

LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF INSTRUCTION

A MULTI-TIERED SYSTEM OF SUPPORT (MTSS)
FRAMEWORK FOR THE STUDENT SUPPORT AND
PROGRESS TEAM (SSPT)

A Handbook for Schools



Los Angeles Unified School District
Office of the Superintendent

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FOREWORD

This handbook offers guidance on the development and implementation of the Student Support and Progress Team (SSPT) and is intended to assist administrators and teachers when planning and operating such a team. A systematic approach for the establishment and operation of an effective SSPT is provided and is designed to be flexible and adaptable for individual school use. The guidelines focus on the key priorities of the SSPT process, design, and procedures.

The SSPT builds upon the foundation of the Coordination of Services Team (COST), Student Study Team (SST) and Language Appraisal Team (LAT). These student review teams have similarities in design, function and purpose, with slight variations in content. The SSPT was designed to combine the aforementioned teams into a practical and easy to understand approach for meeting the needs of all students.

INTRODUCTION

The Los Angeles Unified School District (LAUSD) recognizes that maximizing the potential of all students {i.e., English Learners (ELs), Standard English Learners (SELs), Students with Disabilities (SWDs) and Gifted and Talented Education (GATE) students} is intricate and involves strategic coordination among educators. Recognizing there is no “silver bullet” to solve complex problems, research supports the belief that dialogue and problem-solving with colleagues is the most effective approach for school-level teams to work with diverse student populations to improve outcomes (Fullan, 2016). The SSPT provides a framework for collaboration to identify and deploy evidence-based strategies that address the instructional, linguistic, behavior, and social emotional needs all students.

The work of an SSPT requires school cultures that embody trust and optimism among professionals who are intentional in their efforts of educating all students. When school-level teams convene, trust is fostered in cooperative and collaborative activities, whereby the process is as important as the product. This in turn allows teams to share expertise to turn complexities and fragmentation into focused solutions (Fullan, 2016 & Purkey, 1991). Optimism is shown through the team’s unwavering belief that all students possess potential and can achieve success. This becomes possible when students have access to differentiated learning opportunities that account for their culture, language, learning styles, and social emotional needs. Intentionality is demonstrated by the level of urgency and efficiency with which the team problem-solves. It is through the process of intentionality that schools close opportunity and achievement disparities among student subgroups, using non-detrimental “whole child” approaches. A mind-set of collaboration and growth enables professionals to focus on multifaceted approaches to support students.

Research compiled by the National Association of School Psychologists points to the use of school-level teams as an effective tool in improving student outcomes. Such studies suggest that individual student interventions resulted in a positive impact on individual students, classrooms, and schools as a whole. Other outcomes of effective school-based intervention teams include increased academic achievement and social competencies, improved school climates, and collaborative school cultures.

Moreover, the issues of inappropriate referrals to special education should be of importance and concern to all schools. Because pre-referral intervention processes are directly related to student success, there is critical need for interventions that are capable of assessing and effectively addressing the root causes of low academic performance.

Research shows that students who are provided consistent and targeted instructional support achieve maximum educational benefit and close academic achievement gaps. Therefore, when provided with early intervention supports the District can effectively meet the educational needs of all students within an effective general education program with the implementation of a systematic Response to Intervention approach.

The LAUSD recognizes that many schools already have robust school-level intervention teams that are working collaboratively and effectively, addressing the academic, linguistic, behavior, and social-emotional needs of students. Recognizing that intervention teams function at varying levels of efficiency, this handbook provides schools guidance on how to develop and implement a successful SSPT that ensures that all students maximize their learning potential.

MULTI-TIERED SYSTEM OF SUPPORT: THE CONTINUUM OF INTERVENTION

The SSPT is part of a broader framework known as a Multi-Tiered System of Support (MTSS). The California Department of Education defines MTSS as follows: “A Multi-Tiered System of Support (MTSS) addresses the needs of all students, aligns the entire system of initiatives, supports and resources, and implements continuous improvement processes at all levels of the system [school-wide, classroom, and individual students].” (*CA Dept. of Education*)

The California Department of Education Provides a Comparison of MTSS and RTI²

Key similarities between MTSS and RTI², both:

- Support high-quality standards and research-based, culturally and linguistically relevant instruction with the belief that every student can learn including students of poverty, students with disabilities, English learners (ELs), and students from all ethnicities evident in the school and district cultures.
- Integrate a data collection and assessment system, including universal screening, diagnostics and progress monitoring to inform decisions appropriate for each tier of service delivery.
- Rely on a problem-solving process and method to identify problems, develop interventions and, evaluate the effectiveness of the intervention in a multi-tiered system of service delivery.
- Seek and implement appropriate research-based interventions for improving student learning.
- Use school-wide and classroom research-based positive behavioral supports for achieving important social and learning outcomes.
- Implement a collaborative approach to analyze student data and work together in the intervention process.

Key Differences of RTI² and MTSS

The CDE describes the key differences between RTI² and MTSS, as MTSS:

- Aligns the entire system of initiatives, supports & resources
- Involves a Paradigm shift: systematic support and higher expectations for all students

- Integrates instructional and intervention support
- Challenges all school staff to change the way in which they have traditionally thought about supports for all students
- Includes Universal Design for Learning (UDL) instructional strategies so all students have opportunities for learning

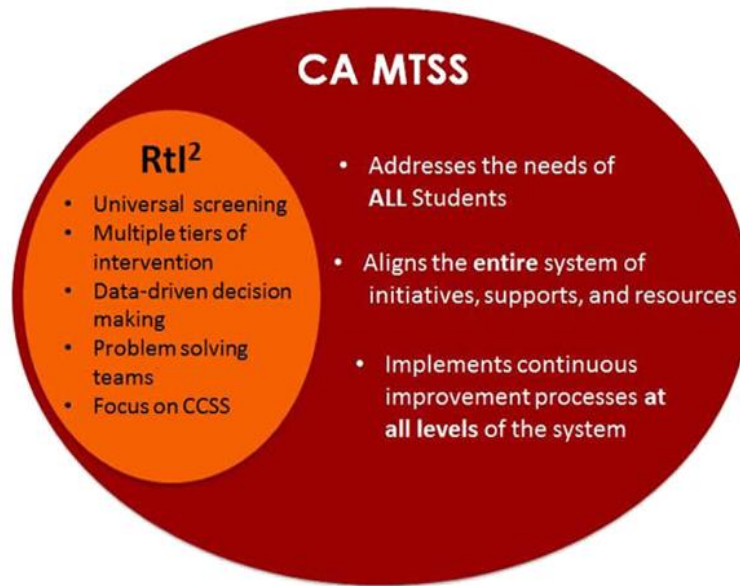


Figure 1.1 Comparison of RTI² and MTSS

An MTSS includes three tiers of research-based interventions and strategies for instructional support and service delivery, a problem solving method, and an integrated data collection system that informs decisions at each tier of support.

Tier I Instruction

Tier I requires 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 shows that 80% of students will typically respond appropriately to high-quality Tier I instruction. Within Tier I, students receive additional differentiated instruction and all supplementary aides and resources aligned to the core program. Tier I also includes 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 SSPT 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. (Refer to LAUSD BUL-6231.0, *School-Wide Positive Behavior Intervention and Support*)

Tier I Differentiation and Access Methods

An essential aspect of effective Tier I is validation and affirmation of students' cultures and home (indigenous) languages to build and bridge on their successes in school. Through a Universal Design for Learning (UDL) approach, teachers can differentiate instruction to address the multiple learning styles of students through various modalities that allow for multiple means of representation, action and expression, and engagement. Universal Design for Learning acknowledges students' strengths and prior knowledge as assets in the learning process. For more information regarding UDL, refer to the Online Resource Toolkit at <http://sspt.lausd.net>.

Differentiation requires recognition of students' varying levels of readiness, interests, background knowledge, language, culture, and learning preferences. It also occurs through modification of the content (what is taught), process (how it is taught), product (how learning is shown), and/or resources available in the classroom and/or the school. In order to differentiate instruction to maximize student growth, teachers can add depth and complexity to the curriculum, scaffold lessons, pre-assess students to form flexible groupings, implement interest and/or learning centers, employ questioning strategies, allow for independent study, preview, review, reteach, and frontload.

Similarly, tier I instruction for English Learners (ELs) includes the English language development instruction (Designated and Integrated ELD) that students may receive in bilingual, ESL, sheltered, or dual language instructional programs. The core instruction for ELs should be delivered in classrooms with teachers who are knowledgeable about the process of acquiring a second *or additional language* (Hill & Flynn, 2006), and know how to deliver culturally relevant content, literacy, and language instruction. Instruction within these settings would **not** be viewed as an intervention (Tiers II or III), but rather as part of the core instruction for EL students (National Center on Response to Intervention, 2011). A culturally and linguistically rich program can serve as a check on the system, a way to evaluate whether or not the school or District is moving toward the most appropriate service delivery model for students. The professionals who support core instruction for ELs should have extensive knowledge of how to make content comprehensible to students (Echevarria, Vogt, & Short, 2012), as well as differentiate instruction according to language proficiency levels (Appendix B). Instruction in this context consists of a high-quality curriculum supported by differentiated instruction and flexible grouping. All students are assessed at multiple times throughout the year to identify those in need of additional support, as well as students who need more advanced opportunities to develop their skills. For ELs, Tier I or universal (core) instruction must be appropriate and enriched in a way that addresses their particular linguistic, sociocultural, and academic needs in

a sustained, coordinated, and cohesive way. It is crucial to continually monitor the adequacy of the entire learning environment created for students in Tier I in an attempt to remove any barriers for successful acquisition of academic language proficiency.

Tier I Positive Behavior Intervention Supports

Tier I also provides high quality first instruction in the area of behavior. School-wide Positive Behavior Intervention Supports and classroom behavioral expectations are taught, reinforced, monitored and corrected by school site staff. Staff should maximize structure by developing predictable routines, using effective management strategies and actively teaching pro-social behaviors. Students are actively engaged in learning experiences that reinforce appropriate behaviors. School staff establish, teach, and review positively stated and clear behavioral expectations, reinforce appropriate behavior, and correct problem behaviors. Progress monitoring is required to determine if the instruction and intervention at Tier I are effective. (Refer to LAUSD BUL 6269.0, *Multi-Tiered System of Behavior Support for Students with Disabilities*)

Specifically, 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 SSPT will monitor the effectiveness of Tier I instruction and PBIS at key points throughout the school year. When assessment measures indicate that a student needs more instruction and intervention to access the core curriculum, then Tier II services are provided.

Since research shows that 80% of students will typically respond well to effective Tier I instruction, a disproportionate number of students referred to Tier II and III interventions may suggest need for a thorough evaluation of Tier I support systems.

Tier II Focused Intervention

Tier II includes focused interventions for students who require a more targeted level of support. The research shows that 10-15% of students may require this level of support. Tier II requires a qualitatively different evidence-based instructional program, approach or strategy, 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 what is provided in Tier I. For Tier II academic and behavioral supports, refer to the SSPT online resource Toolkit at <http://sspt.lausd.net>.

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-teacher conferences, and field notes, as well as standardized measures that are used in schools. The SSPT should use the data as a means to identify targeted support for students (Chappuis, Stiggins, Chappuis, & Arter, 2012).

Four key features of Tier II intervention include:

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

Tier III Highly Targeted and Intensive Intervention

Tier III is comprised of highly targeted and intensive interventions for a small number of students. Tier 3 instruction does not represent referral for special education or special education services. Tier III requires increased duration of the intervention, smaller group size, additional specialized and differentiated instruction, and evidence-based approaches with on-going and frequent progress monitoring. Research shows that 1-5% of students may require this level of support. Students at the Tier III level of support require daily intervention, in addition to what is provided at Tier I and II. Tier III services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student. Support at this level is provided by a highly qualified teacher, generally outside of the classroom setting (but not always) and may be of a longer duration

Key Components of MTSS

A Multi-Tiered System of Support includes:

- A direct link to the intensity of the skill deficit
- Evidence-based instructional/behavior strategies and/or programs at each level, increasing in intensity as needed
- Augmented academic engaged time as the intensity of supports increases
- A seamless level of intervention support based on progress monitoring data

Schools provide systematic and effective support to students through collaboration between all stakeholders, creating supportive structures that pervade all aspects of the school's culture and systems, and by making them accessible to all students who need them (*Implementing Response to Intervention, Susan Hall, 2007*). There are various intervention models from which to choose: push in, pull-out, or "walk to" are all effective models. Deciding which evidence-based intervention programs to use is also very important in establishing MTSS and ensuring on-going professional development for teachers, paraprofessionals and other school staff, as appropriate. For a list of resources regarding intervention models and evidence based programs, refer to the online Resource Toolkit at <http://sspt.lausd.net>.

