Alpine Union School District
A GUIDE FOR OUR TEACHERS

welcome to the

AUSD Instructional Guide

2026 – 2027

ALPINE UNION SCHOOL DISTRICT
Inspiring Creativity, Innovation, and Excellence!
MAKE EVERY MINUTE *Matter*
EVERY MOMENT. EVERY STUDENT. EVERY DAY.

a note for our teachers

Introduction

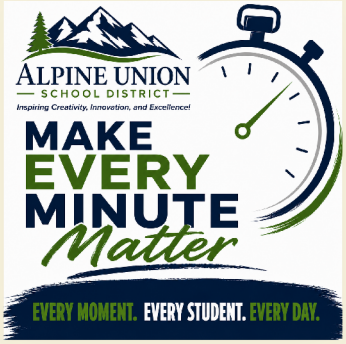
The AUSD Instructional Guide is designed to promote coherence across the District by clarifying expectations and providing guidance for implementing our instructional program. It supports teachers in aligning their practices to ensure consistent, high-quality instruction in every classroom.

This year, we will continue to prioritize explicit, direct, and intentional instruction. Our work will center on maximizing instructional time and implementing high-impact instructional practices grounded in the 5D Framework for Teaching and Learning. We will also strengthen differentiation within Tier 1 instruction by using strategies such as multiple opportunities to respond, checks for understanding, scaffolds, flexible grouping, and targeted supports to meet the diverse needs of learners. Through clear instruction, purposeful differentiation, and effective use of every instructional minute, we will ensure that all students have access to rigorous, engaging, and effective learning experiences.

District Vision

The Alpine Union School District Board of Trustee's vision is to foster educational excellence, inspire intellectual curiosity, creativity, and discovery by fully engaging our community to provide students an innovative education in a safe and supportive environment.

2026–2027 District Theme



what's inside

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year four of the initiative

Portrait of a Learner

We're now entering the fourth year of our AUSD Portrait of a Learner initiative. This Portrait of a Learner embodies our collective vision of the key skills, knowledge, dispositions, and attributes essential for the success of every AUSD student in their future endeavors. We'll be sharing the videos created throughout the school year for you to show to your classes again this year. You're encouraged to discuss these attributes with your students and integrate them into your teaching as opportunities arise.

Alpine Union School District learners will...

Leader

An AUSD learner builds consensus and acts with humility and flexibility influencing others in a positive manner balancing diverse views to reach workable solutions.

- Develop relationships through trust and compassion.
- Build collective ownership and action.
- Inspire positive action in others by setting examples.

Communicator

An AUSD learner articulates thoughts and ideas effectively using multiple forms of communication.

- Listen actively to understand.
- Communicate respectfully.
- Express thoughts and ideas to inform, influence, and inspire others.

Critical Thinker

An AUSD learner analyzes and reflects on information to solve problems and make informed decisions.

- Improve the quality of one's own thinking by analyzing and evaluating information.
- Find answers to complex inquiries.
- Be willing to shift one's mindset.

Responsible

An AUSD learner acts with integrity, honors commitments, and recognizes the impact of decisions and actions.

- Take initiative and act with purpose.
- Persist to achieve goals.
- Take ownership of decisions and actions regardless of the outcome.

Adaptable

An AUSD learner adjusts to challenging conditions with flexibility and responds productively to feedback and challenges.

- Learn effectively in a climate of diverse perspectives.
- Demonstrate versatility when acclimating to various roles and situations.
- Embrace the idea that failure is a part of success.

Financially Literate

An AUSD learner develops the building blocks and skills to make informed financial decisions.

- Understand the role of the economy.
- Know how to make informed economic choices.
- Create short-term and long-term financial goals.

Empathetic

An AUSD learner demonstrates awareness, sensitivity, concern, and respect toward others' feelings and experiences.

- Seek to understand the experiences of others.
- Practice compassion and concern for others.
- Respect the feelings, opinions, and culture of others.

District Adopted

Curriculum Programs

Elementary Curriculum

- **English Language Arts:** Wonders by McGraw-Hill
- **Phonemic Awareness:** Heggerty
- **English Language Development:** Wonders by McGraw-Hill
- **Science:** Inspire by McGraw-Hill
- **Social-Emotional Learning:** Seven Mindsets, BASE
- **Phonics:** Institute for Multi-Sensory Education (IMSE) Orton Gillingham
- **Spanish Language Arts:** Maravillas by McGraw-Hill
- **Mathematics:** Bridges in Mathematics
- **Social Studies:** TCI Social Studies Alive

**All curriculum is provided in English and Spanish*

Middle School Curriculum

- **English Language Arts:** Mirrors and Windows
- **Spanish Language Arts:** Maravillas by McGraw-Hill
- **Science:** Inspire by McGraw-Hill
- **Social-Emotional Learning:** Seven Mindsets and BASE
- **English Language Development:** Mirrors and Windows
- **Mathematics:** College Preparatory Mathematics (CPM)
- **Social Studies:** TCI Social Studies Alive

