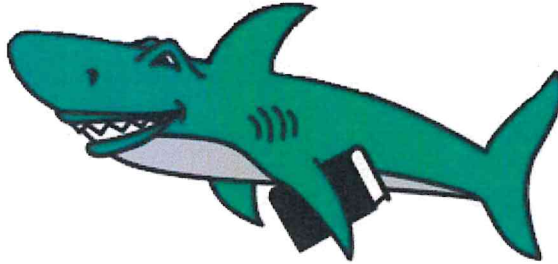



# **Edgewater Elementary Parent Handbook**


## **for**

### **Academics, Behavior & Social Emotional Support**



 Multi-Tiered System of Supports (MTSS)  
Positive Behavior Intervention & Supports (PBIS)

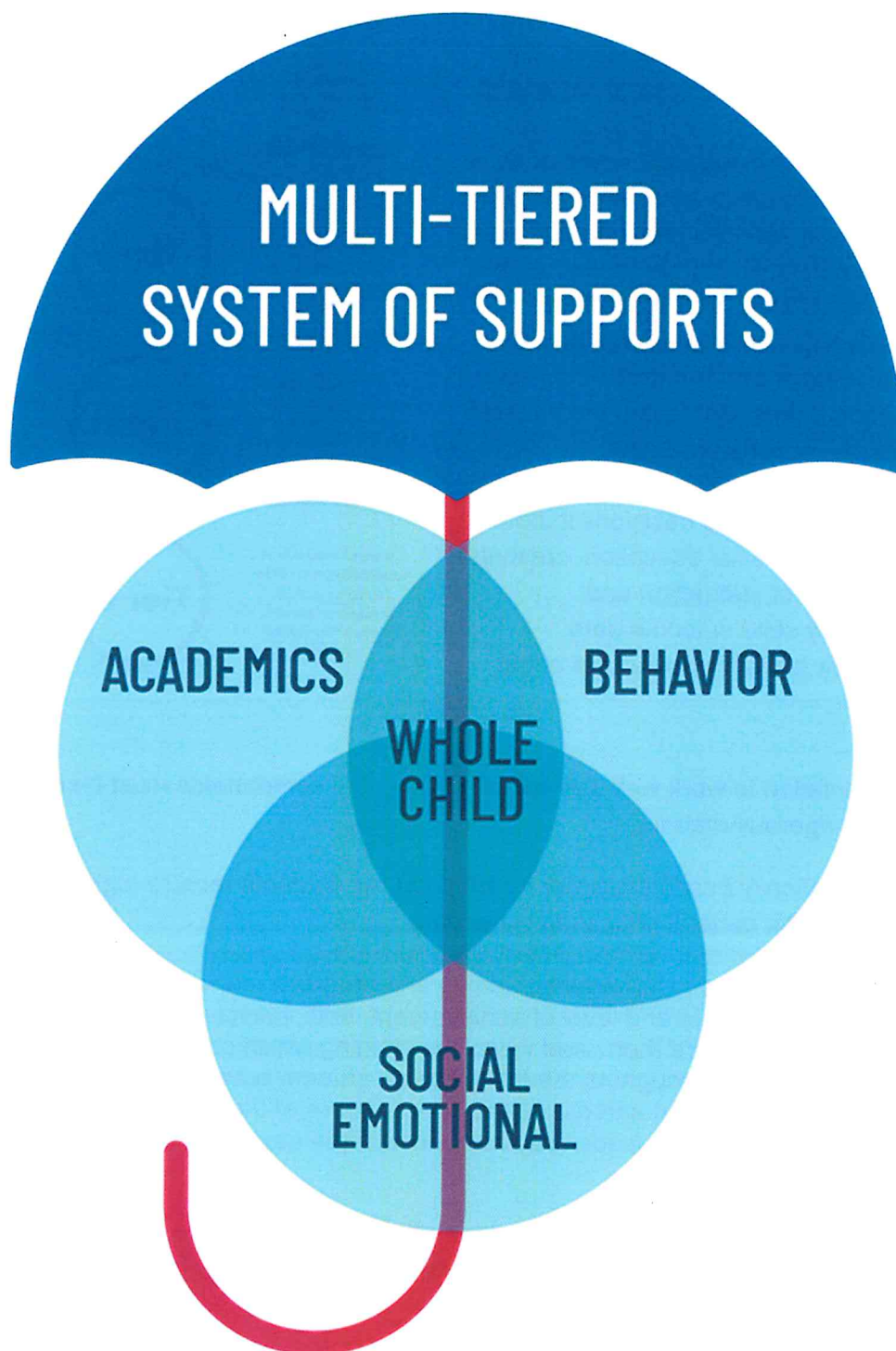
 Family Plan for Positive Behavior at Home