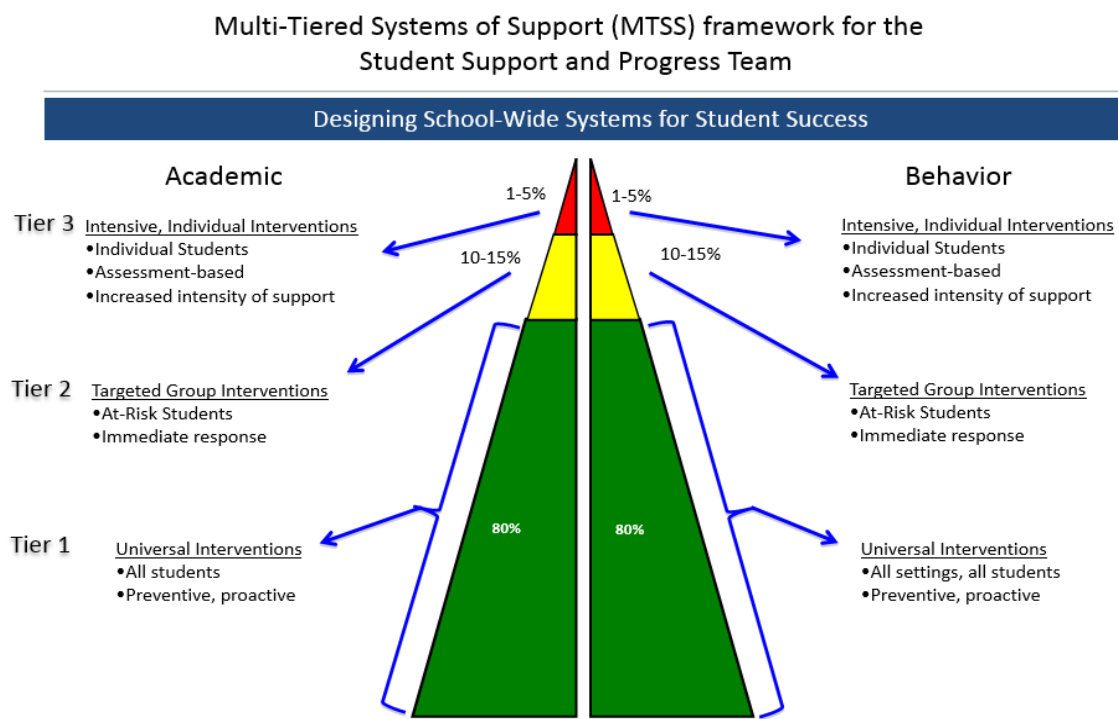


Figure 2.1 Multi-tiered System of Support for Academics and Behavior

A Culturally and Linguistically Responsive RtI² System Within an MTSS Framework:

There are various potential advantages for integrating a culturally and linguistically responsive RtI² system within an MTSS framework. The system is designed to be responsive to the unique and particular needs of both ELs and Standard English Learners. Under such a system, teams would have permission to support students in a more proactive manner, schools may see an increase in the number of ELs who would be successful in the general education setting, which includes ELD/bilingual instruction. An increase in the awareness of culturally responsive instructional practices would provide teachers with additional support, as part of the SSPT. In addition, school level practitioners would have increased opportunities to collaborate across disciplines and school teams would not have to wait for students to fail before providing additional instructional support, or a range of supports. A culturally and linguistically responsive multi-tiered system of support would allow closer monitoring of *all* students and direct support for ensuring high quality first instruction (Damico, 2009). Table 1 on the following page describes some of the conditions necessary for a culturally and linguistically responsive RtI² system within an MTSS framework. (Refer to WIDA Consortium document at [insert webpage link])

UNDERSTANDING THE STUDENT SUPPORT AND PROGRESS TEAM

As part of MTSS, the SSPT provides teachers and schools with a means to conduct universal screening, provide evidence-based interventions, collect progress monitoring data, and ensure accountability for implementation of such activities.

The SSPT process emphasizes that early intervention for struggling students is a function of the general education program and not of special education. The purpose of the SSPT is to function as a school-based problem-solving team composed primarily of general educators who provide support to teachers to improve the quality of the general education program and reduce the underachievement of students.

The SSPT team is a common sense approach that offers a systematic process to successfully close the gaps through which students have traditionally fallen. The team is not a new service, rather it builds on existing services and efforts in order to upgrade the school's ability to respond effectively to the unique student needs in a "whole" child approach. The SSPT plays a vital role in creating a high achieving school as expressed in the following goals:

- 1) Enable teachers to teach students more effectively
- 2) Enable students to acquire academic and social competencies, achieve standards, and become independent learners for life

3) Create a collaborative culture among all staff

The SSPT should be viewed neither as a deterrent to the special education process nor as a path for special education identification. However, the SSPT process is to ensure that all students maximize their potential.

The SSPT combines the existing functions of and procedural guidelines for the Coordination of Services Team (COST), Student Study Team (SST), and the Language Appraisal Team (LAT).

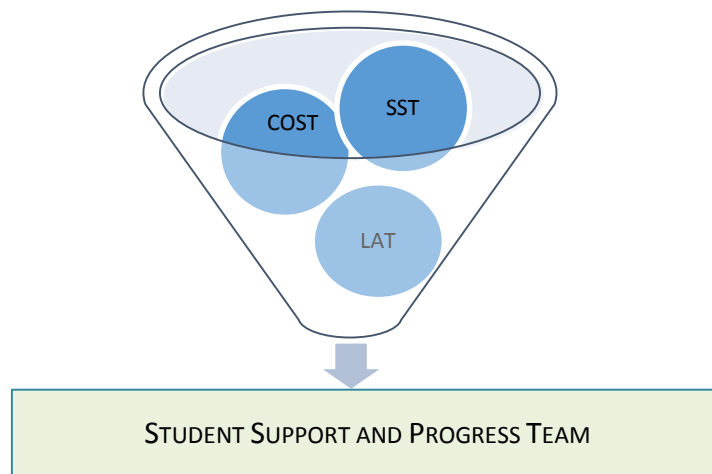


FIGURE 3.1 INTEGRATING SCHOOL TEAM PROCESSES

This new approach recognizes that there are similarities in process, design, and procedure between the aforementioned teams. The teams use a collaborative model and identify interventions to improve student performance. This handbook explains how the SSPT will assume these functions. A fully functioning SSPT replaces the COST, SST, and LAT.

IMPLEMENTING THE STUDENT SUPPORT AND PROGRESS TEAM PROCESS

The SSPT functions as a continuous process that 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 and identification of students who require a more intensive and targeted level of support.

COLLABORATIVE SOLUTION SEEKING TEAMS

Central to any effective solution-seeking process is a collaborative, multi-perspective team. Teams should include classroom teachers and professionals from the fields of ELD/bilingual instruction, instructional specialists, administrators, school counselors, healthy start coordinators, behavior specialists, parents, and related services personnel (as needed), among others. These teams work more effectively and productively when they share certain pedagogical and interpersonal principles.

IDENTIFYING TEAM MEMBERS (REQUIRED AND ANCILLARY)

The SSPT requires a group of professionals that are knowledgeable of strategies and resources that address students' academic, behavior, linguistic and social emotional needs. It is essential that all District and affiliated charter schools establish an SSPT within the first six weeks of the school year. As part of the implementation, the school site administrator identifies an SSPT Designee and the following:

Required Team Members (As staff at each site)

- Administrator or Designee
- General Education Teacher
- Discipline Review Team Member/Restorative Justice Teacher
- Referring Person
- TSP Advisor/EL Designee
- LTEL Designee, if applicable
- Instructional and/or Title III Coach

Ancillary Members

The school site administrator also designates members who participate on an **as needed basis**:

- Parent/Guardian of a referred student
- Student (if developmentally age appropriate)
- Resource Specialist Teacher
- School Psychologist
- Data/Intervention Coordinator
- Elementary/Secondary Counselor
- School Nurse
- Psychiatric Social Worker
- Pupil Services and Attendance Counselor
- Occupational and/or Physical Therapist

- Speech and Language Pathologist
- Secondary Dean of Students
- GATE Coordinator

Note: The parent is a vital member of the SSPT and must be invited. However, lack of parental attendance should not deter a team from addressing the individual student's needs and developing an intervention plan to support the student's educational performance.

TEAM MEMBER KNOWLEDGE, EXPERIENCE OR TRAINING:

SSPT members should collectively have knowledge, experience and/or training in the following:

- Analysis of student work and student progress monitoring
- Intervention services and resources available to students (and families, where appropriate)
- Differentiated instructional strategies
- The California Content Standards and California English Language Development Standards
- California English Language Arts /English Language Development Framework
- Universal Design for Learning strategies
- Culturally and Linguistically Responsive Teaching and Learning
- Multi-Tiered System of Support
- Student subgroups disproportionately referred to special education
- Language acquisition (including Designated and Integrated ELD)
- Knowledge of the characteristics of high achieving and gifted and talented students
- Positive Behavior Intervention Supports
- Adverse Childhood Experiences

STUDENT SUPPORT AND PROGRESS TEAM RESPONSIBILITIES

As part of the English Learner program accountabilities, the school principal or EL Designee uploads the SSPT Membership Form to the English Learner Online Accountability System *within the first six weeks of the school year*. The SSPT Meeting Log is also uploaded twice per year to OLAS as part of the English Learner program accountabilities.

Calendar Meetings

Before or at the beginning of the school year, the SSPT establishes a calendar of regularly scheduled meeting dates (e.g., weekly, biweekly, or monthly) to conduct initial, follow-up and

reclassification meetings for ELs. The team also identifies a minimum of four dates per year for the core SSPT members to review school-wide data. School-wide progress monitoring should occur near key data points (e.g., following progress reports, new annual CELDT scores). (See sample Calendar for Elementary and Secondary, pp. 30 – 31.)

The team designates a quiet and confidential location for the SSPT meetings. The location for the meetings should be free of distractions (i.e., lots of traffic, loud noises) and provide privacy to ensure the confidentiality of information shared.

Notification to Parents

The parent/caregiver is a vital member of the SSPT and plays an important function in ensuring collaboration and consistency between the home and school. Parents/caregivers must be invited to their child's SSPT meeting. It is best practice to provide parents at least ten day notification of their child's SSPT meeting. It is essential that the SSPT develops a system for notifying parents/caregivers that includes the use of Parent Invitation Letters (available in multiple languages). Parents have the following response options, as outlined in the Parent Invitation Letter:

INSERT FROM PARENT INVITATION LETTER	
<input type="checkbox"/>	I will attend the meeting as scheduled.
<input type="checkbox"/>	I will need the following accommodations so that I may attend the meeting: _____.
<input type="checkbox"/>	I would prefer to participate by telephone. Please contact me at _____.
<input type="checkbox"/>	I will not attend the meeting, but would like a contact from the teacher or team.
<input type="checkbox"/>	I would rather come on _____.
<input type="checkbox"/>	Please contact me at _____ to reschedule.

If a parent/caregiver does not respond after three attempts, the SSPT should document the attempts to contact the parent on the SSPT Referral Log (Attachment E) and proceed in holding the meeting. The SSPT Designee should follow up with the parent to schedule a meeting to review the information shared at the meeting. A copy of all SSPT documentation should be provided to the parent/caregiver immediately following the meeting.

Maintenance of Documentation

Maintain documents of all SSPT forms in a binder at the school site for a minimum of five years. Maintain student specific SSPT forms in the student's cumulative folders.

- SSPT forms for English Only (EO), Initially Fluent (IFEP), and Reclassified Fluent English Proficient (RFEP) students are to be maintained in the student's **red** intervention folder.



- SSPT forms for English Learners, including Long-Term English Learners are to be maintained in the student's **blue** Master Plan folder.



The SSPT will transition COST, SST, and LAT referrals initiated in the 2015-16 school year to the new process. School teams will enter SSPT referral and supporting documentation in MiSiS.

SUPPORT TO ENGLISH LEARNERS

The SSPT has additional responsibilities pertaining to ELs, including Long-Term English Learners and Reclassified Fluent English Proficient (RFEP) students. These functions, previously addressed by the Language Appraisal Team (LAT), are now completed by the SSPT:



- Monitor appropriate instruction, support and intervention strategies
- Review attainment of minimum progress benchmarks for ELs (as outlined in the EL Master Plan)
- Monitor placement/instruction to ensure appropriate linguistic and academic progress
- Review the progress of ELs in meeting the reclassification criteria in grades K-12
- Ensure RFEP students continue to make progress and achieve academic proficiency in all core subject areas based on data, grades, and state test scores after reclassification
- Review student and school data (at least four times per year) to ensure the above is documented and monitored accurately
- Determine whether to recommend ELs, as appropriate, for reclassification to Fluent English Proficient status. Refer to the SSPT Toolkit for information regarding Monitoring Progress of ELs <http://sspt.lausd.net>.

MONITORING PROGRESS OF ELs

State and federal program requirements for English learners emphasize the need to monitor and evaluate EL student progress frequently and consistently. In order to ensure that the ELs are making adequate progress, and to meet Annual Measurable Achievement Objectives, the SSPT supports EL students at the school site as they progress towards meeting the reclassification criteria.

MINIMUM PROGRESS EXPECTATIONS

The following table outlines minimum progress expectations for English Learners, and is based on LAUSD's 2012 EL Master Plan:

	Initial Overall CELDT Score	Beginning	Year 1	Year 2	Year 3	Year 4	Year 5
		Early Intermediate		Year 1	Year 2	Year 3	Year 4
		Intermediate			Year 1	Year 2	Year 3
		Early Advanced*				Year 1	Year 2
		Advanced*					Year 1
ENGLISH PROFICIENCY	TK-12: CELDT	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	
ELD STANDARDS-BASED MEASURES	TK-12: ELD STANDARDS-BASED ASSESSMENTS	Emerging	Expanding (entry)	Expanding (exit)	Bridging (entry)	Bridging (exit)	
ENGLISH LANGUAGE ARTS (ELA)	TK-5: DIBELS COMPOSITE	WBB-Well Below Benchmark	BB-Below Benchmark (low)	BB-Below Benchmark (high)	B-Benchmark (low)	Benchmark (high)/Above Benchmark	
	6-12: RI	BB-Below Basic (low)	BB-Below Basic (high)	B-Basic (low)	B-Basic (high)	P-Proficient or A-Advanced	

RECLASSIFIED STUDENTS: Schools must monitor reclassified students for a minimum of two years to ensure that they achieve and maintain grade-level proficiency in all core content areas.

Table 1.1 Minimum Progress Expectations

Although progress monitoring begins in the classroom, the SSPT plays a pivotal role in further EL monitoring at the school site. One of the key functions of the SSPT is to ensure that ELs receive and participate in an effective instructional program. To ensure this, the SSPT must regularly assess the quality of the school's EL program and monitor its progress, at least, four times per year to prevent language and academic gaps among individual students and groups. The results of ELD progress monitoring influence instruction, intervention, and professional development related to ELs at the school site.

Key questions to consider during EL monitoring include:

- Are ELs making adequate progress in ELD and ELA (and target language when in a Transitional Bilingual Education (TBE), Dual Language (DL), or Foreign Language Immersion (FLI) program
- Are ELs mastering the grade-level learning standards in all areas of the curriculum?
- Are ELs meeting the reclassification criteria within 5 years?
- How can we reduce the number of Long-Term ELs (LTELS) at the school?
- What patterns and trends can we see in EL student data? What should our next steps be?

PROGRESS TOWARDS RECLASSIFICATION

Effective EL progress monitoring includes, at a minimum, a review of data showing progress towards meeting the reclassification criteria. Reclassification criteria are available as part of the current reclassification policy at <http://achieve.lausd.net/Page/181>. The following data, as appropriate for the student's Master Plan Program and grade level, are used to monitor English Learner progress towards reclassification:

- **English Language Proficiency (TK–12):**

The California English Language Development Test (CELDT) is an annual assessment used to measure English Language proficiency in four domains (listening, speaking, reading, and writing) for English Learners through the 2016-17 school year. Overall scores fall into the following proficiency levels: Beginning (1), Early Intermediate (2), Intermediate (3), Early Advanced (4), and Advanced (5). Adequate progress is demonstrated by progressing one proficiency level each year.

