizure disorder, depression, bowel/bladder disorder, and ADHD. A child who has frequent referrals for behavior problems or is under a doctor care for a psychological condition such as anxiety or depression can be explored for a Section 504 Plan. Students with disabilities that affect learning like the ADHD (attention deficit or hyperactivity disorder) also qualify under the 504 Plan even though they do not qualify for services under IDEA.

## ***Limiting Mental or Physical Disability (Con't)***

Students with one of the following qualifying disabilities can be eligible for 504 Plan protection:

· Autism	· Other Health Impairment
· Deaf-Blindness	· Hearing Impairment
· Mental Retardation	· Multiple Disabilities
· Orthopedic Impairment	· Specific Learning disability
· Emotional Disturbance	· Speech/Language Impairment
· Traumatic Brain Injury	· Visual Impairment

### **Major Life Activities**

A student can qualify for a Section 504 Plan if their disability impairs a major life activity which includes a variety of functions required in daily life, from seeing or hearing to concentrating, communicating, and learning. The Department of Education also includes "major bodily functions" in the life activities, so children with respiratory, bowel or bladder, immune, and other physical conditions can be protected under the law.

A 504 plan spells out the modifications and accommodations that will be needed for these students to have an opportunity to perform at the same level as their peers. These may include such things as wheelchair ramps, blood sugar monitoring, an extra set of textbooks, home instruction, or a tape recorder or keyboard for taking notes.

A student may have a disability and eligible for Section 504 services even if his or her disability does not limit the major life activity of learning. The school must consider how the impairment affects any major life activity of the student and, if necessary, assess what is needed to ensure that students have an equal opportunity to participate in the school's programs.

### **Substantial Impairment**

The Section 504 Team in considering whether the degree of impairment is substantial, should consider how the impairment affects a major life activity, and whether the impairment significantly limits or restricts the activity, compared to those in the same grade level or age. According to The American with Disabilities Act Amendment Act of 2008 (ADAA), this should not be interpreted strictly. Eligibility determination need not entail extensive analysis, and should be expansive rather than restrictive.

A Section 504 evaluation is not a medical diagnosis, but an educational decision made by a multi-disciplinary team to recommend accommodations to ensure that the student is provided equal access to learning opportunities afforded to all students. The Office of Civil Rights (OCR) has clarified that a medical diagnosis is not necessary for 504 eligibility (Zirkel, 2003).

## **Substantial Impairment (Con't)**

A transitory and minor impairment with actual or expected duration of six months or less does not constitute a disability, e.g., broken leg or sprained wrist.

Impairments that are episodic or in remission must be considered disabilities if the condition, when active, substantially impairs a major life activity, such as severe allergies, anaphylaxis, or seizure disorders.

## **Child Find**

The District has a duty to conduct a “child find” annually, during which the District must make efforts to inform students with disabilities and their parents of the District’s obligation to provide a FAPE. This duty extends to all students with disabilities between the ages of 3 and 22, residing within the District boundaries, including those who may be attending private or home schools. To meet this requirement, schools must distribute annually to every student the District’s Parent Student Handbook during the first month of each school year or at the time of initial enrollment.

## **Homeless Students and Section 504**

Schools have a Child Find requirement for all students with disabilities, even those without a permanent residence. The McKinney-Vento Homeless Assistance Act defines homelessness as a student between the ages of 0-22 who lacks a fixed, regular and adequate night time residence. According to the Act, CUSD is required to remove barriers to the enrollment, attendance, and academic success of homeless students. Reasonable efforts should be made to notify parents and/or guardians about Section 504 evaluation meetings and accommodation plans. However, because notification, not consent, is the only requirement, other contacts may include a surrogate parent, caseworker, shelter staff, or district homeless liaison ([www.ed.gov/about/offices/list/osep/policy.html.thompson.com](http://www.ed.gov/about/offices/list/osep/policy.html.thompson.com)).

## **Foster Youth Students and Section 504**

According to Assembly Bill 490 (Steinberg), foster youth, including those with disabilities, must have access to the same academic resources, services, extracurricular and enrichment activities available to all students. A Section 504 Plan under IDEA requires CUSD to provide FAPE to student with disabilities including foster youth. Permission to access or determine eligibility may be given by the natural or adoptive parent, a foster parent or legal guardian, or person acting in the place of a parent such as a surrogate (LACOE, 2018).

## **504 Plans vs. IEPs**

A 504 plan is different from an individualized education program (IEP). The main difference is that a 504 plan modifies a student's regular education program in a regular classroom setting. Classroom teachers monitor a 504 plan.

A student with an IEP, as part of the Individuals with Disabilities Education Act (IDEA 2004), may receive different educational services in a special or regular educational setting, depending on the student's need. IEP programs are delivered and monitored by additional school support staff.

It is important to note that students with IEPs are also entitled to the additional protections and services offered by 504 plans. Students with IEPs might benefit from a 504 plan, for example, if they are moving from a special education setting to a regular classroom.

## **Behavior and 504**

Bad conduct, per se, without another handicapping condition, does not make a student eligible for a 504 plan. However, if any student demonstrates consistent behavioral problems, the student's school staff must have considered and if appropriate, developed behavioral interventions.

## **Student Discipline and Section 504**

According to the Office of Civil Rights (OCR), the suspension and/or expulsion of students with disabilities may be treated the same way under both IDEA and 504. However, a student with an identified disability under Section 504 who violates any Education Code 48900 section related to the use of alcohol, drugs, or illegal substances can be disciplined in the same manner as a non-disabled student. School districts can take disciplinary action against any student with a disability “who currently is engaging in the illegal use of drugs or in the use of alcohol to the same extent that such disciplinary action is taken against students who are not individuals with disabilities (LACOE, 2018).

## **Suspensions/Expulsions**

- Section 504 offers no special protections prior to suspending a student with a disability for 10 school days or less where there is no pattern of removals to suggest a change in placement. This is the case even if the behavior is related to the student’s disability.
- Suspending a student for 10 days or more is considered a ‘significant change in placement.’ OCR interprets a ‘significant change in placement’ to also encompass a series of short-term suspensions when they total more than 10 days and constitute a “pattern of removals.”
- The determination of whether a series of suspensions creates a pattern of exclusions that constitutes a significant change in placement must be made on a case-by-case basis. Among the factors considered in determining whether a series of suspensions has resulted in a significant change to placement are the length of each suspension, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

## **Expulsion Recommendation**

The following steps should be followed when recommending a Section 504 student for expulsion:

- Upon investigating a serious disciplinary incident, call the Section 504 Designee to determine if an expulsion recommendation would be appropriate.
- Convene a Section 504 Data Review Team Meeting at the school site to IMMEDIATELY begin the pre-expulsion evaluation and manifestation determination (see below), prior to the extension of suspension.
- Complete the administrative hearing/expulsion packet IMMEDIATELY and submit to Office of Pupil Services.
- The pre-expulsion evaluation and manifestation determination should be completed before day 5. A copy of the Section 504 evaluation and administrative hearing/expulsion packet must be provided to the Office Pupil Services no later than the day of the hearing.
- Should a violation of these timeline occur, a student MAY NOT be expelled and the matter will be referred back to the Section 504 Team for needed support.

## **Manifestation Determination Review**

A Manifestation Determination (MD) is a process used to evaluate whether a student's misconduct is related to his disability. The Office of Civil Rights states that an MD review must occur when a determination is being made for disciplinary actions and would constitute a significant change in placement. A district may not exclude a student beyond 10 days unless it conducts an MD review and finds that the student's misconduct is not related to his/her disability.