 What is an SST?  
How do Parents/Guardians Request One?  
(English & Spanish)

 SST Parent/Guardian Referral Form

**Putting the whole child first \* Poner al niño integral en primer lugar**





### **Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions**

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

### **Tier 2: Targeted Interventions**

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

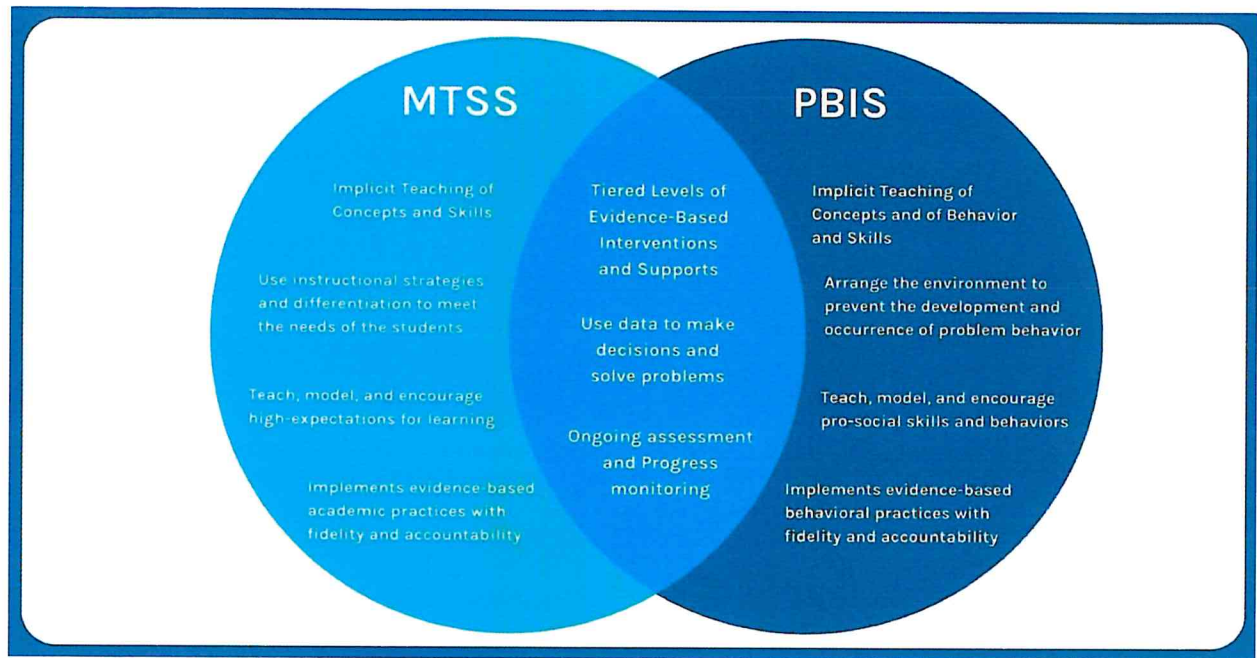
### **Tier 3: Intensive Interventions and Comprehensive Evaluation**

At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

### **The Edgewater COST Team**

Campus level **Coordination of Service Team** (PBIS Tier 2 & 3) will:

1. Review evidence with your MTSS team.
2. Answer the following:
  - What skills can the student demonstrate regarding the concern?
  - What skills should be the focus of development?
  - What interventions have been tried?
3. Is the student at or near grade level expectation?
  - Determine learning/behavior needs.
  - Determine tiered support.