The California English Language Development Test data can be used to identify linguistic strengths and needs in the four language domains. Accordingly, the SSPT can use CELDT data to identify linguistic needs that need to be addressed during designated ELD instruction, and supported in integrated ELD throughout the core content areas.

- **Basic Skills Assessment (grades TK – 5):**

The Dynamic Indicators of Basic English Literacy Skills (DIBELS) is a reading assessment tool that provides data on multiple literacy skills. The seven measures (specific to grade levels) function as indicators of phonemic awareness, alphabetic principle, accuracy, fluency, reading comprehension, and vocabulary. English learners are assessed with this diagnostic tool three times within a year to monitor their progress in early literacy skills. Scores fall into the following proficiency levels: Well Below Benchmark, Below Benchmark, and Benchmark. Adequate progress is demonstrated by progressing one to two levels per year in each skill area, or by maintaining Benchmark scores over time.

DIBELS data can be used to identify potential barriers to achieving English Language proficiency that stem from gaps in foundational literacy skills. Accordingly, the SSPT can use DIBELS data to identify reading difficulties that must be addressed during integrated ELD in the ELA/Literacy instructional block. This instruction is a complement to the English language instruction that takes place during designated ELD time.

- **Basic Skills Assessment in Spanish Language Education Programs--Transitional Bilingual, Maintenance Bilingual, Dual Language, and Foreign Language Immersion (grades K-5):**

The *Indicadores Dinámicos de Éxito en la Lectura* (IDEL 7ª Edición) is a reading assessment tool that provides data on multiple literacy skills. IDEL measures literacy skills similar to those addressed by DIBELS (see above).

The IDEL provides data on the Spanish language literacy level of all students enrolled in Spanish language education programs, as well as data on literacy in the primary language for Spanish-speaking English Learners. Over time, IDEL data also serves as a measure of the ongoing progress in/retention of these skills during the course of the program.

Data from the IDEL can be used to identify potential barriers to achieving Spanish Language proficiency that stem from gaps in foundational literacy skills. When analyzed together with DIBELS data, IDEL data shows the degree of a student's biliteracy. Accordingly, the SSPT can use IDEL data to identify Spanish reading difficulties that must be addressed for students in Spanish Language Education programs who may not be meeting progress benchmarks for those programs. (For more information on analyzing biliteracy data, please refer to the *DIBELS/IDEL Biliteracy Data Protocol Worksheet* at <http://achieve.lausd.net/Page/2373#spn-content>.

- **Basic Skills Assessment (grades 6 –12):**

The Reading Inventory (RI) (formerly Scholastic Reading Inventory--SRI) is a research-based, online reading assessment that measures students' reading comprehension. Student scores correspond to lexile levels, which are grouped into the following proficiency levels: Below Basic, Basic, Proficient, and Advanced. ELs may be assessed with the RI up to two times per year to monitor student progress in reading. Adequate progress is demonstrated by progressing one proficiency level per year, or by maintaining Proficient or Advanced levels over time.

The RI data can be used to identify potential barriers to achieving English Language proficiency that stem from gaps in reading comprehension. Accordingly, the SSPT can use RI data to identify reading difficulties that must be addressed during integrated ELD in the core ELA course (and other core content areas). This instruction complements the English language instruction that takes place during the ELD or LTEL course.

- **Teacher Evaluation (TK-6 Elementary)**

Elementary English Learners receive report card marks in ELD and in core academic subjects (i.e., ELA, Mathematics, Social Studies, and Science) three times per year. Marks in ELD and all core content areas are one, two, three, and four. One and two indicate that a student has not yet mastered the standards being taught in that subject area for that grade level, and marks of three and four indicate student mastery of the standards. Marks of three and four in ELA reading, writing, listening, and speaking constitute the teacher evaluation criterion for reclassification.

Marks in ELD and core content areas can be used to assess whether an EL is making progress towards mastery of grade-level California Content and ELD Standards. Accordingly, the SSPT can use marks data to analyze a student's progress in grade-level content and English Language development. Additionally, the SSPT can identify the difficulties stemming from English language proficiency that must be identified and addressed during integrated ELD in the core content areas. This influences and complements the English language instruction that takes place during designated ELD time. For students at the emerging level (CA ELD Standards), additional primary language support may also be needed in core content areas.

- **GRADES (6-12 Secondary)**

Secondary ELS are graded in **ELD** or **Long Term English Learner (LTEL)** courses, as well as in core academic subjects (i.e., **ELA, Mathematics, Social Studies, and Science**). Secondary ELs also earn marks in other courses, such as electives. Although progress is recorded eight times per year through grades and progress reports, final (semester) grades are issued twice per year. A final grade of A, B, or C in a core English Language Arts (ELA) course or LTEL course (i.e., Advanced ELD or Literacy and Language for ELs) constitutes the teacher evaluation criterion for reclassification.

NOTE: At the high school level, grades in any ELA or LTEL course approved for B credit by the University of California Office of the President may be considered for reclassification. Since Advanced ELD or Literacy and Language for ELs may also count for B credit, they may also be considered.

English Language Development/Long Term English Learner and core content course grades can be used to assess whether an EL is making progress towards mastery of grade-level California Content and ELD Standards. Accordingly, the SSPT can use grades data to analyze a student's progress in grade-level content and ELD. Additionally, the SSPT can identify the difficulties stemming from English language proficiency that must be identified and addressed during integrated ELD in the core content areas. This influences and complements the English language instruction that takes place during designated ELD (or LTEL) course. For newcomer students, additional primary language support may also be needed in core content courses.

Progress monitoring pertinent to reclassification readiness is most effective when carried out on a timeline that takes into account students' current data. More information on the release of new results and/or report cards can be found at <http://achieve.lausd.net/Page/180>.

In addition to the data pertinent to reclassification, the SSPT may choose to consider other measures such as SBAC interim and summative assessments, and school-based assessments. At the individual student level, the SSPT should also review authentic student work samples produced as part of standards-based classroom activities. Because the SSPT monitors the

whole child, the team should also take into account the academic, behavioral, attendance, and socio-emotional factors that are relevant to all students when analyzing student progress.

Key issues to consider when deciding on next steps include:

- The rationale for student grouping for instruction. Are we following EL Master Plan guidelines?
- The quality of English Learner services provided to ELs in their classes/courses throughout the school day
- The quality and quantity of appropriate instructional materials
- The training and support available to teachers of ELs
- Differentiation, accommodations, and/or interventions and their purposes (for TBE, MBE, and DL programs, consider the language of the intervention)
- Communication between school staff and families, including the informed choice of Master Plan Program and parent/guardian awareness of the student's progress towards reclassification

LANGUAGE DIFFERENCES AND LEARNING DELAYS

In addition to general concerns about progress in learning English or progress in core content, there may be questions about whether a student's difficulties stem from issues related to the language acquisition process, or to more general learning delays. ***The SSPT should take all possible steps to remove any structural and instructional obstacles that may impact students' language acquisition and progression.***

While identifying potential learning disabilities are not within the scope of the SSPT, the SSPT should investigate problems arising as part of the language acquisition process. Being able to distinguish between a disability and a language acquisition issue is challenging and not the role of the SSPT. There are multiple language acquisition factors, such as limited proficiency of an ELs. The role of the SSPT is to ensure that problems related to language acquisition are examined and targeted. **It is especially critical that the SSPT confirms that high-quality integrated and designated ELD instruction is provided to ELs.**

The following chart provides guidance in understanding behaviors that may be attributed to insufficient integrated and designated ELD instruction.

**Understanding Behaviors of Students with Insufficient Integrated
and Designated ELD Instruction:**

Learning Behaviors	Reasons for Behaviors of an English Learner
Difficulty following directions	May not understand: <ul style="list-style-type: none"> • Academic language without scaffolds • Multiple step directions without visuals, chunking, repetition by student • Idioms without explanation
Poor performance in primary language assessment or limited primary language proficiency	English Learner instructed mostly in English may have “language loss” — reduced competency in primary language due to lack of practice and/or instruction Formal and explicit academic language has not been provided.
Difficulty retelling a narrative in sequence or summarizing a text	While learning English, ELs may experience delays in listening, reading, speaking and writing. This may be due to limited vocabulary and grammatical structure knowledge. An EL may also have difficulty understanding text without appropriate scaffolds at their proficiency levels.
Difficulty with phonological awareness (Letter-sound relationships)	When ELs are taught to read using an English reading program, they may not be able to distinguish or pronounce sounds that do not exist in their home language (see Problem English Sounds and Language Transfers above). For LTELs, difficulties with letter-sound relationships may become fossilized and manifest in their reading and writing.
Difficulty remembering sight words	When words are not presented or taught in a meaningful context, an English Learner may experience difficulty memorizing them.
Slow to learn sound-symbol correspondence	An English Learner may have learned a differing set of sound-symbol correspondences in the home language. For example, in Spanish there are 5 sounds for a, e, i, o, u; and in English there are many more sounds for the same 5 vowels.
Confused by figurative language	An English Learner may attach literal meaning to the following literary devices used in English without proper scaffolds and explicit instruction: <ul style="list-style-type: none"> • Idioms • Shades of meaning • Cultural/historical references • Intonation (when listening) • Precise or colorful vocabulary

Learning Behaviors	Reasons for Behaviors of an English Learner
May have poor auditory memory	An English Learner may require more time and effort to make meaning of what s/he hears due to the effort required for processing and building comprehension between two languages.
May have difficulty concentrating	An English Learner may experience interruptions in his/her concentration due to the additional effort needed to process information. (To minimize this, lessons should include explicit language and content objectives that are consistently referred to, multi-modal activities, and positive reinforcement for effort.)
May seem easily frustrated	An English Learner's frustration may stem from: <ul style="list-style-type: none"> • Not understanding instructions • Not receiving sufficient time to process or complete a task • Being taught with materials that are beyond their individual, instructional or frustration level without additional supports • Receiving too much information or too many parts of a sequence at a time • Receiving information through a single modality (e.g., teacher gives instructions orally, but does not also write them)
Slow to process challenging/complex language (e.g., complex sentences, high lexile level, specialized/difficult vocabulary, complex rhetorical structures, puns, irony, tone)	An English Learner may appear disengaged, withdrawn or confused. The EL may need more time to process language with strategies such as: <ul style="list-style-type: none"> • Chunking • Wait time • Repetition • Visuals • Opportunities to discuss meaning
Learning Behaviors	Reasons for Behaviors of an English Learner
Slow/limited respond to instruction and intervention	An English Learner may require specific supports based on an individually identified language proficiency need that may not be present in typical instruction or intervention. Additional supports may be primary language support, SDAIE strategies, and differentiation, to name a few.
English Learner appears fluent in social conversation, but has difficulty listening, speaking, reading and writing using academic language	An English Learner typically acquires social language faster than academic language, because social language is more contextualized and more often practiced.

Table 2.1 Understanding Behaviors of Students with Insufficient Integrated and Designated ELD Instruction
(Adapted from the work of Catherine Collier)

In guiding teachers of English Learners towards effective interventions, the SSPT must recognize that teachers can only respond to what children are trying to do, build on their existing strategies and help them to develop other strategies that they do not yet have.

MONITORING PROGRESS OF LTELs

In order to prevent EL students from becoming or remaining as LTELs, the SSPT should review the EL and LTEL Monitoring Rosters. Each school site appoints an LTEL Designee who is responsible for monitoring the progress of LTELs and share this information with all stakeholders at the school. (See Master Plan for ELs, pg. 63 for middle school and pg. 66 for high school). The LTEL Designee does the following:

Monitors each LTEL's:

- Language status
- Test results
- Goals for meeting grade level standards
- Progress towards reclassification

Meets with students and parents twice a year to review:

- Language status
- Program placement
- Test results
- Goals for attaining reclassification criteria and accelerate academic progress targets

As a member of the SSPT, the LTEL Designee should provide LTEL data and information to the team to assist in monitoring the progress of LTELs and to ensure that school-wide EL and LTEL monitoring are coordinated.

MONITORING PROGRESS OF RFEPs AND RECOMMENDING INTERVENTIONS

As required by Title III and the California Education Code, students reclassified as Fluent English proficient (RFEP) must be monitored for a minimum of two years after reclassification or until they reach and maintain grade-level proficiency. RFEP monitoring also begins in the classroom, but, as with ELS, the SSPT plays an important role in monitoring RFEP students

The SSPT meets to review the performance and progress of RFEP students at least twice per year, using the RFEP Monitoring Roster and additional data. Data should be chosen and reviewed by the team with a view to supporting RFEP students in transitioning successfully from the supports and differentiation provided in the EL program to the supports provide for all students at the school site. This data include student grades/marks in core content areas and assessment results. For example, the SSPT may review data from Smarter Balanced Assessment Consortium interim and summative assessments, DIBELS, IDEL, and school-based assessments. At the individual student level, the SSPT should also review authentic student work samples produced as part of standards-based classroom activities. Because the SSPT monitors the whole child, the team should also take into account the academic, behavioral, attendance, and socio-emotional factors that are relevant to all students when analyzing student progress.

The SSPT’s review of reclassified students takes place in the fall and spring, and by referral for students not meeting proficiency benchmarks in core content areas. In the fall, the team meets to analyze RFEP student grades/marks and assessment data and recommend next steps. In the spring, the SSPT reprises this monitoring and also assists in the annotation of RFEP Monitoring Letters, which are sent out to parents/guardians. Additionally, at the high school level graduation criteria checks are monitored twice a year by the student’s counselor.

If a reclassified student is not making satisfactory progress, the SSPT and the classroom teacher(s) should collaborate to develop an intervention plan with specialized support. This may include EL support as appropriate to the student’s linguistic needs.

Intervention strategies may include, but are not limited to, any of the following:

- Student/teacher/parent conference
- After-school tutoring
- Specialized reading, writing or math instruction
- Content–based language development support class
- After-school academic support
- Intervention/intersession classes
- Extended day and year opportunities

(Refer to the District’s policy for additional information on monitoring the progress of reclassified students, as well as the EL Master Plan, pg. 22.)