The process for a MD review is outlined in IDEA. Conduct is a manifestation of a child's disability if:

- The conduct in question was caused by or had a direct and substantial relationship to the child's disability or
- If the conduct in question was the direct result of the district's failure to implement the IEP.

The determination of whether a student's misconduct is related to his/her disability must be made by persons knowledgeable about the student and the meaning of the evaluation data. This may be the same group that makes placement decisions. The MD Team should also include the parent.

If the MD review reveals that the student's conduct was a manifestation of a disability, the student generally cannot be expelled or suspended for the conduct beyond the 10th day and the evaluation team must determine whether the student's current educational placement is appropriate. Additionally, the team may also develop a new Behavior Intervention Plan (BIP).

If a student's misconduct is not related to his/her disability, the district may discipline the student as it does the general education population, including suspending the student for more than 10 consecutive school days.

## **Placements and Services**

California law requires that the school and district must provide continued services to suspended and/or expelled students therefore the district should ensure that appropriate accommodations and services are provided to the 504 students in the suspended/expelled placement.



## ***Section 504 Accommodation Plan***

The product of the 504 meeting is an accommodation plan. This plan provides a systematic approach to ensure that the student is receiving the necessary accommodations. The plan lists the student's disabilities and the major life activity affected. It should explain how the disability was determined. The accommodation plan should have an explanation on how learning is affected and what accommodations are being recommended to remediate the disability.

### ***Accommodation Plan Format***

This document should:

- Identify the student (name, grade level, school, district, etc.)
- List the present levels of student performance
- Identify the major life activity affected (i.e. Walking, seeing, hearing, speaking, breathing, learning, working, caring for one's self) and to what degree
- Specify the specific disabling condition
- Note the changes in educational setting, instructional materials and instructional strategies that are recommended

### ***What are accommodations?***

Accommodations help the student access and receive an appropriate education. This section includes sample accommodations to be considered when creating a Section 504 accommodation plan. It is not extensive; nor should it be considered a "checklist" by parents or 504 teams.

- ***Assignments:*** Provide guided practice; provide more practice on lessons; provide a structured routine in written forms; modify homework assignments; shorten assignments; break work into smaller segments; reduce number of items on a task/homework; reduce the reading level of the assignments; provide frequent review, reminders and or prompts; allow use of word processor.
- ***Lesson Presentation:*** give both oral and written directions; use picture directions; vary activities and provide or reduce movement opportunities; have student repeat directions; have student repeat lesson objectives; have student summarize at the end of the lesson; have student review key points orally; change question level; change response format (e.g., from verbal to physical, from saying to pointing, etc.); provide sequential directions (label as first, second, etc.).
- ***Physical Arrangement of Room:*** provide headsets to muffle noise; rearrange student groups (according to instructional needs, cooperative learning, etc.); seat student near the teacher; seat student near a positive role model; increase the distance between the desks; vary working surface (e.g., floor or vertical surface such as blackboards); stand near the student when giving directions or presenting lessons; avoid distracting visual and auditory stimuli; provide study area at the back (or specific location) of the room.

### ***What are accommodations? (Con't)***

***Organization:*** provide organizer for desk material; color code materials/directions; use raised line paper; help students to develop their own learning strategies; send home a list of missing assignments; provide student with a classroom assignment log; ask parents to structure study time; provide and/or post daily/weekly/monthly work schedule; check notebook/desk organization; send daily/weekly/monthly progress reports home; provide extra set of textbooks at home.

***Test-Taking:*** adapt test items for differing response modes; ask oral multiple choice questions; allow open book exams; give exam orally; use more objective items; allow student to give test answers on tape recorder; allow extra time for exam; read test item to student; modify weights with exams; give frequent short quizzes instead of long exams; reduce the number of items on the test.

***Student Responsibilities:*** complete assignment notebook and ask for teacher(s) initials; come to class with books, pencils, and paper; complete assigned work; take needed materials home to complete work; set deadlines for work completion; break assignments into smaller parts; prioritize assignments; take prescribed medications; request assistance when needed; tell teacher(s) how to help you; use self-monitoring strategies for behavior control.

***Behaviors:*** praise specific behaviors; use self-monitoring strategies; give extra privileges and rewards; implement time-out procedures; make “prudent use” of negative consequences; allow short breaks between assignments; cue student to stay on task; mark student’s correct answers, not his/her mistakes; implement classroom behavior management system; allow legitimate movement; utilize student contracts; keep classroom rules simple and clear.

***Medications/Specialized Physical Health Care Services (SPHCS):*** accommodate physical mobility limitations (e.g., between classes, etc.); allow water/food at desk; allow frequent use of the restroom; escort student to the health office if he/she has low blood sugar; allow extra time to travel between classes; provide appropriate furniture; allow use of cell phone to set alarm for health needs and procedures; allow student to rest in health office as needed.

***Special Considerations:*** suggest parenting programs; monitor student closely on field trips; provide group/individual counseling; provide social skills group experiences; develop intervention strategies for transitional periods; suggest agency involvement; identify resource staff; modify class schedule; modify nonacademic times, recess, lunch.

***Parent Interventions:*** provide a quiet study area for homework; enforce a consistent study time; initial assignment notebook daily or weekly; call teacher(s) for progress reports; inform teacher and nurse of medication changes; supply school with needed medication; use a behavior contract to improve behavior; provide rewards for appropriate behavior or satisfactory completion of assignments.

### ***Who Serves on the Team?***

The 504 evaluation team includes individuals who are knowledgeable about the progress of the student, the disability, placement options, and evaluation data. The members of the 504 Team may include the following:

- Student
- Parent
- 504 Coordinator for the school
- School Psychologist
- Nurse
- Counselors
- Administrators
- Teachers

The 504 Team should mirror the SSMT as this would bring consistency to the process of evaluating students for 504.

### ***Data Needed for the 504 Team Meeting***

The following is a suggested minimum list of items needed to evaluate the student as part of the Section 504 process:

- Achievement Tests
- Teacher Observations
- Attendance Records
- Academic Interventions
- Report Cards/Progress Reports
- Student Work Samples
- Health Information/Medical Reports

## ***Protocol For Convening A Section 504 Committee Meeting***

In preparation for the Section 504 meeting, and/or in response to a completed/received **Request for Section 504 Evaluation and Consent Form (A)**, execute the following action steps:

- Put together the 504 Committee for the case; the committee includes the Coordinator, Site Administrator/Designee, parent/guardian/caregiver, student's teacher and counselor and other invited specialists.
  - For students with Health/Physical Impairment/Disabilities and initial Mental Health Impairment/Disabilities, include the School Nurse & your Health Assistant., and others who have additional information on student's condition and academic progress. Reminder: Physician report/Doctor's note must be referred to the School Nurse (R.N.) using the Health Evaluation Referral Form accompanied by completed Parent Consent for Release of Medical Information Form. The School Nurse should bring to the meeting any additional information from the student's physician.
  - For students with Mental Health disabilities, initially assessed/evaluated by a School Psychologist and did not qualify (DNQ) for special education services, include the School Psychologist. The School Psychologist should bring to the meeting a copy of the psycho-educational evaluation and initial IEP minutes.
  - For students who are exiting from Special Education services under IDEA, include the School Psychologist and the Special Education Teacher. The School Psychologist should bring to the meeting a copy of the psycho-educational evaluation and initial IEP minutes.

Notify all members of the Committee on the date, time, and place for the meeting (**Section 504 Committee Meeting Notice (E)**); the parent is officially notified/invited to attend the meeting by completing and sending **Parent/Guardian Notice of Section 504 Evaluation (B)**, accompanied by **Section 504 Parent/Guardian/Student Rights and Procedural Safeguards (C)** and **Section 504 Parent Input Form (D)**.