Please contact Terry Gamez, at [tgamez@mjustd.k12.ca.us](mailto:tgamez@mjustd.k12.ca.us), with any questions.

## Family Plan for Positive Behavior at Home

Use this resource to make a family plan for positive behavior at home. Start by reading "[Supporting Families with PBIS at Home](#)." Meet with your family and make your own plan in three simple steps:

1.

**Set Family Routines**



2.

**Choose Family Expectations**



3.

**Teach Family Expectations**



### 1. Set Routines: Make a family schedule.

Routines are activities that we do every day as a family, such as getting ready in the morning. Make a list of things you do as a family in the order that you do them. You can change or replace the light blue text in the table to the right to make your own family schedule.

2.

### Choose Expectations: What you want to see.

Expectations are short phrases or values that share what is important for your family, such as being kind to others.

- Choose a few positive **expectations** that work with your family schedule. If your school has expectations, you might use the same ones.
- Make a table** with your expectations.
  - Add your family **expectations** down the left side.
  - Add your family **routines** across the top (from your schedule).
  - Add **examples** to show what it looks, sounds, and feels like to follow your family expectations in each routine.

You can change or replace the light blue text to make your own home expectations table below.

### 1. Family Schedule

|  |
|--|
| • <b>Get ready in the morning</b><br><i>Wake up, get ready for the day, &amp; eat breakfast</i>                  |
| • <b>Morning check-in</b><br><i>Look at the morning schedule &amp; check-in (how are you doing today?)</i>       |
| • <b>Morning Exercise</b><br><i>Take a walk outside, "hike" inside on the stairs, etc.</i>                       |
| • <b>Remote Instruction</b><br><i>Use the school schedule to establish times for instruction</i>                 |
| • <b>Lunch check-in</b><br><i>Eat healthy lunch, look at the afternoon schedule &amp; check-in</i>               |
| • <b>Complete Homework</b><br><i>Choose a time to do homework</i>  |
| • <b>Afternoon Exercise</b><br><i>Take a walk, dance party, etc.</i>   |
| • <b>Be with Friends &amp; Family</b><br><i>Connect with family or friends through social media, phone, etc.</i> |
| • <b>Get ready for bed</b><br><i>Brush your teeth &amp; go to sleep</i>  |

| Expectations        | Routines | Get ready in the Morning   | Remote Instruction   | Complete Homework  | ...  |
|---------------------|----------|--|--|--|--|
|                     |          |  |  |  |  |
| 1. Kind to self     |          | <ul style="list-style-type: none"> <li>Brush your teeth</li> <li>Eat a healthy breakfast</li> </ul>                                  | <ul style="list-style-type: none"> <li>Set up a quiet learning space with materials you need</li> <li>Stay focused</li> </ul>                        | <ul style="list-style-type: none"> <li>Do your best</li> <li>Ask for help if you need it</li> <li>Turn your homework in</li> </ul>                                   | <ul style="list-style-type: none"> <li></li> <li></li> </ul> |
| 2. Kind to others   |          | <ul style="list-style-type: none"> <li>Use kind words with your family</li> <li>Ask your family members if they need help</li> </ul> | <ul style="list-style-type: none"> <li>Actively listen</li> <li>Mute yourself when not talking</li> <li>Take turns when working in groups</li> </ul> | <ul style="list-style-type: none"> <li>Stay in your own space</li> <li>Use headphones or turn speakers off</li> <li>Use kind words when someone helps you</li> </ul> | <ul style="list-style-type: none"> <li></li> <li></li> </ul> |
| 3. Kind to our home |          | <ul style="list-style-type: none"> <li>Clean up your dishes after you eat breakfast</li> <li>Help put any items away</li> </ul>      | <ul style="list-style-type: none"> <li>Put your supplies away after learning</li> <li>Keep your working area clean</li> </ul>                        | <ul style="list-style-type: none"> <li>Put your supplies away</li> <li>Turn technology off and charge for tomorrow</li> </ul>  | <ul style="list-style-type: none"> <li></li> <li></li> </ul> |
| ...                 |          | <ul style="list-style-type: none"> <li></li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>           |