SEVEN FACTORS THAT INFLUENCE THE LINGUISTIC AND ACADEMIC DEVELOPMENT OF EL STUDENTS

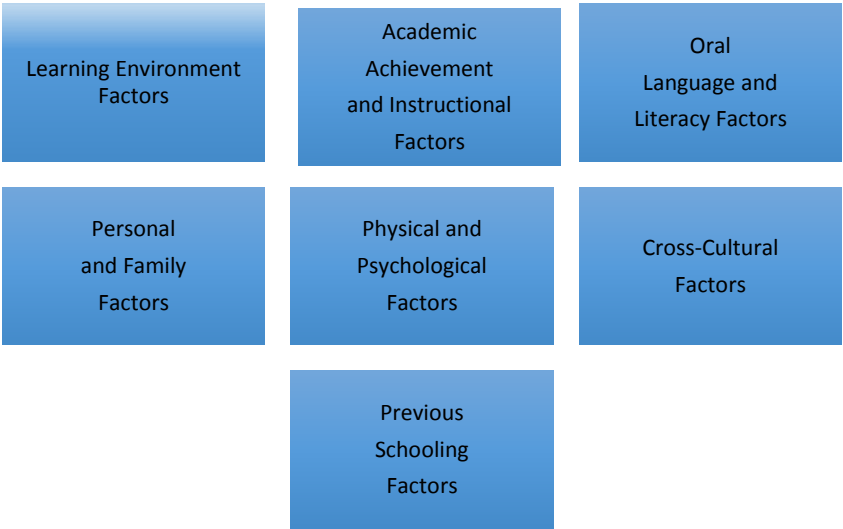


Table 3.1 Seven Factors that Influence Linguistic and Academic Development of ELs
(Adapted from: Hamayan, Marler, Sanchez-Lopez, & Damico, 2013)

RELATIONSHIP OF THE SSPT TO A SECTION 504 PLAN

Section 504 of the Rehabilitation Act of 1973 (Section 504) prohibits discrimination/harassment on the basis of disability in any program or activity receiving federal financial assistance. During the SSPT process, the team may recognize students who have academic, behavior, or social-emotional discrepancies that may qualify them for nondiscriminatory protection under Section 504. If the SSPT team suspects that a discrepancy may be a manifestation of a mental or physical impairment that could substantially limit a major life activity, a referral shall be made by the SSPT designee to the school's 504 designee for evaluation. However, a Section 504 referral shall not preclude the SSPT team 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 SSPT to ensure the students is making adequate progress. (*LAUSD, BUL-4692.5 Section 504 of the Rehabilitation Act of 1973*)

STUDENT SUPPORT AND PROGRESS TEAM (PRE-REFERRAL PROCEDURES)

ONGOING SCHOOL-WIDE MONITORING

The SSPT conducts ongoing school-wide monitoring of Tier I instruction using multiple data sources. The purpose of this monitoring is to review data in a holistic manner across a variety of measures, for student groups and subgroups and identify patterns and trends. Analysis of school-wide data must take place regularly, and at a minimum four times per year. From this analysis, the SSPT:

- Determines areas of need to accelerate learning for all students, so as to ensure College and Career Readiness
- Identifies achievement disparities (focus grades and focus areas)
- Recommends differentiated and systematic supports needed to close achievement gaps to promote success for all students

REVIEW SCHOOL-WIDE DATA

Collect and review school-wide data as measured by:

- California Content Standards-based measures
- DIBELS Next/TRC
- Other District Assessments
- Reading Inventory (RI)
- California English Language Development Test
- Reclassification of English Learners
- EL Master Plan minimum progress expectations
- Credit attainment towards High School Graduation Requirements
- Successful completion of A-G coursework
- Practice Scholastic Aptitude Test (PSAT)
- Advanced Placement Potential Reports
- Suspension
- Attendance
- Office Discipline Referrals/School-Wide Behavior Inventory

The SSPT shall review the progress of English Learners (ELs) and Long Term English Learners (LTEs) at least quarterly (i.e., four times per year) to determine supports needed and readiness for reclassification. The SSPT shall also make reclassification recommendations, as described in the English Learner Master Plan.

The SSPT shall monitor the progress of Reclassified Fluent English Proficient (RFEP) students at least twice per year and provide supports as described in the English Learner Master Plan.

Identification of Systematic Supports

As part of school-wide monitoring, the SSPT identifies students requiring additional supports to raise student achievement in one or more of the following areas:

- Academic Achievement
- College and Career Readiness
- Behavior
- Language Development, including
 - ELs not meeting the minimum progress expectations.
 - Long Term English Learners (LTEs) not making progress with interventions offered
 - RFEP students not reaching proficiency in core academic content areas.
 - Students who may be recommended for reclassification.

- School Attendance
- Health
- Social/Emotional Functioning

Based on the school-wide data and predominant needs identified through the data, the SSPT will make recommendations and identify students for interventions at targeted levels (i.e., school-wide, classroom, and individual). The SSPT will consider the entire school system and the intervention capacity, supports and resources available to students. Students should participate in the interventions and progress monitoring should occur throughout the intervention period.

For students who are not responding or demonstrating insufficient progress to the interventions, as evidenced by the progress monitoring data, an SSPT meeting should be initiated using the SSPT Request Form (Attachment F).

REFERRAL TO THE STUDENT SUPPORT AND PROGRESS TEAM

Once a student is identified as requiring a referral to the SSPT, the teacher/counselor will complete an SSPT Request via MISIS. If the referring person is a parent/guardian, the SSPT Designee will provide the parent/guardian a hard-copy of the SSPT Request Form (Attachment F).

The SSPT Designee will then schedule a consultation meeting with the referring teacher, counselor and/or parent/guardian to complete the elementary or secondary **Referral Form** via MISIS (Attachments G-1, G-2).

Referral of English Learners

English Learner students are also referred to the Student Support and Progress Team to determine whether to recommend the student(s) for reclassification. As part of this responsibility, the SSPT conducts the following:

- Reviews progress for students in grades 2-12 who meet all criteria for reclassification except grades. When a student(s) is recommended for reclassification, the team sends the recommendation and supporting documentation to the Local District EL Programs Coordinator.
- The SSPT may also consider reclassification recommendations for students in grade 1 or in the second year of Kindergarten (i.e., due to retention or participation in Transitional Kindergarten).

- Reclassification Recommendation forms (Attachments H1-H5) are also available on the MMED website at <http://achieve.lausd.net/Page/180>.

Note: For all EL students, the EL Progress Profile must be attached to the Referral Form and/or provided at the meeting.

CONDUCT THE STUDENT SUPPORT AND PROGRESS TEAM MEETING

School SSPTs will perform various tasks in conducting the meeting. The SSPT will assign team member roles (i.e., meeting facilitator, recorder, time-keeper and case manager), which are fluid and may change from meeting to meeting depending on the composition of the team.

TEAM MEMBER ROLES

The *meeting facilitator* guides the discussion during the meeting, facilitates introductions, and reviews information outlined on the referral form and during the development of the intervention plan. The *recorder* documents information on the appropriate form(s) and records information in MISIS (Student Support Tab, SSPT Module). The recorder also documents additional information, as appropriate, that may be added during the course of a meeting by other team members, including the parent and student. The role of the *time-keeper* is to ensure the team is utilizing their time most efficiently. The time-keeper ensures the meeting is progressing in a timely manner and will convene within the recommended time frame. Following the discussion of each student, a case manager will be assigned to ensure the implementation of recommended interventions and acts as a resource to the interventionist and teacher.

RECOMMENDED 20-30 MINUTE TIME FRAME

1. Welcome and Introductions (2-3 min)
2. Identify student strengths (2-3 min)
3. Identify areas of need (4-5 min)
4. Develop targeted goals (3-4 min)
5. Brainstorm and select interventions (6-8 min)
6. Develop the Student Intervention Plan (8-10 min)
7. Summarize and close meeting (2-3 min)

MEETING ACTIVITIES

- During the meeting the SSPT will review referral data and documentation.
- Develop targeted strategies, interventions, and goals aligned to student needs.
- Complete the Student Intervention Plan. (Attachment J)
- Assign a Case Manager to follow up with the implementation of interventions and act as a resource to the interventionist/teacher.

Note: The Case Manager for all EL students must be the EL Designee.

- Identify progress monitoring data that will be collected throughout the intervention interval.
- Schedule a follow-up meeting within 6-8 weeks.

IMPLEMENT THE INTERVENTIONS

Ideally, all students should receive a minimum of three (6-8 week) intervention intervals with on-going progress monitoring.

The number and length of intervals should be based on the student's response to intervention and rate of improvement in meeting benchmark expectations.

The SSPT should hold a follow-up meeting at the conclusion of each intervention interval. Considerations in intervention implementation include, ensuring the interventions are being implemented with fidelity as identified in the intervention plan, the interventions are targeting the student's specific skill weakness, and progress monitoring is occurring as needed to tailor the instruction to meet the student's specific educational needs.

Case Manager

The Case manager supports and consults with the interventionist/teacher to enhance the efficacy of the intervention. For example, activities conducted by the Case Manager may include:

- Modeling and coaching of instructional strategies and evidence-based approaches
- Assistance with modifying the intervention goal(s)
- Gathering data for follow-up meetings

PROGRESS MONITORING AND DATA-BASED DECISION MAKING

Progress monitoring is used to assess student's academic, behavioral or social emotional learning performance, to evaluate the effectiveness of instruction and assess a student's response to instruction and intervention. In progress monitoring, 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. Progress monitoring should

be conducted to measure how well individual students or groups are progressing during the intervention.

Many students require additional time and more intensive supports to acquire new skills. Progress monitoring helps others understand whether or not a student is learning information at a rate that is commensurate with peers, with and without intensive supports. When a student's rate of learning falls below a certain percentage, the SSPT will utilize the information to make data-based decisions. School teams will review the progress monitoring data captured during the intervention phase at each follow-up SSPT meeting. The types of progress monitoring data tools will depend on the area of concern and may include tools already aligned to a particular intervention program (e.g., rating scales, observational tools, checklists, growth charts, and reading/writing rubrics). As an additional resource to the SSPT, the Universal Progress Monitoring Data Tool (UPM) may be used as an optional tool. The UPM Data Tool is based on the research on Rate of Improvement, a psychometrically sound and objective method to progress monitor student growth over time. The data tool will provide a chart with a slope for each student in the intervention group. The individual's rate of growth is automatically calculated in relationship to the benchmark score to determine if the student is achieving the expected progress. Each intervention interval should last between 6-8 weeks. Students should have at least 10 data points for trend analysis interpretation.

Progress Monitoring Guidelines

Intervention providers shall conduct weekly or biweekly progress monitoring for the individual or student groups during the intervention.

- Benchmark data is the expected performance individualized to the student and/or group.
- The benchmark data should be observable, measurable, and within the student's level of reach.
- For students at the Tier II level of support, progress monitoring should occur biweekly.
- For students at the Tier III level of support, progress monitoring should occur weekly.
- Additional data may be collected as appropriate to the student's needs and the intervention activities.

UNIVERSAL PROGRESS MONITORING (UPM) DATA TOOL

Below is a guide to assist school staff in understanding rate of improvement and the implications of student performance at each level.

Percentage of growth	Explanation of student growth. This information should guide the SSPT on making data-based decisions regarding student growth and progress.
0-80%	The student is responding slowly to the intervention. Make sure the intervention is being implemented with fidelity and the goals are obtainable and within the student's level of reach. Consider modifying the goals if necessary and allow for additional time.
81-95%	The student is responding to the intervention and requires additional time. Make sure the student has the pre-requisite skills, including language development and social emotional skills to achieve growth. If necessary, teach the pre-requisite skills needed.
95-110%	The student is responding positively to the intervention. Continue to provide the intervention and progress monitor the student's growth. The goals are targeting the student's skill deficits.
110-150%	The student is responding positively to the intervention. The student may be ready for higher level skills and/or return to a less intensive tier or universal tier I instruction.
More than 150%:	The student is responding positively to the intervention. The student has mastered skills at this level and may be ready for higher level skills and/or return to a less intensive tier or universal tier I instruction.
Trend line analysis at a glance: Note: Students should have at least 10 data points for trend line analysis. 1. If the trend line is steeper than the goal line, consider raising the goal or move the student back to the prior tier. 2. If the trend line is in the same direction and parallel to the goal line, continue the intervention. 3. If the gap is increasing between the goal line and the student's rate of improvement, revisit the intervention plan and make any necessary revisions to the target goal.	

The UPM Data Tool is available at <http://sspt.lausd.net>.

FOLLOW-UP MEETINGS

A follow-up meeting should be scheduled 6-8 weeks after the intervention has been provided. At the meeting, the SSPT will review and document the student's progress in the **Follow-up Meeting Notes** tab in MISIS (Attachment H).

The SSPT may make the following recommendations based on the student outcome data:

1. Modify the intervention (i.e., instructional strategy, intervention program, goals, grouping, duration and frequency)
2. Continue the intervention
3. Adjust the level of tiered support, based on student outcome data
4. Review and consider a Section 504 Plan
5. Recommend student for reclassification
6. Exit the SSPT process and make data-based decisions regarding educational needs and next steps

SAMPLE SSPT CALENDAR, ELEMENTARY

The SSPT meets regularly to review school-wide data, SSPT referrals, including students being recommended for reclassification.