- Have student's teacher complete the Section 504 Teacher Observation Form (F); the Teacher should bring the completed form to the meeting.
- Prepare additional pertinent data/documents that relate to the student's attendance, discipline or teacher referrals, counseling records, parent conferences, interventions, etc., which can be extracted and printed from the Aeries Data Base; bring them to the meeting.

## *Protocol for Convening a Section 504 Committee (Con't)*

### **At the Section 504 meeting, follow these steps:**

- Coordinator opens the meeting by acknowledging all the members of the committee (introductions) and states the objectives of the meeting, i.e.,
  - to review the current Section 504 Plan of the student, whether the plan was effective and shown positive results (FOR 504 REVIEW),
  - to determine/evaluate if student's disability qualifies for Section 504 accommodations,
  - to develop an accommodation plan if student is found eligible.
- Coordinator uses **Section 504 Evaluation Team Meeting Form (G)** as a guide and means of documenting the evaluation of the student's current condition/disability; allow every member to present or share their information one at a time. Every member should be given a chance to speak, without interruption, and share pertinent information relative to the student's current condition.
- Immediately following the individual sharing, further discussions may be necessary to ensure that every member has a clear and accurate understanding of all of the information that were presented/shared. Ideally, all of the members are in one accord in their understanding/knowledge of the student's disabling condition. If a debate ensues or disagreements persist, it is the Coordinator's job to focus everyone's attention on what is in the best interest of the student. The committee must strive to arrive at a consensus before proceeding to the "**Section 504 Determination Criteria**" **Section of Form G**. If all 4 questions in this section of Form F are answered with a "Yes" then the committee can conclude that the student is eligible to receive Section 504 services to address the educational areas that are substantially impacted by the student's disability. Make sure that every member signs off on Form G.
- The committee proceeds to develop the student's **Section 504 Plan**, using **Form H** to document the *areas of educational impact* and the corresponding related *accommodations*; *name the person/s responsible* for the implementation of each accommodation and indicate *the frequency* of its implementation or when the actions will be taken. If, during the evaluation process, discipline was brought up as one of the areas affected by the student's disability, ensure that the **Section 504 Behavior Intervention Plan (I)** is also completed; if discipline is not an issue, this page of Form I need not be completed.
- The parent should be given a copy of the completed documents (**Forms C, G, H, L**), using **Form L** as a cover letter. The originals go to the student's Cum File. Other members of the committee and all of the persons designated as responsible in implementing the accommodations written on the Section 504 Plan must be notified; use **Form K (Section 504 Plan Distribution Notice Form)** to document that you have notified all concerned. Attach only the 504 Plan (completed Form H) to this notification form. Include the original of Form K in the student's Cum File.
- A copy of all of your documentation should be forwarded to the Section 504 District Coordinator. Attach/Enclose them to your monthly **Section 504 Log** that you submit monthly.



Compton Unified School District  
**Pupil Services Department**  
 417 West Alondra Blvd.  
 Compton, CA 90220  
 TEL.: (310) 639-4321, extension 63044; FAX: (310) 763-5971

**Request for Section 504 Evaluation and Consent Form (A)**

Student's First Name	Student's Last Name	DOB:	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female
Home Address			
Parent/Guardian & Relationship to Student		Parent/Guardian & Relationship to Student	
Address of Parent/Guardian <input type="checkbox"/> Same as Student		Address of Parent/Guardian <input type="checkbox"/> Same as Student	
Home Telephone Number	<input type="checkbox"/> Cell <input type="checkbox"/> Work Number	Home Telephone Number	<input type="checkbox"/> Cell <input type="checkbox"/> Work Number
Email Address		Email Address	
Interpreter Needed? <input type="checkbox"/> No <input type="checkbox"/> Yes		Interpreter Needed? <input type="checkbox"/> No <input type="checkbox"/> Yes	

What is the reason for the request? Clarify student's needs and area(s) of concerns)

What major life activity is substantially limited? (Check all that apply)

<input type="checkbox"/> Learning	<input type="checkbox"/> Hearing	<input type="checkbox"/> Performing manual tasks	<input type="checkbox"/> Reproductive function
<input type="checkbox"/> Reading	<input type="checkbox"/> Eating	<input type="checkbox"/> Bowel function	<input type="checkbox"/> Circulatory function
<input type="checkbox"/> Concentrating	<input type="checkbox"/> Speaking	<input type="checkbox"/> Bladder function	<input type="checkbox"/> Neurological function
<input type="checkbox"/> Working	<input type="checkbox"/> Breathing	<input type="checkbox"/> Digestive function	<input type="checkbox"/> Normal cell growth
<input type="checkbox"/> Thinking	<input type="checkbox"/> Sleeping	<input type="checkbox"/> Endocrine function	<input type="checkbox"/> Functions of immune system
<input type="checkbox"/> Communicating	<input type="checkbox"/> Walking	<input type="checkbox"/> Caring for one's self	<input type="checkbox"/> Respiratory function
<input type="checkbox"/> Lifting	<input type="checkbox"/> Bending	<input type="checkbox"/> Brain function	<input type="checkbox"/> Other
<input type="checkbox"/> Seeing	<input type="checkbox"/> Standing		

... Are there any current medical records, outside agency reports, prior school evaluations, etc., that would assist the team in evaluating the .... student? Please and attach if available.

Who is making the request?

Name	Relationship to Student
------	-------------------------

Additional information may be necessary to determine your child's needs and whether he/she may be eligible for protections, accommodations or services under Section 504. Evaluation may include but is not limited to: reviewing existing school records, observations, prior testing, work samples, grades, standardized test scores, and other data. Please review the enclosed "Section 504 Parent Procedural Safeguards." If you consent to the evaluation, please check "I consent." If you do not consent to the evaluation, please check "I do not consent."

Check one of the following: <input type="checkbox"/> I consent <input type="checkbox"/> I do not consent	Parent Signature	Date
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**Return this form to the School Section 504 Designee. Attach any supporting documentation.**

Received by:	Date:
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***Parent/Guardian Notice of Section 504 Evaluation (B)***

<b>Date:</b>	
<b>Parent's Name:</b>	
<b>Student's Name, Student ID#:</b>	
<b>School:</b>	
<b>Home Address:</b>	

Dear Parent/Guardian:

A request has been made for a Section 504 Evaluation under the Rehabilitation Act of 1973. The purpose of the evaluation is:

1. Determine whether your child has a physical or mental impairment which may be substantially limiting one or more major life activities (e.g., walking, seeing, hearing, speaking, breathing, learning, working, caring for one's self, performing manual tasks, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, speaking, etc.)
2. To develop a special accommodation plan so that your child can have access to and receive an appropriate education if he/she is determined to be handicapped under Section 504.

Members of the School Section 504 Team, consisting of teachers, counselors, psychologists, and administrators, will review records, interview those knowledgeable about your child, participate in observations, and collect other data. Please provide copies of any current medical, psychological, outside tutoring and/or other records to the School Section 504 Coordinator, (*name of coordinator*), for consideration, no later than (*date of deadline*).

The Section 504 Evaluation Meeting will be held on:

Date:	
Time:	
Location:	

-----  
 Please complete and sign this portion of the form and the *Parent/Guardian/Student Rights and Procedural Safeguards (Form C)* and submit them to the school Section 504 Designee (*name of designee*), no later than (date of deadline).

Student Name:		School:		Grade:	
---------------	--	---------	--	--------	--

Although your participation in this evaluation meeting is not required by law, your attendance at the meeting would be much appreciated. During this meeting you will be given an opportunity to provide any additional information that you think might assist the Section 504 Committee members in making decisions about your child's educational progress.