## **What is an SST? How do Parents/Guardians Request One?**

We know students are most successful when there is a cooperative effort between parents and school personnel. In a spirit of shared responsibility, the Student Success Team meets at school, exploring and problem solving, in order to help students. Parents and students are an important part of this team.

**What is the student success team?** The Student Success Team (SST) is a process of regular education. The team reviews individual student's concerns and plans ways of handling those concerns in the regular classroom.

**How is a student selected to be discussed at the SST?** Usually, the classroom teacher (or the principal) indicates that the student's learning and/or emotional needs are not being adequately met under existing circumstances. Parents may also request an SST if they have a concern.

**How do parents request an SST?** First, the parents are encouraged to discuss academic and behavior concerns with the child's teacher. This can be done via phone call, email, texting and email. These contacts need to be documented with the teacher, as at least two parent/teacher conversations must be held prior to an SST. Second, the parent needs to complete the SST Parent/Guardian Referral Form and submit it to the Outreach Consultant (ORC). Parents can locate the SST Referral Form in the Parent Intervention Handbook.

**Will anything have been done to help a child before the SST?** Yes, usually the teacher has already made some modifications in the classroom. Then the principal and teacher meet to review the student's progress and make additional modifications as necessary.

**What does "program modification" mean?** Program modifications are measures taken to accommodate special needs. Some examples of modifications are:

- change of seating
- use of diagnostic materials
- visual/auditory aids in giving instruction
- peer or cross-age tutors
- shortened assignments
- additional work time
- one-on-one support
- additional health services and referral

**How many people will be at the SST?** The team will always include parents, the teacher referring the student to the SST, and sufficient staff to review the student's needs.

**Are there any other staff members who might be present?** Other staff who might be present are: Resource Specialist, Speech and Language Specialist, Counselor, and other specialists.

**When are SSTs Scheduled?** SST days are planned at the beginning of the school year. Usually, once a month, on a Thursday approximately 8:00am - 3:00pm. The ORC schedules the SSTs around the teachers' availability. The meetings last about 20 minutes.

**How will parents be notified of an SST?** The ORC will notify a parent of the meeting date and time by phone, text, email and or letter sent home with the student.

We look forward to meeting with you to develop a program that will meet the needs of your child.

## **¿Qué es un SST? ¿Cómo pueden solicitarlo los padres o tutores?**

Sabemos que los estudiantes alcanzan su máximo éxito cuando existe un esfuerzo conjunto entre los padres y el personal escolar. Con un espíritu de responsabilidad compartida, el Equipo de Éxito Estudiantil se reúne en la escuela para explorar y resolver problemas con el fin de ayudar a los estudiantes. Los padres y los estudiantes son una parte importante de este equipo.

**¿Qué es el Equipo de Éxito Estudiantil?** El Equipo de Éxito Estudiantil (EES) es un proceso de educación regular. El equipo revisa las inquietudes de cada estudiante y planifica cómo abordarlas en el aula regular.

**¿Cómo se selecciona a un estudiante para ser evaluado en el SST?** Generalmente, el maestro del aula (o el director) indica que las necesidades de aprendizaje o emocionales del estudiante no se están satisfaciendo adecuadamente en las circunstancias actuales. Los padres también pueden solicitar un SST si tienen alguna inquietud.