MEETING	TOPIC	PURPOSE
September	School-wide Data	Review patterns/trends in the data to identify school-wide needs and supports
	EL Progress Profiles (end of previous school year)	Verify student placement- Review SBAC scores
	Individual EL, LTEL and RFEP at-risk students	Develop intervention plans and conduct follow up meetings from previous school year
October	RFEP monitoring	New SBAC, CMA or STS scores
	Individual at-risk students	Develop intervention plans and conduct follow-up meetings
November	School-wide Data	Review patterns/trends in the data to identify school-wide needs and supports
	<ul style="list-style-type: none"> Progress Monitoring EL- Monitoring- Reclassification 	Report card marks LPA Data
	Individual at-risk students	Develop intervention plans and conduct follow-up meetings
December	Individual at-risk students	Develop intervention plans and conduct follow-up meetings
January	RFEP Monitoring	LPA Data
	Individual at-risk students	Develop intervention plans and conduct follow-up meetings
February	EL Monitoring-Reclassification	New CELDT Scores
	Individual at-risk students	Develop intervention plans and conduct follow-up meetings
March	School-wide Data	Review patterns/trends in the data to identify school-wide needs and supports
	EL Progress Profiles	Report card marks
	Individual at-risk students	Develop intervention plans and conduct follow-up meetings
April	Individual at-risk students	Develop intervention plans and conduct follow-up meetings
May	EL Progress Profiles (current school year) EL Monitoring-Reclassification	LPA Data Goal setting for next school year
	Individual at-risk students	Develop intervention plans and conduct follow-up meetings
	School-wide Data	Review patterns/trends in the data to identify school-wide needs and supports Goal setting for next school year

SAMPLE SSPT CALENDAR, SECONDARY

MEETING	TOPIC	PURPOSE
September	School-wide Data	Review patterns/trends in the data to identify school-wide needs and supports
	EL Progress Profiles (end of previous school year) EL- Monitoring- Reclassification	Verify student placement- New SBAC, CMA or STS scores
	Individual at-risk students	Develop intervention plans and conduct follow up meetings from previous school year
October	RFEP monitoring	New SBAC, CMA or STS scores
	Individual at-risk students	Develop intervention plans and conduct follow-up meetings
November	School-wide Data	Review patterns/trends in the data to identify school-wide needs and supports
	<ul style="list-style-type: none"> EL, LTEL Progress Monitoring EL- Monitoring- Reclassification 	Mid-term marks
	Individual at-risk students	Develop intervention plans and conduct follow-up meetings
December	EL Monitoring-Reclassification	Final Marks
	Individual at-risk students	Develop intervention plans and conduct follow-up meetings
January	RFEP Monitoring	Final Marks
	Individual at-risk students	Develop intervention plans and conduct follow-up meetings
February	EL Monitoring-Reclassification	New CELDT Scores
	Individual at-risk students	Develop intervention plans and conduct follow-up meetings
March	School-wide Data	Review patterns/trends in the data to identify school-wide needs and supports
	EL Progress Monitoring LTEL Progress Monitoring	Mid-Term Marks
	Individual at-risk students	Develop intervention plans and conduct follow-up meetings
April	EL Progress Profiles (current school year) EL Monitoring-Reclassification	Final Marks Goal setting for next school year
	Individual at-risk students	Develop intervention plans and conduct follow-up meetings
May	School-wide Data	Review patterns/trends in the data to identify school-wide needs and supports Goal setting for next school year

Frequently Asked Questions (FAQs)

Question: How will this process work for E-TK students since data is not collected/generated for these students?

Answer: The SSPT is applicable to all students at every grade level. Data collected should be based on the curriculum and how students are performing. The targeted goals will be developed in the same way. Teachers should use measures aligned to the curriculum to identify the student's weaknesses and develop target goals based on those areas requiring support.

Question: Why are kindergarten students referred for an SSPT always forced to do a full year of kindergarten before anything is done to help them?

Answer: It is essential to provide students at this age with every opportunity for success. Through systematic and targeted intervention, learning problems are mitigated and we create additional opportunities for success. If at least 80% of the students are not performing proficiently, then we need to re-examine our Tier I instruction to support a greater number of students. We must keep in mind that all students should receive a minimum of three intervention intervals of 6-8 weeks, if necessary. Progress is evaluated at each phase to determine how a student or group of students has responded to the intervention and determine next steps.

Question: Do we have enough staff to intervene for Tier II and Tier III supports in the following areas: 1) behavioral; 2) academic; and 3) health?

Answer: Within the school and within each grade level there should be staff trained to provide Tier II and Tier III supports for academics and behavior. A good Multi-Tiered System of Support (MTSS) for Tier II and III interventions should be provided consistently and will require collaboration and coordination amongst the staff (general educators and specialized). Refer to LAUSD Bulletin 6231.0 "School-Wide Positive Behavior Intervention Supports" and 6269.0 Multi-Tiered Systems of Behavior Support" for tiered behavioral interventions. Health interventions are supported by the School Nurse.

Question: Where will all of the SSPT documentation be stored/maintained? Will the forms go into CUM folders, or is there another recommended way to organize and track the paperwork?

Answer: The school should create a binder and maintain a "log" of all the referrals and "sign-in sheets". This log will need to be maintained for a **minimum of 5 years**. The information, once entered into MISIS will be archived and become a permanent part of the student's educational record. The school must also maintain student specific SSPT forms in the student's cumulative record:

- SSPT forms for EO, IFEP, and RFEP students are to be maintained in the student's **red** Intervention folder
- SSPT forms for EL and LTEL students are to be maintained in the student's **blue** "Master Plan" folder

Question: What if a teacher wants to refer a student to me specifically for help with attendance issues. Should that referral still go through SSPT procedures, and should an intervention plan be

created, etc. After this question was asked, the group basically agreed that “straight forward” referrals like that SHOULD go through SSPT – is this correct?

Answer: This is correct, the SSPT will support students in a variety of areas as noted on the referral form (i.e., academic, behavior, language, attendance, etc.) and the intervention plan is designed to target interventions to the area(s) of need or weakness identified by the team.

Question: A PSW who also works at an elementary school asked: Once the “official” trainings happen with selected school personnel over the next few months, what training materials will those people be provided to then go back and train their school site groups (e.g., PPTs, etc.)?

Answer: As part of the District roll-out of the SSPT, all schools will receive formal training and the entire SSPT model including all training guides, presentation materials, forms and supplemental resources.

Question: A counselor asked: I see that there is a place to mark whether a proposed intervention is Tier 1, 2, or 3 on some of the forms...sometimes it’s hard to know what tier in which an intervention falls...is there any document somewhere that helps explain this?

Answer: Tier I: The SSPT Hand-book will explain the tiers more in detail; however, generally Tier I is considered **instruction and intervention** provided at the Universal level (what is available to all students). For example, in academics this would be the instruction in Treasures and all supplemental guides for intervention. For behavior, this would be the PBIS systems that schools have in place for all students and the systematic procedures for reviewing classroom behavioral expectations and good classroom management techniques.

Tier II includes focused interventions for students who require a more targeted level of support. The research shows that 10-15% of students may require this level of support. Tier II requires a qualitatively different evidence-based instructional program, approach or strategy, 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 what is provided in Tier I. For Tier II academic and behavioral supports, refer to the SSPT online resource Toolkit.

Tier III is comprised of highly targeted and intensive interventions for a small number of students. Tier III requires increased duration of the intervention, smaller group size, additional specialized and differentiated instruction, and evidence-based approaches with on-going and frequent progress monitoring. Research shows that 1-5% of students may require this level of support. Students at the Tier III level of support require daily intervention, in addition to what is provided at Tier I and II. Tier III services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student.

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Hamayan, E., Marler, B., Sanchez-Lopez, C., & Damico, J. S. (2013). *Special education considerations for English language learners: Delivering a continuum of services*. Philadelphia, PA: Caslon, Inc.

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Federal Code of Regulations, §300.309; Sections (b)(1) and (b)(2)

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Purkey, W. W. (1992). An introduction to Invitational Theory. *Journal of Invitational Theory and Practice*, 1(1), 5-15.

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US Dept. of Education, Office of Special Education Programs, September, 10, 2013; “It is important to note that no intervention process may be used to delay or deny the provision of a full and individual evaluation that meets the requirements of 34 CFR §§300.304-300.311 to a child suspected of having a disability under 34 CFR §300.8”

EL MASTER PLAN REFERENCES

It is critical the Student Support and Progress Team understands the EL Master Plan. The following information from the EL Master Plan will assist to guide and ensure understanding of the EL programs, expectations, and instruction:

EL Master Plan Chapter 2 (pg. 23-39), Elementary Instructional Program Options

- Elementary Instructional Program Options (pg. 24)
- Structured English immersion (SEI) Program Option and Minimum Progress Expectations (pg. 25-26)
- Mainstream English Instructional Program Option and Minimum Progress Expectations (pg. 27-28)
- Transitional Bilingual Education (TBE) Program Option and Minimum Progress Expectations (pg. 29-32)
- Maintenance Bilingual Education (MBE) Program Option and Minimum Progress Expectations (pg. 33-35)
- Dual Language Two-Way Immersion Program Option and Minimum Progress Expectations (pg. 36-39)
- Intervention for students not meeting minimum progress expectations (pg. 50)

EL Master Plan Chapter 2 (pg.40-50), Secondary Instructional Program Options

- Secondary Instructional Program Options (pg. 40)
- Structured English immersion (SEI) Program Option and Minimum Progress Expectations (pg.40-42)
- Mainstream English Instructional Program Option and Minimum Progress Expectations (pg. 42-44)
- Dual Language Two-Way Immersion Program Option and Minimum Progress Expectations (pg. 45-46)
- Accelerated Learning Programs for Long Term English Learners and Minimum Progress Expectations (pg. 46-48).
- English Learner Newcomer Program and Minimum Progress Expectations (pg. 48-49)
- Intervention for students not meeting minimum progress expectations (pg. 50)

EL Master Plan Chapter 3 (pg. 40-50), Instructional Services for English Learners

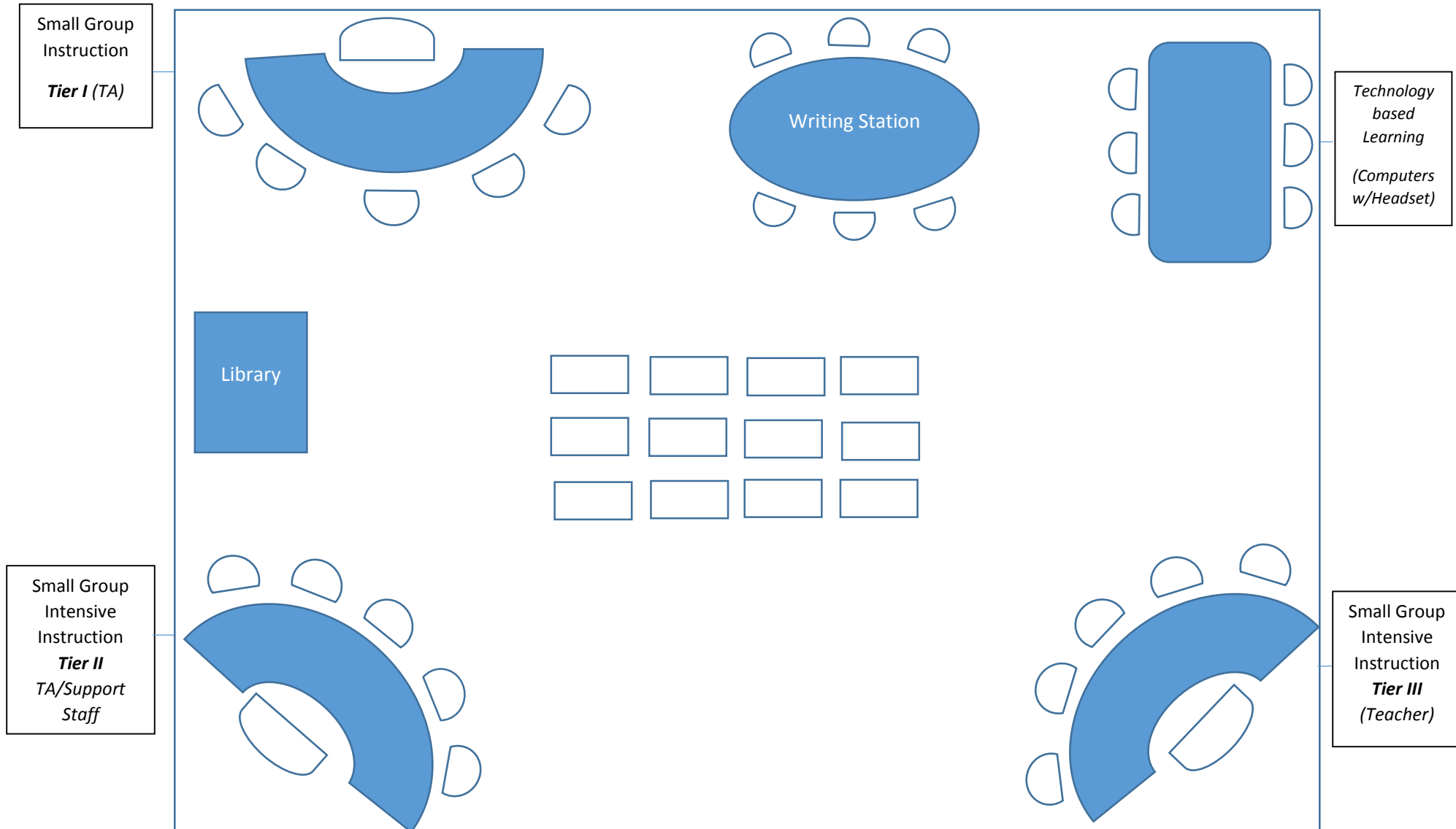
- English Language Development (pg. 52-56)
- ELD Instructional Grouping for Elementary Schools (pg. 56-59)
- ELD Instructional Grouping for Secondary Schools (pg. 59-75)
- Ensuring Access to Core Content- SDAIE (pg. 75-77)
- Use of Primary Language in Instruction (pg. 77-80)

Appendix C, LAUSD Teacher Handbook

SDAIE/Sheltered Content Instruction (pg. 156-159)

Differentiated Instruction (pg. 159-161)