- I will attend the meeting
- I will not attend the meeting. (You will receive a copy of the results of the meeting).
- I have received a copy and read my copy of the Parent/Guardian/Student Rights and Procedural Safeguards (Form C).

\_\_\_\_\_  
 Parent/Guardian Name

\_\_\_\_\_  
 Parent/Guardian Signature

\_\_\_\_\_  
 Date



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## ***Section 504 Parent/Guardian/Student Rights and Procedural Safeguards (C)***

Under Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive a free appropriate public education, which includes the right to be educated with students without disabilities to the maximum extent appropriate. Further, students with disabilities have the right to take part in, and receive benefits from, public education programs without discrimination or harassment based on those disabilities.

The purpose of this notice is to describe the procedural safeguards provided to the parents/guardians of students with disabilities under Section 504 of the Rehabilitation Act of 1973. The intent of the law is to keep parents fully informed concerning the District's decisions to identify, evaluate, and/or make accommodations for their children. Parents/guardians of a student with disabilities, have the right to:

- Receive written notice of the District's intent to identify, evaluate, and/or provide a Section 504 accommodation for your child;
- Review all relevant records regarding their child and obtain copies of those records at reasonable costs;
- Have evaluation and educational decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and Section 504 accommodations;
- Have periodic reviews and re-evaluations before any significant changes in placement;
- Use the school site and district complaint procedure to file a grievance;
- Request an impartial hearing if they disagree with their child's identification, evaluation, or Section 504 plan, with opportunity for participation in the hearing and representation by an attorney at the parents'/guardians' expense; and
- Review the decision of the impartial hearing officer.

If you should disagree with the Section 504 decision regarding your child and have a need for further information or assistance with filing a grievance or requesting an impartial hearing, please contact:

***Dr. Abimbola Ajala***  
*Executive Director*

**Pupil Services Department**  
Compton Unified School District  
417 W. Alondra Boulevard, Compton, CA. 90220  
(310) 639-4321, Extension 63047/63044





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**Section 504 Parent Input Form (D)**

(To assist us with the evaluation of your child, please complete the following information as soon as possible and return to the School Section 504 Designee prior to the Section 504 Evaluation Meeting)

Student ID:				Date:		
Last Name		First Name		Grade		
School						
Student's Primary Language				English Language Development Level		
Parent/Guardian						
Home Address						
Home Phone		Cell Phone		Work Phone		

**My Child's Health** (Check all that apply, answer the questions below, and explain your responses as necessary)

- My child is not currently under a doctor's care for any physical or mental condition.
- My child has physical or mental condition.
- My child has physical or mental condition with symptoms that are sometimes more serious than other times.
- My child had a serious physical or mental condition that has gone away.

**Explain:**

- My child is not currently taking any medications.
- My child is currently taking the following medications:

<i>Name of Medication</i>	<i>Purpose of Medication</i>	<i>Dosage</i>	<i>Duration (Length of time on medication)</i>

**My Child at Home** (Answer the questions below and explain your responses as necessary)

Does your child seem to have difficulty doing homework? On average, how much time does your child spend on homework each day?

Does your child have difficulty accessing physical environments or need physical supports around the home and the community?

Does your child receive help with homework/academics outside of school?

Does your child have friends outside of school?

Have there been any significant changes within the family recently, i.e., divorce, separation, relocations, serious illnesses, deaths, etc.?

How does your child get along with peers, siblings, neighbors, and parents at home?

What rewards/consequences are effective with your child?

My Child at School (Answer the questions below and explain your responses as needed)

Has your child ever been assessed for special education?

Do you feel your child is having difficulties at school? How long has your child been having difficulties?

Have you shared your concerns with any school personnel? With whom? When?

What do you think is causing the difficulties at school?

What accommodations do you think would be necessary in order for your child to have an equal opportunity to receive an education?

Additional information or concerns:

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date



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**Section 504 Committee Meeting Notice (E)**

Dear Team Member:

A request has been made for a Section 504 Evaluation under the Rehabilitation Act of 1973 for the following student:

<i>Student</i>	<i>SID</i>	<i>DOB</i>	<i>Grade</i>

The purpose of the evaluation is:

- To determine whether the student has a physical or mental impairment which may be substantially limiting one or more major life activities (e.g., walking, seeing, hearing, speaking, breathing, learning, working, caring for one’s self, performing manual tasks, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, speaking, etc.)
- To develop a special accommodation plan so that the student can have access to and receive an appropriate education if he/she is determined to be handicapped under Section 504.

Members of the School Section 504 Team, consisting of teachers, counselors, psychologists, and administrators, will review records, interview those knowledgeable about the student, participate in observations, and collect other data.

Each teacher/team member is requested to provide relevant information which may assist the team in determining whether a Section 504 is appropriate. Teachers, please complete and submit the Section 504 Teacher Observation Form (Form F) and/or other records to the School Section 504 Designee, **(name of designee)**, for consideration, no later than **(date of deadline)**.

The Section 504 Evaluation Meeting will be held on:

<i>Date:</i>	
<i>Time:</i>	
<i>Location:</i>	



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**Section 504 Teacher Observation Form (F)**

Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_  
 Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_

*Please complete the following teacher observation information and return this form to the Section 504 Coordinator within two (2) days to enable the Section 504 team to conduct a Section 504 evaluation for the above-named student.*

**TEACHER OBSERVATIONS**

Based on your knowledge and observation, please rate this student's performance.

OBSERVATIONS	UNSATISFACTORY				EXCELLENT
	1	2	3	4	5
Classroom Work	1	2	3	4	5
Homework	1	2	3	4	5
Tests	1	2	3	4	5
Reading Performance	1	2	3	4	5
Math Performance	1	2	3	4	5
Spelling	1	2	3	4	5
Following Oral Directions	1	2	3	4	5
Attendance	1	2	3	4	5
Attention Span	1	2	3	4	5
Organization Skills	1	2	3	4	5

Have you found any indications of a physical or mental impairment?

- No
- Yes (Please explain)

Does the student currently have a Section 504 Plan?  No  Yes  
 If yes, are all of the accommodations being utilized?  No  Yes

<i>Actions Taken (Check all that apply)</i>		<i>Results</i>
<input type="checkbox"/>	Sent Reports Home	
<input type="checkbox"/>	Talked with Counselor	
<input type="checkbox"/>	Rearranged Seating	
<input type="checkbox"/>	Isolated Student	
<input type="checkbox"/>	Ignored Behavior	
<input type="checkbox"/>	Referred to an Administrator	
<input type="checkbox"/>	Contracts	
<input type="checkbox"/>	Assigned Sheets	
<input type="checkbox"/>	Repetition	
<input type="checkbox"/>	Tutoring	
<input type="checkbox"/>	Alternative Assignments	
<input type="checkbox"/>	Additional Time for Assignments	
<input type="checkbox"/>	Small Group Instructions	
<input type="checkbox"/>	Cooperative Learning	
<input type="checkbox"/>	Peer Tutoring	
<input type="checkbox"/>	Parent Conferences	
<input type="checkbox"/>	Other	

### **BEHAVIORAL CHARACTERISTICS**

Check behavioral characteristics which might adversely affect this student's learning.

- |                         |                                    |                  |
|-------------------------|------------------------------------|------------------|
| _____ Shyness           | _____ Moody                        | _____ Anxious    |
| _____ Rejected by Peers | _____ Daydreams                    | _____ Aggressive |
| _____ Irritable         | _____ Needs Constant Encouragement | _____ Disruptive |
| _____ Distractible      | _____ Quarrelsome                  | _____ Withdrawn  |

## EMOTIONAL/BEHAVIORAL/SOCIAL CHARACTERISTICS

Indicate (+) for strengths; (-) for areas of concern.

