

DENAIR ELEMENTARY SCHOOL
Student Success Team Procedure
Teacher's Responsibilities for an SST referral

Teacher contacts the principal to discuss student and jointly decide if student should be referred for SST.

When it is decided you should present your student to SST:

1. Contact the resource specialist to schedule a tentative time for the meeting. This date will be held for you for 4 school days. After this time, if the resource specialist has not heard from you, then the tentative time will be given away to another teacher requesting an SST.
2. Call parent to determine if this is an available time for them to meet. Let them know that their child will be bringing home a purple (yellow if it is Spanish) booklet which will have the time written down and ask them to fill out the center sheet and bring that to the SST meeting. Times must be confirmed 2 weeks before scheduled appointments.
3. When you have received confirmation from the parents, immediately contact the resource specialist and inform of the confirmation. Obtain an SST packet from Resource or the lounge. This includes:
 - a. Student Information Sheet
 - b. Parent Handbook
 - c. Student Difficulties/Adaptations Implemented form
 - d. SST English Learner (EL) questionnaire (pink) if student is EL
4. Send home the parent book with the student with the correct time and date for the meeting filled in on the second page.
5. Fill out all the paper work listed in #3. You will need to consult the cums for some information.

Five School days prior to the SST turn in student packet (student information sheet, student difficulties/ adaptations form) to the office.

The day of the SST be prepared to cover the following areas:

1. Strengths – think of all the areas (school behavior, attendance, social abilities, cognitive style, artistic gifts, affect and attitude.
2. Known information- Specifics (i.e. health, schools attended, attendance, etc.)
3. Areas of concern- be specific rather than “Reading” concern might be “Student is reading at 34 WPM while expectation for this time is 98wpm.”
4. Known adaptations and how those have worked (i.e. seating, extended time, retake tests etc.)
5. Strategies – what direction do you think we should be going. Have ideas ready.

After the SST:

1. Be sure that all of the actions items listed, are carried out by the various team members.
2. Keep within the timeline of the established “follow-up” meeting. This may mean scheduling another SST for review.

Student Name _____

Date _____

Teacher _____

Student Difficulties

(Check those skills with which the student has difficulty.)

ATTENDANCE		
		misses school more than an average of one day per month
		comes to school more than 5 minutes late more that 2 days monthly
READING		
Comprehension		understanding the material he/she needs
		ability to answer comprehension questions in written form
		ability to answer comprehension questions in oral form
		understanding material read to him/her
Decoding		
		retaining consonant/ vowel sounds
		blending letters and syllables
		retaining sight vocabulary
		sounding out words (rather than guessing)
Fluency		
		observing punctuation when reading orally
		maintaining fluent reading rate
WRITTEN LANGUAGE		
		organization
		mechanics
		handwriting
		spelling
		letter reversals
MATH		
		number sense
		basic math facts (circle area of difficulty)
		addition subtraction multiplication division
		place value
		story problems
		computation process
MOTOR SKILLS		
		gross motor skills
		fine motor skills
SPOKEN LANGUAGE		
		expressing ideas verbally
		understanding directions / discussions / vocabulary
BEHAVIOR		
		peer relationships
		attention
		appropriate classroom behavior
		self-esteem

ADAPTATIONS IMPLEMENTED

TEACHING TECHNIQUES		OUTCOMES
	varying voice volume	
	use frequent eye contact	
	use shoulder contact	
	reduce stimulation	
	circulate the room	
	repeat instruction	
	put assignments on the board	
	use visual aides	
	teach study skills	
	limit oral instruction	
	provide praise	
	use parent aides	
	use peer tutor	
	clarify rules/instructions	
	other	
ENVIRONMENT		
	provide study carrels	
	vary seating	
	reduce distraction	
	watch groupings closely	
	increase physical space	
	other	
MATERIAL		
	use audio tapes	
	use manipulatives	
	use diagnostic materials	
	use leaning games	
	use computer	
	other	
ASSIGNMENTS		
	simplify	
	shorten contracts	
	use buddy system	
	use of assignment book	
	copy of material to be learned	
	give extended time	
	assign additional practice	
	give choices	
	adapt student's response form	
	other	
MISCELLANEOUS		
	confer with school personnel	
	review cum folder	
	call for parent conferences	
	use daily/weekly reports	
	use performance contract	
	attend to student interest	
	consider physical problems	
	use of timer	
	other	

DENAIR ELEMENTARY
SST ENGLISH LEARNER QUESTIONNAIRE

Student Name _____ Teacher _____

Grade _____ Place of Birth _____

First entered US schools _____ Grade _____

First Entered DUSD _____ Grade _____

ENGLISH LANGUAGE PROFICIENCY- CELDT RESULT

Indicate Beginning (B), Early Intermediate (EI), Intermediate (I), Early advanced (EA), or Advanced (A)

Initial Testing	Date:	Listening:	Speaking:	Reading:	Writing:	Overall:
Annual Testing	Date:	Listening:	Speaking:	Reading:	Writing:	Overall:
	Date:	Listening:	Speaking:	Reading:	Writing:	Overall:
	Date:	Listening:	Speaking:	Reading:	Writing:	Overall:
	Date:	Listening:	Speaking:	Reading:	Writing:	Overall:
	Date:	Listening:	Speaking:	Reading:	Writing:	Overall:

OBSERVATION OF STUDENTS LANGUAGE SKILLS

Mark the skills you have observed the students using:

BASIC COMMUNICATIONS SKILLS	ACADEMIC LANGUAGE SKILLS
___ Follows classroom directions	___ Basic phonemic awareness skills
___ Follows a series of directions	___ Expresses reason for opinion
___ Uses common greetings (good morning etc.)	___ Volunteers to answer questions regarding subject matter
___ Appropriately initiates, responds and maintains a conversation	___ Follows specific directions for academic tasks
___ Recites alphabet and counts 1-10	___ Can take dictation
___ Participates in Sharing time	___ Understands reading as a process
___ Recognizes common signs (i.e. STOP)	___ Follows along during oral reading activity and responds at his/her turn
___ Recognizes the letters of the alphabet	___ Actively participates in classroom discussions
___ Recognizes basic sight words	___ Reads for Comprehension
___ Writes own name	___ Uses phonics to decode unknown words
___ Copies Letters, words, sentences, etc	___ Understands vocabulary for academic tasks
___ Gives classroom commands to peers	___ Is able to edit own and other's writing
___ Produces simple English sentences	___ Asks for clarification during academic tasks