**¿Cómo solicitan los padres un SST?** Primero, se les anima a hablar sobre sus inquietudes académicas y de comportamiento con el maestro de su hijo. Esto puede hacerse por teléfono, correo electrónico, mensaje de texto y correo electrónico. Estos contactos deben documentarse con el maestro, ya que se deben mantener al menos dos conversaciones entre padres y maestros antes de un SST. Segundo, los padres deben completar el Formulario de Referencia para Padres/Tutores del SST y entregarlo al Consultor de Difusión (ORC). Los padres pueden encontrar el Formulario de Referencia para el SST en el Manual de Intervención para Padres.

**¿Se habrá hecho algo para ayudar al niño antes del SST?** Sí, generalmente el maestro ya ha implementado algunas modificaciones en el aula. Luego, el director y el maestro se reúnen para revisar el progreso del estudiante y realizar las modificaciones necesarias.

**¿Qué significa "modificación del programa"?** Las modificaciones del programa son medidas adoptadas para atender necesidades especiales. Algunos ejemplos de modificaciones son:

- cambio de asientos
- uso de materiales de diagnóstico
- ayudas visuales/auditivas para dar instrucciones
- tutores pares o de diferentes edades
- tareas acortadas
- tiempo de trabajo adicional
- apoyo personalizado
- servicios de salud adicionales y derivaciones

**¿Cuántas personas estarán en el SST?** El equipo siempre incluirá a los padres, al maestro que deriva al estudiante al SST y personal suficiente para evaluar las necesidades del estudiante.

**¿Podrían estar presentes otros miembros del personal?** Entre ellos se encuentran: el especialista en recursos, el especialista en habla y lenguaje, el consejero y otros especialistas.

**¿Cuándo se programan los SST?** Los días de SST se programan al inicio del año escolar. Generalmente, una vez al mes, los jueves, aproximadamente de 8:00 a. m. a 3:00 p. m. El ORC programa los SST según la disponibilidad de los docentes. Las reuniones duran aproximadamente 20 minutos.

# SST Parent/Guardian Referral Form

Marysville Joint Unified School District  
Edgewater Elementary

\*This form is the first step in the SST Request Process. All fields must be completed before an SST will be scheduled.

| I. Basic Information:  |  |                                   |                              |                                 |  |
|--|--|-----------------------------------|------------------------------|---------------------------------|--|
| Today's Date   | Student Name   | Grade                             | Teacher                      | Age                             | Birthdate  |
|  |  |                                   |                              |                                 |  |
| Primary Language:  | Home Language:   |                                   |                              |                                 |  |
| English Language Learner:  | <input type="checkbox"/> Yes <input type="checkbox"/> No | Years Speaking English:           |                              |                                 |  |
| Programs:  | <input type="checkbox"/> Foster Youth                    | <input type="checkbox"/> Homeless | <input type="checkbox"/> ELL | <input type="checkbox"/> Speech | <input type="checkbox"/> Counseling <input type="checkbox"/> 504 |
| Health:  |  |                                   |                              |                                 |  |
| Was Pregnancy & birth typical: <input type="checkbox"/> Yes <input type="checkbox"/> No      If Complications, please describe:                  |  |                                   |                              |                                 |  |
| Developmental milestones met: <input type="checkbox"/> Walking <input type="checkbox"/> Talking <input type="checkbox"/> Toileting               |  |                                   |                              |                                 |  |
| Health concerns: <input type="checkbox"/> Hearing <input type="checkbox"/> Vision <input type="checkbox"/> Dental <input type="checkbox"/> Sleep |  |                                   |                              |                                 |  |
| Chronic conditions:      Allergies:      Current medications:  |  |                                   |                              |                                 |  |
| Family & Home:   |  |                                   |                              |                                 |  |
| Family members (in or out of the home):  |  |                                   |                              |                                 |  |
| History of schools attended (Include preschool):   |  |                                   |                              |                                 |  |
| Other:   |  |                                   |                              |                                 |  |

|  |
|--|
| II. Concerns about academic and/or behavior: |
|  |