- |   |   |
|---|---|
| <input type="checkbox"/> Generally cooperates/is compliant                              | <input type="checkbox"/> Adapts to new situations without getting upset with teacher requests |
| <input type="checkbox"/> Makes and keeps friends at school                              | <input type="checkbox"/> Accepts responsibility for own actions                               |
| <input type="checkbox"/> Has an even, usually happy disposition                         | <input type="checkbox"/> Works cooperatively with others his/her age                          |
| <input type="checkbox"/> Independently initiates activities                             | <input type="checkbox"/> Resists becoming discouraged by difficulties or minor setbacks       |
| <input type="checkbox"/> Is pleased with good work                                      | <input type="checkbox"/> Responds appropriately to praise and correction                      |
| <input type="checkbox"/> Consistently demonstrates behavior appropriate for his/her age |   |

## OTHER OBSERVATIONS

Student meets standards of personal independence expected of chronological age/culture group. Yes  No   
If no, give an estimate of student's level of personal independence: \_\_\_\_\_

Student meets standards of social responsibility expected of the chronological age/culture group. Yes  No   
If no, give an estimate of student's level of social responsibility: \_\_\_\_\_

## DISCIPLINE

Is discipline an area of concern? Yes  No

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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**Section 504 Evaluation Team Meeting (G)**

<b>Date</b>		<b>Time</b>	
<b>Student</b>	<b>DOB</b>	<b>Grade</b>	<b>SID</b>
<b>Students Primary Language</b>		<b>ELPAC Level</b>	
<b>Type of Meeting</b>	<input type="checkbox"/> <b>Initial</b> <input type="checkbox"/> <b>Re-Evaluation</b> <input type="checkbox"/> <b>Manifestation Determination</b>		
Data Considered from the Following Sources (Check all that apply)			
<input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> Administrator <input type="checkbox"/> Counselor <input type="checkbox"/> Disciplinary Records <input type="checkbox"/> Attendance Records <input type="checkbox"/> Independent Agency Reports	<input type="checkbox"/> State/District Assessment Data <input type="checkbox"/> Curriculum Based Assessments <input type="checkbox"/> Progress Reports/Report Card <input type="checkbox"/> Student Portfolio/Work Samples <input type="checkbox"/> Response to Intervention (RtI) <input type="checkbox"/> Home Language Survey	<input type="checkbox"/> School Health Information <input type="checkbox"/> Medical Evaluations <input type="checkbox"/> Mitigating Measures <input type="checkbox"/> Psychological Evaluation <input type="checkbox"/> Psycho-Educational Evaluation <input type="checkbox"/> Special Education Records <input type="checkbox"/> Other _____	
<b>Teacher Observation Data (Attached):</b> <input type="checkbox"/> Student Grades/Progress Reports (For high school students, include credits earned towards graduation.) <input type="checkbox"/> Attendance Reports (Days Present/Days Absent) <input type="checkbox"/> Teacher Observation Form for each course an observation was completed.			
<b>Has this student been retained?</b> <input type="checkbox"/> No <input type="checkbox"/> Yes (if yes, explain)			
<b>Achievement Data</b> (Document most current test results).			
<b>Performance Area</b>	<b>Standard Score</b>	<b>Performance Level/Results</b>	<b>Notes:</b>
English Language Arts			
History/Social Science			
Mathematics			
Science			
Other			
<input type="checkbox"/> Accommodations <b>are not</b> needed for State/District Assessments <input type="checkbox"/> Accommodations <b>are needed</b> for State/District Assessments and will be included in Section 504 Plan			
Does student's language status impact achievement? Explain effectiveness of language strategies.			

<b>Health/Medical Information</b> (Provide most current information)	
Vision Screening Date: Results: Notes:	Hearing Screening Date: Results: Notes:
<b>Does the student have any health conditions?</b> <input type="checkbox"/> No <input type="checkbox"/> Yes (if yes, explain)	
<b>Is student currently receiving medical care?</b> <input type="checkbox"/> No <input type="checkbox"/> Yes (if yes, explain)	
<b>Is student currently taking any medications at home or school?</b> <input type="checkbox"/> No <input type="checkbox"/> Yes (if yes, explain)	
<b>Does student have difficulty accessing physical environments or need physical supports around the campus?</b> <input type="checkbox"/> No <input type="checkbox"/> Yes (if yes, explain)	
<b>Other Health Information:</b>	

**SECTION 504 DETERMINATION CRITERIA**

The Section 504 Team reviewed and carefully considered the following data which were drawn from a variety of sources. (Please check any that apply from the following list.)

<input type="checkbox"/> Academic records <input type="checkbox"/> Disciplinary records/referrals <input type="checkbox"/> Standardized tests/other tests <input type="checkbox"/> School health information <input type="checkbox"/> Medical evaluations/diagnoses supplied by parents <input type="checkbox"/> Parent Input	<input type="checkbox"/> Teacher/Counselor/Administrator input <input type="checkbox"/> Student work portfolio <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____
--	--

The Team’s analysis of the eligibility criteria as applied to the evaluation data indicates that:

- The student **does not meet** the criteria under Section 504 and will continue to receive general education and any available general education resources and program.
- The student **meets the criteria** under Section 504 and will receive a Section 504 Plan.
- The student **continues to meet the criteria** under Section 504 and will receive a revised Section 504 Plan. (This applies to periodic evaluations only.)
- The student **no longer meets the criteria** under Section 504 and no longer requires a Section 504 Plan. The student will now receive general education and available general education programs.



**Section 504 Team Evaluation Meeting Signatures**

Print Name	Signature	Relationship/Title	Knowledge (Check all that apply)
			<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Interpreter <input type="checkbox"/> Educational Placement
			<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Interpreter <input type="checkbox"/> Educational Placement
			<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Interpreter <input type="checkbox"/> Educational Placement
			<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Interpreter <input type="checkbox"/> Educational Placement
			<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Interpreter <input type="checkbox"/> Educational Placement

**Parent Notification/Rights:**

- I was notified of the Section 504 Evaluation Meeting.
- I received the Parent/Guardian/Student Rights and Procedural
- I agree with the decision of the Section 504 Team.
- I disagree with the decision of the Section 504 Team.

**Parent/Guardian Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Parents/guardians have the right to appeal the school site’s decisions with regard to the referral, evaluation, eligibility determination, or accommodations of students under Section 504. Such appeals must be put in Writing and sent to the Pupil Services Department, addressed to:

***Dr. Abimbola Ajala, Executive Director***  
**CUSD - Pupil Services Department**  
 417 W. Alondra Blvd., Compton, CA 90220  
 Tel. (310) 639-4321, Ext. 63044 ■ Fax (310) 763-5971

within 15 days of receiving notice of the school site decision. Please consult the attached “Parent/Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973” form\* for other appeal options.

For additional information or assistance, parents/guardians may call (310) 639-4321, Ext. 63047 and ask to speak to the District Section 504 Coordinator.