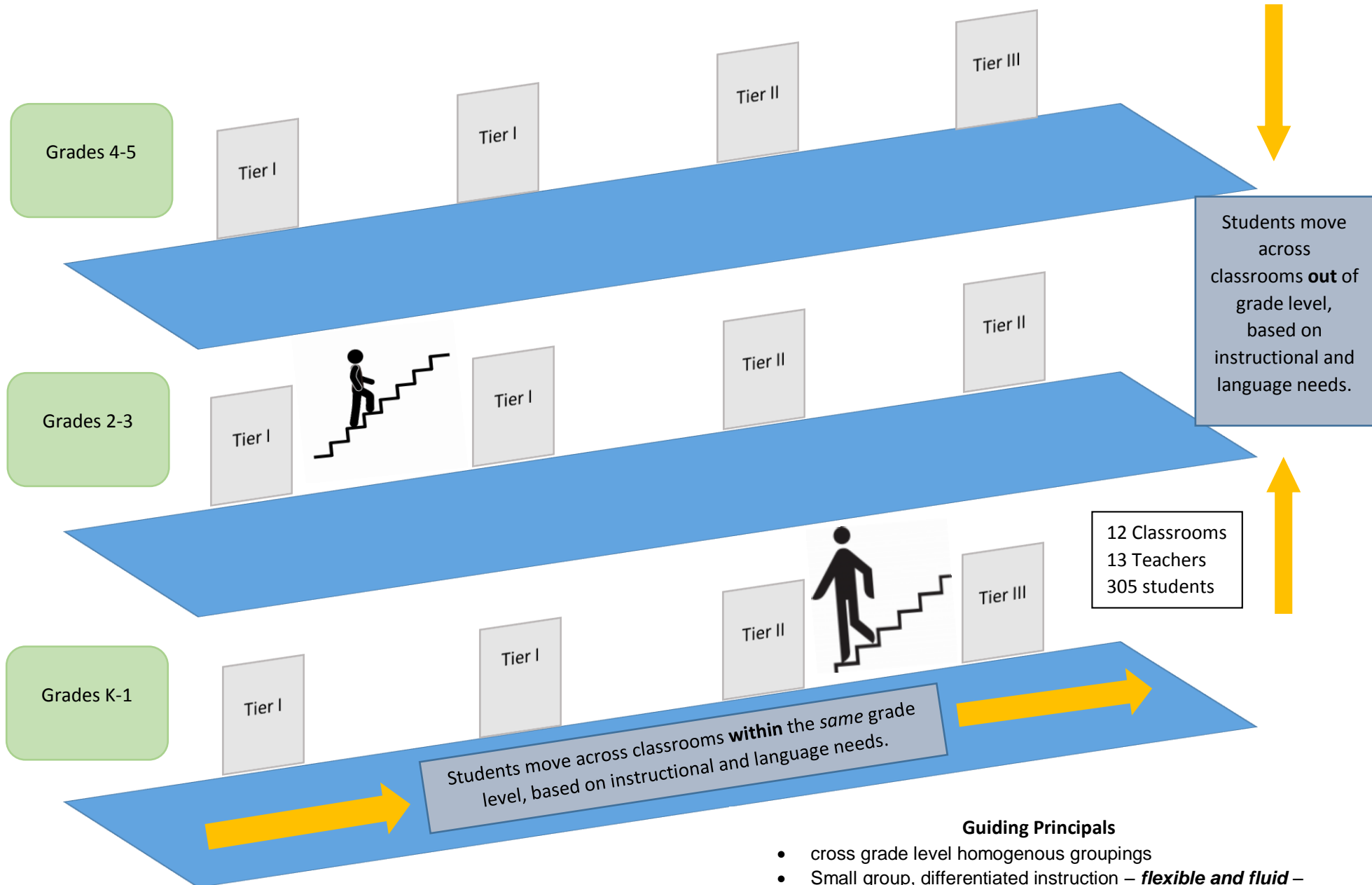
In-class Intervention (Rotational Model)



Adapted from the IDEC Model and the work of Susan Hall, Response to Intervention

In a rotational model, students receive targeted support at each station using evidence-based Tier II and III programs and/or strategies simultaneously.

CROSS GRADE LEVEL INTERVENTION MODEL



Guiding Principals

- cross grade level homogenous groupings
- Small group, differentiated instruction – **flexible and fluid** – based on identified instructional and language needs
- Progress monitoring
 - Embedded PD
 - Collaboration and Participation

APPENDIX

Form

Title

Attachment A:	Student Support and Progress Team Membership Form
Attachment B:	Student Support and Progress Team Meeting Log
Attachment C-1:	Parent Invitation Letter, English
Attachment C-2:	Parent Invitation Letter, Spanish
Attachment C-3:	Parent Invitation Letter, Armenian
Attachment C-4:	Parent Invitation Letter, Chinese
Attachment C-5:	Parent Invitation Letter, Korean
Attachment D:	Student Support and Progress Team Sign-In Form
Attachment E:	Student Support and Progress Team Referral Log
Attachment F:	Student Support and Progress Team Request Form
Attachment G-1:	Elementary Referral Form
Attachment G-2:	Secondary Referral Form
Attachment H-1:	SSPT Reclassification Recommendation Form Grades K-1
Attachment H-2:	Reclassification Recommendation Form, Grade 2
Attachment H-3:	Reclassification Recommendation Form, Grades 3rd-5th
Attachment H-4:	Reclassification Recommendation Form, Grades 6th-9th
Attachment H-5:	Reclassification Recommendation Form, Grades 10th-12th
Attachment I-1:	Elementary Reclassification Checklist
Attachment I-2:	Secondary Reclassification Checklist
Attachment J-1:	Student Intervention Plan
Attachment J-2:	Reclassification Meeting Form
Attachment K:	Follow-up Meeting Notes

Student Support and Progress Team Membership Form

School

The following individuals have been designated and trained to serve as members on the School Support and Progress Team for the _____ school year:

Name	Title
1.	Administrator/Designee
2.	General Education Teacher
3.	Instructional Specialist
4.	Intervention/Healthy Start Coord.
5.	EL Designee
6.	Other*:
7.	Other:
8.	Other:
9.	Other:
10.	Other:
11.	Other:
12.	Other:

Student Support and Progress Team meetings are held (specify how often):

Principal's Signature

Date Submitted

* Additional members who should participate in meetings concerning EL students are the TSP Advisor/Instructional Specialist, Title III Coach, and the student's ELD or LTEL teacher.

Student Support and Progress Team Meeting Log

School: _____ Local District: _____ Meetings From: _____ To: _____

Instructions: For each meeting, complete the sections corresponding to the meeting purpose and activities. For student referrals, specify the meeting type: Initial meeting, follow-up meeting (first, second, third), or reclassification review. The SSPT Meeting Log is uploaded twice per year to the English Learner Instructional Online Accountabilities System. *The SSPT Meeting Log and supporting SSPT documentation are to be kept on file at the school for a minimum of 5 years.*

Meeting Date	Location	School-Wide Monitoring			Student Referrals		
		Data reviewed	Subgroups and/or Students Monitored	Recommendations/ Action Steps	Student Name/ ID Number	Meeting Type (Initial, Follow-up, or Reclassification)	Recommendations/ Action Steps



Student Support and Progress Team Parent Invitation Letter

<School Name, Address>

Date: <date>

Dear <Parent/Caregiver Name>:

The goal of our school is to ensure that all students are successful learners and high achievers.

In an effort to ensure that <Student's Name> continues to have success in the classroom and at school <Student's Name> has been referred by <Teacher's Name> to the Student Support and Progress Team (SSPT). The SSPT is a teacher and student support system designed to problem-solve on how we can help <Student's Name> be more successful in school. Teachers, administrators and other school support personnel are members of the team.

As you know, you play an important role in your child's education. The school welcomes and respects your input. We would like to invite you to join us as a member of the team to help find ways in which <Student's Name> can continue being successful in school.

We have scheduled a meeting on <date> at <time> to design a support plan for <Student's Name>.

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 need the following accommodations so that I may attend the meeting:

____ I would prefer to participate by telephone. Please contact me at _____.

____ I will not attend the meeting, but would like a contact from the teacher or team.

____ I would rather come on _____.

____ 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 <school telephone number>.

We look forward to hearing from you.

Sincerely,

<Name and Position>



Carta de Invitación para los Padres de parte del Comité de Apoyo y Progreso Estudiantil

<School Name, Address>

Fecha: <date>

Estimado <Parent/Caregiver Name>:

La meta de nuestra escuela es asegurar que a todos los estudiantes les vaya bien en la escuela y tengan un buen desempeño.

<Student's Name> fue remitido por <Teacher's Name> al Comité de Apoyo y Progreso Estudiantil (SSPT, por sus siglas en inglés) para asegurar que él/ella continúe teniendo éxito en el aula/entorno escolar. El SSPT es un sistema de apoyo para el maestro y el estudiante diseñado para encontrar la mejor manera de ayudar a <Student's Name> a tener más éxito en la escuela. Los maestros, administradores y otros miembros del personal de apoyo de la escuela integran a este comité.

Como sabe, usted cumple una función importante en la educación de su hijo. La escuela acoge y respeta sus sugerencias. Nos gustaría invitarlo a formar parte de nuestro comité para ayudarnos a encontrar maneras para que a <Student's Name> le siga yendo bien en la escuela.

Hemos programado una reunión tentativa para el <[date]> y <[time]> con el fin de crear un plan de apoyo para <Student's Name>. Por favor infórmenos si puede asistir al marcar una de las respuestas a continuación.

☐ Asistiré a la reunión programada.

☐ Necesitaré las siguientes modificaciones para poder asistir a la reunión:

☐ Preferiría participar por teléfono. Por favor comuníquese conmigo al _____.

☐ No asistiré a la reunión pero quisiera que el maestro o el comité me contacten.

☐ Preferiría venir el _____.

☐ Por favor comuníquese conmigo al _____ para programar otra fecha para la reunión.

Firma del padre de familia/tutor

Fecha

Por favor firme este documento y entréguelo en la escuela de su hijo. Por favor no dude en contactarme si tiene alguna pregunta. Me puede contactar al llamar al <school telephone number>.

Esperamos que se comunique con nosotros,

Atentamente,

<Name and Position>



Ծնողների հրավերի նամակ Ուսանողների Առաջադիմության և աջակցության ցուցաբերման խմբի կողմից

<School Name, Address>

Ամսաթիվը՝ <date>

Հարգելի <Parent/Caregiver Name>:

Մեր դպրոցի նպատակն է հոգալ այն մասին, որ բոլոր ուսանողները հաջողությամբ և գերազանցությամբ սովորեն:

Որպեսզի <Student's Name> շարունակի հաջողությամբ սովորել դպրոցում <Student's Name> ներառվել է <Teacher's Name> կողմից ուսանողների առաջադիմության և աջակցության ցուցաբերման խումբ (ՈւԱԱԽ)։ ՈւԱԱԽ ուսուցիչ-ուսանող աջակցման համակարգ է, որի նպատակն է աջակցել <Student's Name> ավելի շատ հաջողությունների հասնել դպրոցում։ Ուսուցիչները, ադմինիստրատորները և դպրոցի այլ աջակցող անձնակազմը հանդիսանում են խմբի անդամներ։

Ինչպես գիտեք, Դուք կարևոր դեր ունեք Ձեր երեխայի կրթության հարցում։ Դպրոցը ողջունում և հարգում է Ձեր ներդրումը։ Մենք հրավիրում ենք Ձեզ միանալ մեզ որպես մեր խմբի անդամ և օգնել մեզ միջոցներ գտնել, որպեսզի <Student's Name> շարունակի առաջադիմել դպրոցում։

Մենք կազմակերպել ենք հանդիպում <date> <time> <Student's Name> համար աջակցման ծրագիր կազմելու համար։ Խնդրում ենք տեղեկացնել մեզ, եթե Դուք կարող եք ներկա գտնվել՝ նշելով ստորև նշված պատասխաններից որևէ մեկը

___ Ես ներկա կլինեմ հանդիպմանը նշված օրը

___ Ինձ անհրաժեշտ են ստորև նշված պարագաները հանդիպմանը ներկա լինելու համար՝

___ Ես կնախընտրեի մասնակցել հեռախոսով։ Խնդրում եմ կապվել ինձ հետ _____
հեռախոսահամարով.

___ Ես ներկա չեմ լինի հանդիպմանը, սակայն կցանկանայի ուսուցչի կամ խմբի անդամներից որևէ մեկի կոնտակտային տվյալներ ունենալ

___ Ես կնախընտրեի ներկա լինել _____.

___ Խնդրում եմ կապվել ինձ հետ _____ հանդիպման օրը փոփոխելու համար

Ծնողի/Խնամակալի ստորագրությունը

Ամսաթիվ

Խնդրում ենք ստորագրել և վերադարձնել սույն նամակը Ձեր երեխայի դպրոցին։ Հարցերի դեպքում խնդրում եմ կապվել ինձ հետ։ Ինձ հետ կարելի է կապվել <school telephone number> հեռախոսահամարով։

Ակնկալում ենք Ձեր պատասխանին։

Հարգանքով՝

<Name and Position>



學生支援和進步小組家長邀請函

<School Name, Address>

日期: <date>

親愛的 <Parent/Caregiver Name>:

我們學校的目標是要確保所有學生都是成功的學習者和高成就者。

為了努力確保 <Student's Name> 繼續在課堂上和學校裡取得成功，<Student's Name> 已經被 <Teacher's Name> 推薦到學生支援和進步小組 (SSPT)。學生支援和進步小組 (SSPT) 是一個為了解決問題的教師和學生的支援系統，它的設立是我們如何幫助 <Student's Name> 在學校變得更成功。教師，行政領導和學校其他支援人員都是該小組的成員。

正如你們所知道的，你們在你們孩子的教育中都扮演著一個重要角色。學校歡迎並尊重你們的意見。我們想要邀請你們來和我們在一起作為該小組的一員來幫助找到方法使 <Student's Name> 能夠繼續在學校取得成功。

我們預定在 <date>，<time> 召開會議來為 <Student's Name> 設計一個支援計畫。請讓我們知道你們是否能夠前來參加。請在下面勾選你們的回答：

- ☐ 我會參加預定的會議。
- ☐ 我需要下面所述的協助，從而我就有可能來參加會議：
_____。
- ☐ 我寧願通過電話來參加。請撥打下面的電話和我聯繫：_____。
- ☐ 我不能參加會議，但是想要一位教師或者小組成員和我聯繫。
- ☐ 我可以在 _____ 來參加會議。
- ☐ 請撥打下面的電話 _____ 和我聯繫來另定時間。

家長/監護人簽名 _____

日期 _____

請簽名並將此信交回你們孩子的學校。如果有任何問題，請和我聯繫。你們可以撥打下述電話 <school telephone number> 和我聯繫。

我們期待聽到你們的回答。

誠摯地，

<Name and Position>



학생 지원 및 진행팀 부모 초대 서면

<School Name, Address>

날짜: <date>

친애하는 <Parent/Caregiver Name>:

저희 학교의 목표는 모든 학생들이 성공적인 학습자이자 높은 성취자가 되도록 보장하는 것입니다.

이를 보장하도록 하는 노력의 일환으로, <Student's Name> (은)는 교실과 학교에서의 성공을 지속하고 <Student's Name> (이)가 <Teacher's Name> 에 의한 학생 지원 및 진행팀(SSPT)으로 추천되었습니다. SSPT는 저희가 학교에서 <Student's Name> (이)가 가장 성공적으로 되는 방법에서 문제를 해결하도록 고안된 교사 및 학생 지원 시스템입니다. 교사, 관리자 및 기타 학교 지원 담당자는 팀 회원입니다.