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**Pupil Services Department**  
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 Compton, CA 90220  
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**Section 504 Plan (H)**

<i>School</i>			<i>Plan Date</i>
<i>Student's First Name</i>	<i>Students Last Name</i>	<i>Date of Birth</i>	<i>Student's ID#</i>
<i>Grade</i>	<i>Age</i>	<i>Gender</i> <input type="checkbox"/> Male <input type="checkbox"/> Female	<i>Student's Primary Language</i>
<i>Address of Student (Number, Street, Apartment Number, City, State, Zip Code)</i>			
<i>Name of Parent/Guardian &amp; Relationship to Student</i>		<i>Name of Parent/Guardian &amp; Relationship to Student</i>	
<i>Address of Parent/guardian (<input type="checkbox"/> Same as student)</i>		<i>Address of Parent/guardian (<input type="checkbox"/> Same as student)</i>	
<i>Home Telephone Number</i>	<input type="checkbox"/> Cell <input type="checkbox"/> Work	<i>Home Telephone Number</i>	<input type="checkbox"/> Cell <input type="checkbox"/> Work
<i>Email Address</i>		<i>Email Address</i>	
<i>Evaluation Date</i>		<i>Reevaluation Date</i>	

Physical/Mental Impairment (Major Life Activity-check all that apply)

<input type="checkbox"/> Caring for one's self	<input type="checkbox"/> Walking	<input type="checkbox"/> Seeing
<input type="checkbox"/> Performing manual tasks	<input type="checkbox"/> Hearing	<input type="checkbox"/> Eating
<input type="checkbox"/> Breathing	<input type="checkbox"/> Working	<input type="checkbox"/> Sleeping
<input type="checkbox"/> Speaking	<input type="checkbox"/> Learning	<input type="checkbox"/> Standing
<input type="checkbox"/> Lifting	<input type="checkbox"/> Bending	<input type="checkbox"/> Reading
<input type="checkbox"/> Concentrating	<input type="checkbox"/> Thinking	<input type="checkbox"/> Other

Describe the student's disabling condition:

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Indicate below the specific area(s) of educational impact and the type of related accommodation(s) needed to support an effective educational program for the student; e.g., changes in the classroom environment, changes in testing procedures, use of various classroom materials, teaching strategies to be employed, etc. Also, indicate who will be responsible for each accommodation (teacher, student, parent/guardian, counselor, school nurse, etc.) and the frequency or when the action, strategy, or accommodations to be made.

<i>Area(s) of Educational Impact</i>	<i>Related Accommodation(s)</i>	<i>Person(s) Responsible</i>	<i>Frequency (when action will be taken)</i>

**Section 504 Plan Review Date:** \_\_\_\_\_

_____ <i>Name/Position</i>	_____ <i>Signature</i>	_____ <i>Date</i>
_____ <i>Name/Position</i>	_____ <i>Signature</i>	_____ <i>Date</i>
_____ <i>Name/Position</i>	_____ <i>Signature</i>	_____ <i>Date</i>
_____ <i>Name/Position</i>	_____ <i>Signature</i>	_____ <i>Date</i>
_____ <i>Name/Position</i>	_____ <i>Signature</i>	_____ <i>Date</i>
_____ <i>Name/Position</i>	_____ <i>Signature</i>	_____ <i>Date</i>

**Parent/Guardian Consent:**

<input type="checkbox"/> I have been provided a copy of the Section 504 Plan developed for my child and the notice of the 504 Parent Procedural Safeguards.	
<input type="checkbox"/> I participated in the Section 504 Team Meeting.	
<input type="checkbox"/> I consent to the Section 504 Plan	<input type="checkbox"/> I do not consent to the Section 504 Plan <input type="checkbox"/> I refuse consent to the Section 504 Plan and understand that it will not be implemented for my child.

**Parent/Guardian Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent/Guardian Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



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**Section 504 Behavior Intervention Plan (I)**

**Student:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**The behavior interventions outlined below will begin for the above-named student as of:** \_\_\_\_\_ (Date)

**Behavior(s) of the student that are targeted for intervention:**

\_\_\_\_\_

\_\_\_\_\_

**Behavioral interventions for the student:** (Check all that applies)

<input type="checkbox"/> Set clearly defined limits	<input type="checkbox"/> Seat student near teacher	<input type="checkbox"/> Supervision during unstructured time
<input type="checkbox"/> Reduce distracting stimuli	<input type="checkbox"/> Use praise to reinforce appropriate behavior	<input type="checkbox"/> Assign peers to work with student
<input type="checkbox"/> Give frequent reminder of rules	<input type="checkbox"/> Use journal of daily or weekly behaviors	<input type="checkbox"/> Use predetermined signaling device to cue student that a specific behavior is desired.
<input type="checkbox"/> Provide student with a consistent routine (daily or weekly schedule of events)	<input type="checkbox"/> Prompt student to go to a quiet area in class where noise and activity are not allowed.	
<input type="checkbox"/> Other Interventions (Specify)		

**Behavioral contract with the student**

Specify below the type of behavior expected or desired behaviors:

**No. 1.** \_\_\_\_\_

**No. 2.** \_\_\_\_\_

**No. 3.** \_\_\_\_\_

**Specify below the type of reinforcements or system of rewards/affirmations for desired behaviors exhibited and the types of consequences for undesirable behaviors exhibited:**

Desired Behavior	Rewards/Affirmations for Desired Behavior	Consequences for Undesirable Behavior	Personnel Responsible
No. 1.			
No. 2.			
No. 3.			

**Form(s) of communication to be used to advise parent/guardian of progress or lack of progress made:**

Daily Tracking Form  Weekly Tracking Form  Notes Home  Phone Calls  Parent Conferences



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**Section 504 Manifestation Determination Meeting (J)**

**Date of Section 504 Manifestation Determination Meeting:** \_\_\_\_\_

<b>Student:</b>		<b>DOB:</b>		<b>ID#:</b>		<input type="checkbox"/> Male <input type="checkbox"/> Female
<b>School:</b>						
<b>Parent/Guardian:</b>						
<b>Home Address:</b>						
<b>Home Phone:</b>		<b>Cell Phone:</b>				

**Documents to be Reviewed:**

<input type="checkbox"/> Evaluation and Diagnostic Results	<input type="checkbox"/> Observation(s) of Student
<input type="checkbox"/> 504 Accommodation Plan	<input type="checkbox"/> Parent Information
<input type="checkbox"/> Behavior Intervention Plan	<input type="checkbox"/> Discipline Record
<input type="checkbox"/> Functional Behavior Assessment (FBA)	<input type="checkbox"/> Expulsion Packet
<input type="checkbox"/> Other	

**Describe the specific misbehavior/actions of the student that are the bases for considering a change in placement for disciplinary reasons:**

\_\_\_\_\_

\_\_\_\_\_

**Education Code 48900 violation(s):** \_\_\_\_\_

**Education Code 48915 finding(s):** \_\_\_\_\_

Use or possession of illegal drugs or alcohol:  Yes\*  No (*\*if yes, the student is not entitled to a manifestation determination, and may be disciplined in the same manner as nondisabled student would be disciplined for use or possession of illegal drugs or alcohol.*)

**Adequate Notice** (*If yes, provide date of notice. If no, the conference is discontinued.*)

Has parent received adequate notice of this meeting?  No....  Yes  
 Has the parent received a copy of the Section 504 Rights and Procedural Safeguards?  No....  Yes

**Student's mental/physical disability as indicated on the "Section 504 Evaluation Team Meeting Documentation"**

**Form G:** \_\_\_\_\_

**Manifestation Determination Consideration Questions:**

1. Was the student’s conduct caused by, or had a direct and substantial relationship to his/her disability? How? (*Pertinent questions to consider include: Did the disability impair the student’s ability to understand the impact and consequences of the behavior? Did the disability impair the student’s ability to control the behavior?*)

\_\_\_\_\_

\_\_\_\_\_

2. Was the student’s conduct the direct result of the district’s failure to implement the Section 504 Plan? How? (*Pertinent questions to consider include: Was the student’s placement appropriate? Was the Accommodation Plan appropriate? Were the Accommodation Plan services provided? Were positive behavior interventions provided consistent with the 504 Plan?*)

\_\_\_\_\_

\_\_\_\_\_

**Section 504 Team Decision**

The Section 504 team has determined that the conduct in question being considered for disciplinary action was not caused by, or directly and substantially related to the student’s mental/physical disability and the student may be disciplined in the same manner as other non-disabled students.

The Section 504 team has determined that the conduct in question being considered for disciplinary action was caused by or directly and substantially related to the student’s mental/physical disability, and, as a result, the student’s behavior will be addressed in the following manner:

\_\_\_\_\_

\_\_\_\_\_

_____	_____	_____
<i>Name/Position</i>	<i>Signature</i>	<i>Date</i>
_____	_____	_____
<i>Name/Position</i>	<i>Signature</i>	<i>Date</i>
_____	_____	_____
<i>Name/Position</i>	<i>Signature</i>	<i>Date</i>
_____	_____	_____
<i>Name/Position</i>	<i>Signature</i>	<i>Date</i>
_____	_____	_____
<i>Name/Position</i>	<i>Signature</i>	<i>Date</i>
_____	_____	_____
<i>Name/Position</i>	<i>Signature</i>	<i>Date</i>

**Parent/Guardian Participation Signature**

I have received, reviewed, and understand this checklist and the attached rights afforded by Section 504 of the Rehabilitation Act of 1973.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

If parent was not in attendance, the Manifestation Determination Checklist was sent to parent on \_\_\_\_\_

Received by: \_\_\_\_\_ Date \_\_\_\_\_

**Submit to the District and School Section 504 Designees**



Compton Unified School District  
**Pupil Services Department**  
417 West Alondra Blvd.  
Compton, CA 90220  
TEL.: (310) 639-4321, extension 63044  
FAX: (310) 763-5971

***Section 504 Plan Distribution Notice (K)***

Date: \_\_\_\_\_

<b><i>Student:</i></b>		<b><i>DOB:</i></b>		<b><i>GR:</i></b>		<b><i>ID#:</i></b>	
------------------------	--	--------------------	--	-------------------	--	--------------------	--

To:

<b><i>Last Name</i></b>	<b><i>First Name</i></b>	<b><i>Title</i></b>

**From:** School Section 504 Committee Designee

Attached is a copy of the Section 504 Plan to be implemented as a result of the Section 504 Committee's decision regarding the above-named student.

It is imperative that the accommodations written in the Section 504 plan be fully implemented so that we are in compliance with Section 504, a federal law that establishes protections for students with disabilities.

Failure to comply with the Section 504 law regarding the implementation of a Section 504 plan or the disregard of the protected rights of a student with disabilities may result in an investigation and ruling by the United States Department of Education, Office for Civil Rights (OCR). Such a ruling could result in the loss of all District federal funds as well as personal civil rights suits against District employees who fail to comply with the law



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### *Notice of Section 504 Committee Decision (L)*

(Date)  
(Parent's Name)  
(Mailing Address)  
(Student's Name, Student ID#)  
(School Name)

Dear Parent/Guardian:

The Section 504 Team met on *(Date)* to determine if *(Name of Student)* has a mental and/or physical impairment that substantially limits a major life activity and requires accommodations and/or services under Section 504. The attached "Section 504 Evaluation Meeting and Documentation" summarizes the results of the meeting. The Section 504 determined that *(Name of Student)*:

- Your child **met the criteria** as disabled under Section 504 and a plan was developed to assist her/him in the general education program. Attached is a copy of the plan.
- Your child **met the criteria** as disabled under Section 504, is eligible for nondiscrimination protections, but does not require accommodations and/or services in a Section 504 Plan at this time.
- Your child **did not meet the criteria** as disabled under Section 504, is not eligible for nondiscrimination protections, does not require accommodations and/or services, and will continue to receive general education and any available general education resources and programs.

Parents/guardians have the right to appeal local school site decisions with regard to the identification, evaluation, or accommodation of students under Section 504, including the right to request an informal mediation or impartial hearing. Such appeals must be put in writing and sent to:

***Dr. Abimbola Ajala, Executive Director***  
CUSD - Pupil Services Department  
417 W. Alondra Blvd., Compton, CA 90220

within 15 days of receiving notice of the school site decision. Please consult the attached "Parent/Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973" form for other appeal options, and/or for assistance, you may contact the District Section 504 Coordinator at (310) 639-4321, Ext. 63047.

Sincerely,

---

School Section 504 Committee Coordinator  
Attachment: Parent/Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973 (SEC504—FORM C)  
Copy to: District Section 504 Coordinator, Pupil Services Department



***Classroom Goals for RtI<sup>2</sup> Students Action Plan***

\_\_\_\_\_ Elementary School

Grade Level: \_\_\_\_\_ Teacher: \_\_\_\_\_ Room#: \_\_\_\_\_

<b>Student(s):</b>	<b>Tier:</b>	<b>Duration:</b>  <b>Date:</b>
<b>Academic Struggle:</b>		
<b>Academic Goal/Objectives:</b>	<b>Interventions:</b>  <b>Strategies:</b>	<b>Progress Monitoring:</b>  Progress Made as of _____  <b>Outcome:</b>
<b>Behavior Struggle:</b>		
<b>Behavior Goals/Objectives:</b>	<b>Interventions:</b>  <b>Strategies:</b>	<b>Progress Monitoring:</b>  Progress Made as of _____  <b>Outcome:</b>



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**Section 504 Services Annual/Interim Plan Review**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Case manager: \_\_\_\_\_

**Purpose of meeting:**

- Annual Review
- Interim Review (to discuss possible changes)
- Manifestation Determination
- Other: \_\_\_\_\_

**Team reviewed the following information:**

- Academic Records  Yes  N/A
- Behavior Records  Yes  N/A
- Attendance Records  Yes  N/A

- Recent Medical History
- Teacher Input
- Parent Input

Other: \_\_\_\_\_

\_\_\_\_\_

**Notes / Comments:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- Yes  N/A
- Yes  N/A
- Yes  N/A

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Recommendation:**

- Continue present services with no changes.

- Revise the present Accommodations Plan (see new plan attached). \_\_\_\_\_
  - Conduct additional evaluations.
  - Exit from Section 504 (document on Eligibility Determination form).
  - Other. (Please explain)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

The following members of the Section 504 Team participated in this review: Signature (s)

Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

I have received a copy of Notice of Rights and Procedural Protections under Section 504.

\_\_\_\_\_

Parent / Guardian

\_\_\_\_\_

Date

# Compton Unified School District

## Student Support & Monitoring Team

### Glossary of Terms

#### **Accommodation**

Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured. Accommodations provide access to buildings, curriculum, and assessments.

#### **Adaptation**

An adjustment to the instructional content or performance expectations of students with disabilities from what is expected or taught to students in general education. Adaptations can include decreasing the number of exercises the student is expected to complete, assigning different reading materials, or allowing use of a calculator.

**AIMSweb** is an assessment system that provides the framework for RTI implementations and tiered instruction. It offers multiple assessments for universal screening and progress monitoring, and web-based data management, charting, and reporting. Also provided are screening tools and interventions for behavior and social skills.

#### **Aimsweb™Plus**

Aimsweb™Plus is an all-in-one formative assessment, reporting, and data management solution for grades K-8. Aimsweb™Plus uses standards-based and curriculum-based measures to support the full spectrum of universal screening, benchmarking, and progress monitoring needs for reading and math throughout the school year. All assessment data is captured and managed in one fast, efficient, and seamless web-based system.

#### **Behavior Intervention Plan**

A behavior plan based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes the student and parent. The plan includes positive behavior supports (PBS), identified skills for school success, and specific strategies for behavioral instruction.