아시는 대로, 귀하는 귀하의 자녀 교육에 중요한 역할을 담당하고 있습니다. 학교는 귀하의 의견을 환영하며 존경하고 있습니다. 저희는 <Student's Name> (이)가 성공적인 학교 생활을 지속적으로 할 수 있도록 하기 위한 방법을 찾는 데 돕는 회원으로서 저희와 합류하도록 귀하를 초대하고자 합니다.

저희는 <Student's Name> 에 대한 지원 계획을 고안하기 위해 <date>, <time> 에 시험적으로 회의 일정을 잡았습니다. 아래 답변 중 하나를 체크하여 귀하가 참석하실 수 있는지 여부를 알려 주시기 바랍니다.

___ 나는 예정된 대로 회의에 참석할 것입니다.

___ 나는 회의에 참석하는 데 다음 숙박 시설이 필요합니다:

___ 나는 전화로 참석하고자 합니다. 다음으로 제게 전화하십시오: _____.

___ 나는 회의에 참석하지 않지만, 교사나 팀으로부터 연락을 받고자 합니다.

___ 나는 다음 날짜에 참석하고자 합니다: _____.

___ 나에게 다음으로 연락하여 _____ 회의 날짜를 재조정하여 주시기 바랍니다.

부모/보호자 서명

날짜

귀하의 자녀 학교로 이 서면을 서명한 후 제출해 주십시오. 질문이 있으신 경우, 자유롭게 문의하십시오. 저는 <school telephone number> (으)로 문의할 수 있습니다.

저희는 귀하와 협력하기를 고대합니다.

감사합니다.

<Name and Position>

Student Support and Progress Team Sign-In Form

ATTACHMENT D

Meeting Purpose:	Meeting Date:	
Student Name:	Student ID:	
Teacher/Counselor:	Grade:	Subject (Secondary):

No.	Print Name	Signature	Title/Role
1			Administrator/Designee
2			General Education Teacher
3			Instructional Specialist
4			Intervention/ Healthy Start Coordinator
5			EL Designee
6			Other*:
7			Other:
8			Other:
9			Other:
10			Other:
11			Other:
12			Other:

Instructions: Maintain a record of the Sign-In Form on file at the school site for a minimum of five years.

* Additional members who should participate in meetings concerning EL students are the TSP Advisor/Instructional Specialist, Title III Coach, and the student's ELD or LTEL teacher.

Student Support and Progress Team Referral Log

School: _____ Local District: _____ Referrals From: _____ To: _____

Instructions: Enter each student referral into the log with dates and supporting information. *The SSPT Referral Log and supporting SSPT documentation are to be kept on file at the school for a minimum of 5 years.* For EO, IFEP, and RFEP students, copies of the referral form, the Intervention Plan, and Follow Up Meeting Notes are to be filed in the student’s red intervention folder in the cumulative record. For EL students, including LTELs, copies of the referral form, the Intervention Plan, and Follow Up Meeting Notes are to be filed in the student’s blue Master Plan folder in the cumulative record.

Student Name/ Student ID #	Grade	Teacher or Counselor	Language Classification	Date of SSPT Referral	Initial Meeting Date	Case Manager	First Follow-up Meeting Date	Second Follow-up Meeting Date	Third Follow-up Meeting Date	Comments



Student Support and Progress Team Request Form

(Submit to SSPT Designee)

Date:	_____	School:	_____
Referring	_____	Relationship	_____
Person:	_____	to student:	_____
Position:	_____	Dates/Times available	_____
(if applicable)	_____	for consultation:	_____
Student	_____	Student ID:	_____
Name:	_____		
Grade:	_____	English Learner:	Yes <input type="checkbox"/> No <input type="checkbox"/>

Reason for Referral:

☐ Academic ☐ Behavior ☐ Health ☐ Language ☐ Social/Emotional ☐ Other

☐ Reclassification

Brief Description of Concern:

The SSPT Designee will contact you to schedule a consultation meeting.



Student Support and Progress Team Elementary Referral

Completed with SSPT Designee and referring person

Referring Person: _____ Date: _____

Student Name: _____ Student ID: _____

Teacher Name: _____ Grade: _____ Room: _____

Reason for Referral:

☐ Academic ☐ Behavior ☐ Health ☐ Language ☐ Social/Emotional ☐ Other

☐ Reclassification of English Learner Please explain: _____

Background Information:

Attendance:	Days Absent: _____	Unexcused: _____	Tardies: _____
Physical/Health Problems:	Yes _____	No _____	If yes, please explain : _____
Student wears glasses:	Yes _____	No _____	Consistently: _____
Student wears a hearing device:	Yes _____	No _____	Consistently: _____

Current Academic Information:

DIBELS Next Data: (composite) <input type="checkbox"/> BOY <input type="checkbox"/> MOY <input type="checkbox"/> EOY _____ _____	Attach Documentation (as appropriate): For English Learner reclassification referrals, attach OFFICIAL evidence of reclassification criteria as specified in BUL-5619.3, reclassification policy. <input type="checkbox"/> Elementary Interim ELA/Math Assessment Data <input type="checkbox"/> English Learner Progress Profile <input type="checkbox"/> Long Term English Learner (LTEL) Goal Sheet <input type="checkbox"/> SSPT Academic Inventory (as applicable) <input type="checkbox"/> MyData Comprehensive Student History Report (including grades) <input type="checkbox"/> Social Emotional Screener Results (DESSA, SRSS) <input type="checkbox"/> State Assessment Results (if applicable) <input type="checkbox"/> Prior Intervention Services Received (MyData, MiSiS) <input type="checkbox"/> Other Pertinent Data regarding the reason for referral : (Explain) _____
Indicator Results, as applicable: First Sound Fluency: _____ Letter Naming Fluency: _____ Phoneme Segmentation: _____ Nonsense Word Fluency: _____ Oral Reading Fluency: _____ Daze: _____	



Current English Learner/Reclassified English Proficient Student Information:

Primary/Home Language	_____ Primary Language Support provided by <input type="checkbox"/> Teacher <input type="checkbox"/> TA <input type="checkbox"/> Other		
Current Language Classification:	<input type="checkbox"/> EL <input type="checkbox"/> RFEP	Date of Current Language Classification: _____	

In addition to the information above, please attach a copy of the EL Progress profile for EL students.

Classroom/Playground Behavior (answer yes or no)

- | | |
|--|-------------------------------------|
| _____ 1. Positive peer social interactions | _____ 5. Group participation |
| _____ 2. Positive adult social interaction | _____ 6. Attention seeking behavior |
| _____ 3. Completes in-class assignments | _____ 7. Lacks Motivation |
| _____ 4. Completes homework | _____ 8. Follows rules |

Initial Description of Concern: *Please describe the student's strengths, your specific academic or behavior concerns and the interventions and strategies implemented to address these concerns.*

Strengths: (What are the student's academic and social skills strengths?)	
Academic or Behavior Concern: (What is impeding the students learning?)	
Language Concerns (Identify difficulties and/or areas in which student is not making adequate progress toward English proficiency.)	
Are there CA or ELD Standards not being met? (Identify the subject area and bucket area of concern)	
Classroom Interventions and Strategies Implemented: (What interventions have you attempted in addressing the area of concern?) If related to behavior, refer to Behavior Instruction and Intervention Tier 1 Supports Inventory.	
Intervention Frequency and Duration: (When did the intervention begin? How long was it implemented? How often was it provided? Example: Intervention began October 1 st , it was implemented for four weeks and it was provided once a week for 30 minutes.	



Outcomes: (How did the student respond? What progress was observed?)

Additional Relevant Information (Where the behavior occurs, relevant social/emotional information, academic history, health concerns, etc):

What, specifically, do you want the student to learn or be able to do?

Evidence Reviewed: (Please check as appropriate)

Academic:

- ☐ Academic data (formative and summative)
- ☐ Curriculum based-measures
- ☐ Student Work Samples
- ☐ Evidence of Classroom strategies
- ☐ Observation data
- ☐ Attendance
- ☐ EL Progress Profile
- ☐ Other: _____

Behavior:

- ☐ Evidence of behavior strategies (point charts, etc.)
- ☐ Office referrals or other behavior data
- ☐ Functional Behavior Assessments
- ☐ Student or parent interview info
- ☐ Observation data
- ☐ Attendance
- ☐ Other: _____



Student Support and Progress Team Secondary Referral

Completed with SSPT Designee and referring person

Demographic Information:

Referring Person: _____ Date: _____
Student Name: _____ Student ID: _____
Language Classification: _____ Grade: _____
Counselor: _____ Track/SLC: _____

Reason for Referral:

☐ Academic ☐ Behavior ☐ Health ☐ Language ☐ Social/Emotional ☐ Other

☐ Reclassification of an English Learner

Please explain: _____

Background Information:

Physical/Health Problems:	Yes _____	No _____	If yes, please explain : _____
Student wears glasses:	Yes _____	No _____	Consistently: _____
Student wears a hearing device:	Yes _____	No _____	Consistently: _____

Current Academic Information:

Attach Documentation (as appropriate):

For English Learner reclassification referrals, attach OFFICIAL evidence of reclassification criteria as specified in BUL-5619.3, reclassification policy.

- ☐ MyData Comprehensive Student History Report (grades, credits, CAHSEE, A-G coursework completed, attendance, progress toward meeting graduation requirements, etc.)
- ☐ Prior Intervention Services Received, including credit recovery
- ☐ Social Emotional Screener Results (DESSA, SRSS)
- ☐ State Assessment Results (*if applicable*)
- ☐ Student Discipline Data
- ☐ Transcript
- ☐ English Learner Progress Profile
- ☐ Long-term English Learner (LTEL) Goal Sheet
- ☐ Other Pertinent Data regarding the *reason for referral* : (*Explain*) _____



Current English Learner/Reclassified English Proficient Student Information:

Primary/Home Language: _____	Primary Language Support provided by <input type="checkbox"/> Teacher <input type="checkbox"/> TA <input type="checkbox"/> Other
Language Classification: <input type="checkbox"/> EL <input type="checkbox"/> RFEP	Date of Current Language Classification: _____

In addition to the information above, please attach a copy of the EL Progress profile for EL students.

Totals To Date	Full Day Absences	Partial Day Absences	Tardies
Current Academic Year	<input type="text"/>	<input type="text"/> Which Periods?	<input type="text"/>

Classroom Conduct (answer yes or no)

_____ 1. Positive peer social interactions	_____ 5. Group participation
_____ 2. Positive adult social interaction	_____ 6. Attention seeking behavior
_____ 3. Completes in-class assignments	_____ 7. Lacks Motivation
_____ 4. Completes homework	_____ 8. Follows rules

Initial Description of Concern: *Please describe the student's strengths, your specific academic or behavior concerns and the interventions and strategies implemented to address these concerns.*

Strengths: (What are the student's academic and social skills strengths?)	
Academic or Behavior Concern: (What is impeding the students learning?)	
Language Concerns (Identify difficulties and/or areas in which student is not making adequate progress towards English proficiency.)	
Are there CA or ELD Standards not being met? (Identify subject area and bucket area of concern)	
Classroom Interventions and Strategies Implemented: (What interventions have you attempted in addressing the area of concern?) If related to behavior, refer to Behavior Instruction and Intervention Tier 1 Supports Inventory.	
Intervention Frequency and Duration: (When did the intervention begin? How	



long was it implemented? How often was it provided? Example: Intervention began October 1 st , it was implemented for four weeks and it was provided once a week for 30 minutes.	
Outcomes: (How did the student respond? What progress was observed?)	

Additional Relevant Information (Where the behavior occurs, relevant social/emotional information, academic history, health concerns, etc):

--

What, specifically, do you want the student to learn or be able to do?

--

Evidence Reviewed: (Please check as appropriate)

Academic:

- ☐ Academic data (formative and summative)
- ☐ Curriculum based-measures
- ☐ Student Work Samples
- ☐ Evidence of Classroom strategies
- ☐ Observation data
- ☐ Attendance
- ☐ EL Progress Profile
- ☐ Other: _____

Behavior:

- ☐ Evidence of behavior strategies (point charts, etc.)
- ☐ Office referrals or other behavior data
- ☐ Functional Behavior Assessments
- ☐ Student or parent interview info
- ☐ Observation data
- ☐ Attendance
- ☐ Other: _____



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN



Multilingual and Multicultural Education Department SSPT Reclassification Recommendation Form Grades K-1

ATTACHMENT H-1

The Student Support and Progress Team (SSPT) has reviewed all required documentation and discussed the linguistic and academic strengths/needs of the student listed below.

REVISED 8/13/15

School:	School Code:	LD:	Date:	School Phone #		
Student Name:		Student ID:	Grade:	School Fax #		
MP Program:	CELDT Date:	CELDT Overall Score: (ELD LEVEL)	CELDT Listening:	CELDT Speaking:	CELDT Reading:	CELDT Writing:

**Individual student CELDT scores must be attached to this form.*

Reason for Reclassification:

ELA Report Card Marks*

Listening:	Speaking:	Reading:	Writing:
------------	-----------	----------	----------

**Individual student Report Card Marks must be attached to this form.*

Kindergarten DIBELS*

MOY			EOY	
PSF-20-81	FSF-30-60	NWF-CLS-17-143	PSF-40-81	NWF-CLS-28-143

1st Grade DIBELS*

MOY				EOY				
NWF-CLS-43-143	NWF-WWR-8-50	Fluency-23-250	Accuracy-78%-100%	NWF-CLS-58-143	NWF-WWR-13-50	Fluency-47-250	Accuracy-90%-100%	Retell-15-19

**Individual student DIBELS report must be attached to this form.*

K - 1st Grade Data/Student Evidence*

Other Measure/ Student Work*	Score/Results	Standards/Skills mastered	Comments

**Student data/evidence must be attached.*

For K & 1st grade student: Student has met reclassification criteria and SSPT is recommending reclassification to change the language classification from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP).

SSPT Designee Signature:	SSPT Date:	Principal Signature:	MMED Signature :
Print Name:		Print Name:	Reclassification Date: <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved

**Attach student evidence listed above and send via school mail to:
Local District EL Program Coordinator, Subject Line: Reclassification**



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN



Multilingual and Multicultural Education Department

ATTACHMENTH- 2

SSPT Reclassification Recommendation Form For EL's Not Meeting Grade/Progress Report Mark Requirements Grade 2

The Student Support and Progress Team (SSPT) has reviewed all required documentation and discussed the linguistic and academic strengths/needs of the student listed below.

REVISED 8/13/15

School:	School Code:	LD:	Date:	School Phone #		
Student Name:	Student ID:	Grade:	School Fax #			
MP Program:	CELDT Date:	CELDT Overall Score: (ELD LEVEL)	CELDT Listening:	CELDT Speaking:	CELDT Reading:	CELDT Writing:

**Individual student CELDT scores must be attached to this form.*

Reason for Reclassification:

ELA Report Card Marks*

Listening:	Speaking:	Reading:	Writing:
------------	-----------	----------	----------

**Individual student Report Card Marks must be attached to this form.*

DIBELS* MOY

Fluency- 72-275	Accuracy- 96%-100%	Retell- 21-94	Retell Quality- 2-4
--------------------	-----------------------	------------------	------------------------

DIBELS* EOY

Fluency- 87-275	Accuracy- 97%-100%	Retell- 27-94	Retell Quality- 2-4
--------------------	-----------------------	------------------	------------------------

**Individual student DIBELS report must be attached to this form.*

2nd Grade Data/Student Evidence*

Other Measure/ Student Work*	Score/Results	Standards/Skills mastered	Comments

**Student data/evidence must be attached.*

This grade 2 student: Student has met all reclassification criteria except Report Card grade. Upon review of additional student data, it is our recommendation to reclassify this student and change the language classification from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP).

SSPT Designee Signature:	SSPT Date:	Principal Signature:	MMED Signature:
Print Name:		Print Name:	Reclassification Date: <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved

**Attach student evidence listed above and send via school mail to:
Local District EL Program Coordinator, Subject Line: Reclassification**



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN



Multilingual and Multicultural Education Department

ATTACHMENT H-3

SSPT Reclassification Recommendation Form For EL's Not Meeting Grade/Progress Report Mark Requirements Grades 3rd - 5th

The Student Support and Progress Team (SSPT) has reviewed all required documentation and discussed the linguistic and academic strengths/needs of the student listed below.

REVISED 8/13/15

School:	School Code:	LD:	Date:	School Phone #		
Student Name:	Student ID:	Grade:	School Fax #			
MP Program:	CELDT Date:	CELDT Overall Score: (ELD LEVEL)	CELDT Listening:	CELDT Speaking:	CELDT Reading:	CELDT Writing:

*Individual student CELDT scores must be attached to this form.

Reason for Reclassification:

ELA Report Card Marks*

Listening:	Speaking:	Reading:	Writing:
------------	-----------	----------	----------

*Individual student Report Card Marks must be attached to this form.

DIBELS* MOY				DIBELS* EOY			
DAZE				DAZE			
Score:	Score:	Score:	Score:	Score:	Score:	Score:	Score:
Fluency-	Accuracy-	Retell-	Retell Quality-	Fluency-	Accuracy-	Retell-	Retell Quality-

*Individual student DIBELS report must be attached to this form.

3rd - 5th Grade Data/Student Evidence*

Other Measure/ Student Work*	Score/Results	Standards/Skills mastered	Comments

*Student data/evidence must be attached.

For a 3rd - 5th grade student: Student has met all reclassification criteria except Report Card grade. Upon review of additional student data, it is our recommendation to reclassify the student and change the language classification from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP).

SSPT Designee Signature:	SSPT Date:	Principal Signature:	MMED Signature:
Print Name:		Print Name:	Reclassification Date: <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved

Attach student evidence listed above and send via school mail to:
Local District EL Program Coordinator, Subject Line: Reclassification



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN



Multilingual and Multicultural Education Department

ATTACHMENT H- 4

SSPT Reclassification Recommendation Form For EL's Not Meeting Grade/Progress Report Mark Requirements Grades 6th – 9th

The Student Support and Progress Team (SSPT) has reviewed all required documentation and discussed the linguistic and academic strengths/needs of the student listed below.

REVISED 8/13/15

School:		School Code:	LD:	Date:	School Phone #	
Student Name:			Student ID:	Grade:	School Fax #	
MP Program:	CELDT Date:	CELDT Overall Score: (ELD LEVEL)	CELDT Listening:	CELDT Speaking:	CELDT Reading:	CELDT Writing:

**Individual student CELDT scores must be attached to this form.*

Reason for Reclassification:

ELA Report Card Marks* Elementary

Listening:	Speaking:	Reading:	Writing:
------------	-----------	----------	----------

**Individual student Report Card Marks must be attached to this form.*

English/LTEL Course Report Card Marks* Secondary

English Course:	LTEL Course:
-----------------	--------------

**Individual student Report Card Marks must be attached to this form.*

Scholastic Reading Inventory*

Date:	Score:	Proficiency Level:
-------	--------	--------------------

**Individual student Scholastic Reading Inventory report must be attached to this form.*

6th – 9th Grade Data/Student Evidence*

Other Measure/ Student Work*	Score/Results	Standards/Skills mastered	Comments

**Student data/evidence must be attached.*

For a 6th – 9th grade student: Student has met all reclassification criteria except Report Card grade. Upon review of additional student data, it is our recommendation to reclassify the student and change the language classification from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP).

SSPT Designee Signature:	SSPT Date:	Principal Signature:	MMED Signature:
Print Name:		Print Name:	Reclassification Date: <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved

**Attach student evidence listed above and send via school mail to:
Local District EL Program Coordinator, Subject Line: Reclassification**



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN



Multilingual and Multicultural Education Department

ATTACHMENT H-5

SSPT Reclassification Recommendation Form For EL's Not Meeting Grade/Progress Report Mark Requirements Grades 10th – 12th

The Student Support and Progress Team (SSPT) has reviewed all required documentation and discussed the linguistic and academic strengths/needs of the student listed below.

REVISED 8/13/15

School:	School Code:	LD:	Date:	School Phone #		
Student Name:	Student ID:	Grade:	School Fax #			
MP Program:	CELDT Date:	CELDT Overall (ELD LEVEL) Score:	CELDT Listening:	CELDT Speaking:	CELDT Reading:	CELDT Writing:

*Individual student CELDT scores must be attached to this form.

Reason for Reclassification:

English/LTEL Course Report Card Marks*

English Course:	LTEL Course:
-----------------	--------------

*Individual student Report Card Marks must be attached to this form.

10 th – 12 th Grade CAHSEE ELA*	Scholastic Reading Inventory*		
Circle Result: PASSED NOT PASSED	Date:	Score:	Proficiency Level:

* Individual student CAHSEE and/or SRI report must be attached to this form.

10th - 12th Grade Data/Student Evidence*

Other Measure/ Student Work*	Score/Results	Standards/Skills mastered	Comments

*Student data/evidence must be attached.

For a 10th – 12th grade student: Student has met all reclassification criteria except Report Card grade. Upon review of additional student data, it is our recommendation to reclassify the student and change the language classification from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP).

SSPT Designee Signature:	SSPT Date:	Principal Signature:	MMED Signature:
Print Name:		Print Name:	Reclassification Date: <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved

**Attach student evidence listed above and send via school mail to:
Local District EL Program Coordinator, Subject Line: Reclassification**



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN



Multilingual and Multicultural Education Department SSPT Reclassification Recommendation Elementary Reclassification Check List

ATTACHMENT I - 1

Fax documents to your Local District EL Programs Coordinator.

Student Name:	ID #	Grade:
School:	Local District:	
Required Documentation	Questions/Concerns/Notes	
<input type="checkbox"/> SSPT Reclassification Recommendation Form		
<input type="checkbox"/> SSPT Sign-In (Attachment D)		
<input type="checkbox"/> SSPT Reclassification Meeting Form (Attachment J-2)		
<input type="checkbox"/> SSPT Follow-Up Meeting Form (if applicable) (Attachment K)		
<input type="checkbox"/> CELDT Copy of Individual Student Report		
<input type="checkbox"/> DIBELS Copy of Individual Student Report		
<input type="checkbox"/> Progress Report Card Marks Copy of Individual Student Report		
<input type="checkbox"/> Required Signatures <input type="checkbox"/> Principal <input type="checkbox"/> SSPT Designee <input type="checkbox"/> SSPT Team Members		



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN



Multilingual and Multicultural Education Department SSPT Reclassification Recommendation Secondary Reclassification Check List

ATTACHMENT I - 2

Fax documents to your Local District EL Programs Coordinator.

Student Name:	ID #	Grade:
School:	Local District:	
Required Documentation	Questions/Concerns/Notes	
<input type="checkbox"/> SSPT Reclassification Recommendation Form		
<input type="checkbox"/> SSPT Sign-In (Attachment D)		
<input type="checkbox"/> SSPT Reclassification Meeting Form (Attachment J-2)		
<input type="checkbox"/> SSPT Follow-Up Meeting Form (if applicable) (Attachment K)		
<input type="checkbox"/> CELDT Copy of Individual Student Report		
<input type="checkbox"/> SRI or CAHSEE Copy of Individual Student Report		
<input type="checkbox"/> Report Card Marks Copy of Individual Student Report		
<input type="checkbox"/> Required Signatures <input type="checkbox"/> Principal <input type="checkbox"/> SSPT Designee <input type="checkbox"/> SSPT Team Members		



Student Support and Progress Team Student Intervention Plan

Student Name:	Grade:
Person Referring to SSPT:	Date of Initial Meeting:
EL Student: <input type="checkbox"/> Yes <input type="checkbox"/> No	EL Level:

Goal Statement: What specifically do you want the student to learn or be able to do? *In order of priority, list the specific skills or behaviors.*

Priority Goal 1:		
Expected:	Current/Baseline:	Target:
Priority Goal 2:		
Expected:	Current/Baseline:	Target:
Priority Goal 3:		
Expected:	Current/Baseline:	Target:

Indicate Tiered Instruction: ☐ Tier 1 ☐ Tier 2 ☐ Tier 3



G o a l	Intervention Description (Program, strategies, duration and frequency, etc.)	What specific academic, linguistic or behavior data will be collected? (Words read per minute, # of times out of seat, etc)	When, during the day, will the data be collected? (Ex. Guided reading group, recess, etc)	How often will the data be collected and recorded? (daily, weekly)	Who will collect the data?	Where will the data be collected? (Classroom, Playground, Cafeteria, etc)
1						
2						
3						

Assigned Case Manager:

How often will Case Manager follow up with teacher?

1st Follow-up SSPT meeting date:

2nd Follow-up SSPT meeting date:

3rd Follow-up SSPT meeting date:



Student Support and Progress Team: Reclassification Meeting Form

Student:	CELDT Level:	Student ID:	Age:	Grade:	Teacher/Room#/Track:	Meeting Date:
Strengths (based on referral form and accompanying data):			Areas of Concern (based on referral form and accompanying data)			
Questions:			Additional Information:			
Reclassification Recommendation by the SSPT (check one below):						
<input type="checkbox"/> Student is recommended for reclassification. (Please complete Suggested Instructional Supports and Strategies and Follow-Up Plan below.)				<input type="checkbox"/> Student is not recommended for reclassification.		
Suggested Instructional Supports and Strategies (Explain how the student will be supported after or towards reclassification.):				<i>Please complete Student Intervention Plan and attach it to the meeting form.</i>		
Follow-Up Plan (Who will support the student, how often will supports be provided, and how will progress be measured?):						
Assigned Case Manager: _____ How often will Case Manager follow up with teacher/support provider? _____						
The SSPT members who have signed below participated in the reclassification review: Administrator _____ Teacher _____ EL Designee _____ Parent/Guardian _____ Title III Coach _____ Other (include role) _____						



Student Support and Progress Team Follow-Up Meeting Notes

Student Name: _____ Student ID #: _____

School: _____ Local District: _____ Date: _____

SSPT Members Present at Meeting:

Name	Position/Relationship to Student
Name	Position/Relationship to Student
Name	Position/Relationship to Student
Name	Position/Relationship to Student
Name	Position/Relationship to Student

Tiered Instruction: ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

Progress:

Priority Goal #1: Response to Intervention:

Progress as indicated by data collection:

Priority Goal #2: Response to Intervention:

Progress as indicated by data collection:

Priority Goal #3: Response to Intervention:



Progress as indicated by data collection:

Additional Support Needed for Teacher or Student:

Evidence Shows:

1. ____ Student is making progress, continue the interventions as outlined in the Intervention Plan.
2. ____ Modify the intervention (i.e., goals, strategy, program, grouping, duration, frequency, etc.)
3. ____ Adjust the level of tiered support, based on student outcome data.
4. ____ Review and consider a Section 504 Plan.
5. ____ Student is being recommended for reclassification.
6. ____ Exit the SSPT Process and make data-based decisions regarding educational needs and next steps.

Was the student recommended to move to a new tier? Yes ____ No ____

Indicate newly recommended tier: ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

Next SSPT Follow-up Meeting Date/Time: _____

A MULTI-TIERED SYSTEM OF SUPPORT FRAMEWORK FOR THE STUDENT SUPPORT AND PROGRESS TEAM

A Handbook for Schools

This handbook provides a practical approach to assist schools in developing a Multi-Tiered System of Support framework for the Student Support and Progress Team. The SSPT offers a systematic approach to close opportunity and achievement disparities among student subgroups by building on existing services to respond effectively to unique student needs using a “whole child” approach. The handbook is intended to provide a method for schools to support *all* students using a three-tiered instructional and behavioral support system. The handbook includes an easy to understand approach that is flexible and adaptable for all schools and includes the following guides to assist schools in developing the SSPT:

- SSPT Bulletin
- SSPT Handbook
- SSPT Website with online Resource Toolkit

*The SSPT Module is now available in MiSiS.

The following attachments are included in the handbook:

School Accountability Forms

- A: SSPT Membership Form
- B: SSPT Meeting Log

Parent Invitation Letters

- C1: English
- C2: Spanish
- C3: Armenian
- C4: Chinese
- C5: Korean

Meeting Forms

- D: SSPT Meeting Sign-In Form
- E: SSPT Referral Log

Referral Forms:

- F: SSPT Request Form
- G1: ***Elementary*** Referral Form
- G2: ***Secondary*** Referral Form
- J1: Student Intervention Plan
- J2: Reclassification Meeting Form
- K: Follow-up Meeting Notes

SSPT Reclassification Recommendation Forms:

- H1: Grades K-1
- H2: Grade 2
- H3: Grades 3rd-5th
- H4: Grades 6th-9th
- H5: Grades 10th-12th
- I-1: ***Elementary*** Reclassification Checklist
- I-2: ***Secondary*** Reclassification Checklist