#### **Benchmark**

Important student outcomes or goals for a grade within a particular domain (e.g., reading), that students should be achieving during the course of a school year (e.g., fall, winter, spring) in order to be on target for end-of-grade performance by the end of that school year benchmark assessments: assessments used to set benchmarks (e.g., according to local norms) and/or to determine whether students are achieving grade level standard.

## **Blended Learning**

**Blended learning** is an education program (formal or non-formal) that combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. While students still attend "brick-and-mortar" schools with a teacher present, face-to-face classroom practices are combined with [computer-mediated activities](#) regarding content and delivery.

## **CAASPP System**

The California Assessment of Student Performance and Progress (**CAASPP**) System was established on January 1, 2014 to replace the Standardized Testing and Reporting (STAR) Program, which became inoperative on July 1, 2013. The CAASPP System encompasses the following assessments:

**Smarter Balanced Summative Assessments** for English language arts/literacy (ELA) and mathematics in grades three through eight and eleven;

**California Alternate Assessments (CAAs)** for ELA and mathematics in grades three through and grade eleven (*Students with the most significant cognitive disabilities who are unable to take the Smarter Balanced Summative Assessments even with accessibility supports and whose individualized education program (IEP) indicates assessment with an alternate test*);

**California Science Test (CAST) Field Test** in grades five, eight, and assigned grade in high school (*The CAST is required from all students in grades five, eight, and assigned grade in high school unless their IEP indicates assessment with an alternate test.*);

**California Alternate Assessment [CAA] for Science Pilot Test** in grades five, eight, and assigned grade in high school (*Students with the most significant cognitive disabilities who are unable to take the CAST even with accessibility supports and whose IEP indicates assessment with an alternate test*).

## **Core Curriculum**

A course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted at the primary and secondary levels by school boards, Departments of Education, or other administrative agencies charged with overseeing education. Core curricula must be scientific and research-based.

## **Curriculum-Based Assessment (CBA)**

Measurement that uses direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions.

## **Curriculum-Based Measurement (CBM)**

Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics, and written language.

## **Data Points**

Points on a graph that represent student achievement or behavior relative to a specific assessment at a specific time.

### **Data-Based/Data-Driven Decision Making**

A process of collecting, analyzing, and summarizing information to answer a question and to guide development, implementation, and evaluation of an action. Data-based decision making is continuous and regular, and most importantly linked to educational/socially important questions.

### **Differentiated Instruction**

Process of designing lesson plans that meet the needs of the range of learners; such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences; differentiated instruction focuses on instructional strategies, instructional groupings, and an array of materials.

### **ELPAC**

The **English Language Proficiency Assessments for California (ELPAC)** is the successor to the California English Language Development Test (CELDT). Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. The California Department of Education (CDE) expects to be fully transitioned from the CELDT to the ELPAC as the state's assessment of ELP by 2018–19. The ELPAC is aligned with California's 2012 English Language Development Standards external icon, and is comprised of two separate ELP assessments:

- **Initial ELPAC**—an initial identification of students as English learners
- **Summative ELPAC**—an annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level

### **English Learners**

English Learners, or ELs, are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

### **Evidence-Based Practice**

The use of instruction, interventions and strategies which have been proven effective through scientifically-based research and a comprehensive collection of studies.

### **Explicit Instruction**

Systematic instructional approach that includes a set of delivery and design procedures derived from effective schools' research merged with behavior analysis; essential components of well-designed explicit instruction include a) visible delivery features of group instruction with a high level of teacher and student interactions and b) the less observable, instructional design principles and assumptions that make up the content and strategies to be taught.

### **Fidelity of Implementation & Instruction**

Implementation of an intervention, program, or curriculum according to research findings and/or on developers' specifications.

### **Flexible Grouping**

The ability for students to move among different groups based upon their performance and instructional needs.

**Formative Assessment/Evaluation**

Classroom/curriculum measures of student progress; monitors progress made toward achieving learning outcomes; informs instructional decision making.

**Gap Analysis**

Gap Analysis is a tool for measuring the difference between the student's current level of performance and benchmark expectations.

**Individualized Education Program (IEP)**

A written document that is developed, reviewed, and revised in accordance with IDEA 2004 that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability.

**Intensive Interventions**

Academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with narrowest tier of an RTI tiered model; also referred to as tertiary interventions.

**Intervention**

The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.

**Learning Disability**

IDEA 2004 defines a Learning Disability/Specific Learning Disability in the following manner: The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards:

- Oral expression
- Written expression
- Basic reading skill
- Listening comprehension
- Reading fluency skills
- Reading comprehension
- Mathematics calculation
- Mathematics problem solving

**Local Education Agency (LEA)**

Refers to a specific school district or a group of school districts in a cooperative or regional configuration.

**Long-term English learner (or LTEL)**

Long-term English learner (or LTEL) is a formal educational classification given to students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency, and who are struggling academically due to their limited English skills. States, districts, and schools determine the criteria and student characteristics used to identify long-term English learners,

## **Modifications**

Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

## **Multi-Tiered System of Supports (MTSS)**

MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. It includes Response to Intervention (RTI) and Positive Behavioral Intervention and Supports (PBIS).

## **Positive Behavior Interventions and Supports (PBIS)**

Positive Behavioral Interventions and Supports (PBIS), is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. It is an evidence-based framework for developing positive behavior, is used in schools nationwide to create a positive climate for learning

## **Positive Behavior Supports**

Evidence-based practices embedded in the school curriculum/culture/expectations that have a prevention focus; teaching, practice, and demonstration of pro-social behaviors.

## **Prescriptive Intervention**

A specified response, which focuses on academic or behavioral areas of concern, to meet the specific needs of a student.

## **Problem-Solving Team (SSMT)**

Group of education professionals coming together to consider student-specific data, brainstorm possible strategies/interventions, and develop a plan of action to address a student-specific need.

## **Progress Monitoring**

A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Also, the process used to monitor implementation of specific interventions.

## **Remediation**

Instruction intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate; assumes appropriate strategies matched to student learning have been used previously.

## **Research-based Instruction/Intervention**

A research-based instructional practice or intervention is one found to be reliable, trustworthy, and valid based on evidence to suggest that when the program is used with a particular group of children, the children can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice. In the absence of evidence, the instruction/ intervention must be considered "best practice" based on available research and professional literature.



### **Response to Intervention (RTI)**

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals, and applying child response data to important educational decisions.

### **Scaffolding**

An instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without adult assistance.

### **Section 504**

A student is eligible under Section 504 if the student has a mental or physical impairment that substantially limits one or more of the student's major life activities and needs accommodations to access education.

### **Social Emotional Learning**

Social Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

### **Specific Measurable Outcomes**

The statement of a single, specific desired result from an intervention. To be measurable, the outcome should be expressed in observable and quantifiable terms (i.e., Johnny will demonstrate mastery of grade-level basic math calculation skills as measured by a score of 85% or better on the end of the unit test on numerical operations).

**Standards-based Tests in Spanish (STS)** for reading/language arts in grades two through eleven (optional) *(The STS is a primary language test in Spanish for Spanish-speaking English learners who either receive instruction in their primary language or have been enrolled in a school in the United States less than 12 months).*

### **Strategic Interventions Specific to Need**

Intervention chosen in relation to student data and from among those that have been documented through education research to be effective with like students under like circumstances.

### **Students at Risk for Poor Learning Outcome**

Students whose initial performance level or characteristics predict poor learning outcomes unless intervention occurs to accelerate knowledge, skill, or ability development.

### **Universal Screening**

A quick check of all students' current levels of performance in a content or skill area. This is administered three times per year.

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