**All curriculum is provided in English and Spanish*

English Language Arts (ELA)
Spanish Language Arts (SLA)
English Language Development (ELD)



Elementary School Expectations

100–120 min
daily ELA/SLA instruction for elementary grade levels

30 min
daily intervention block (included in ELA/SLA minutes) to support students' specific needs

30 min ×3
of ELD three times a week

Required Curriculum: Wonders/Maravillas and IMSE

- Daily direct writing instruction integrated into all content areas including sentence construction, paragraph writing, summaries and gist statements, response to text, and expository, narrative, or opinion/argumentative process writing
- Daily instruction in the Five Pillars of Reading:
  - **1 · Phonics (TK–2nd: IMSE, 3rd–5th: Wonders)**
  - **2 · Phonemic Awareness (TK–2nd & as needed)**
  - **3 · Comprehension incl. Language Comprehension**
  - **4 · Vocabulary**
  - **5 · Fluency**
- Integrated ELD instructional strategies used throughout the instructional day
- **Correct letter formation and pencil grip directly taught and reinforced in all classrooms**
- Wonders/Maravillas Scope and Sequence followed, excluding K–2nd grade phonics *(see next page)*
- Assessments as outlined in "The Assessment for Learning Plan"
  - 2 of the 5 weekly assessments (per unit) in Wonders (grades 3rd–5th only)
  - Weekly dictation assessments from IMSE

2026–2027 pacing

Wonders Scope and Sequence

Unit 1

Week 1	8/31 – 9/4
Week 2	9/8 – 9/18
Week 3	9/21 – 9/25
Week 4	9/28 – 10/2
Week 5	10/5 – 10/9

Unit 2

Week 1	10/12 – 10/16
Week 2	10/19 – 10/23
Week 3	10/26 – 10/30
Week 4	11/2 – 11/6
Week 5	11/9 – 11/20

Unit 3

Week 1	11/30 – 12/4
Week 2	12/7 – 12/18
Week 3	1/5 – 1/15
Week 4	1/19 – 1/29
Week 5	2/1 – 2/12

Unit 4

Week 1	2/16 – 2/26
Week 2	3/1 – 3/5
Week 3	3/8 – 3/12
Week 4	3/15 – 3/19
Week 5	4/5 – 4/9

Unit 5

Week 1	4/12 – 4/16
Week 2	4/19 – 4/23
Week 3	4/26 – 4/30
Week 4	5/3 – 5/7
Week 5	5/10 – 5/14

Unit 6

Week 1	5/17 – 5/21
Week 2	5/24 – 5/28
Week 3	6/1 – 6/11

explicit & systematic phonics

TK–5th Grade Foundational Literacy Expectations

We have established specific daily and weekly requirements for the implementation of explicit and systematic phonics instruction broken down by grade level.

TK–2nd

1. Tier 1 Phonics Instruction (IMSE Orton Gillingham)

- 30 minutes daily for all grade levels
- Following the IMSE scope and sequence, each grade level starts at the beginning of their grade level's scope and sequence, beginning on September 8th.
- Decodable readers are utilized for reading practice, aligning with the IMSE scope and sequence

2. Weekly OG Components

- "Teaching a New Concept" at the beginning of the week, incorporating brainstorming, alliteration, poems, etc.
- "3 Part Drill" occurring two to three times a week, including all three parts of the drill
- Dictation conducted five times a week, with a weekly assessment
- Decodable readers or passages used at least three times a week
- Red words taught four times a week

3. Phonemic Awareness Instruction

- 5–10 minutes daily aligned with phonics skill

3rd–5th

1. Tier 1 Phonics/Spelling Skills (Wonders)

- Follow the Wonders Phonics/Spelling scope sequence, starting on September 8th
- Explicitly teach the skill(s) five days a week as outlined in the Wonders Teacher's Edition, with weekly assessment

Grade TK

TK Literacy Block Requirements



- ✓ Explicit, systematic, and sequential instruction
- ✓ Accessible Tier 1 instruction for all students
- ✓ Daily opportunities for speaking, listening, reading, and writing
- ✓ Active student engagement and practice

Literacy Component	Recommended Time	What It Includes	Curriculum / Materials
Language Development Purposeful communication	Embedded Daily	Academic conversations · Vocabulary · Oral language including sentence development	Wonders
Foundational Skills Accuracy and automaticity at the word, sentence, and passage level	30 min	Phonemic Awareness · Letter and sound recognition · Beginning blending if appropriate	IMSE · Wonders · Heggerty
ELA/SLA Reading comprehension through read alouds/shared reading	30 min	Content knowledge · Vocabulary · Text discussion · Response to reading	Wonders · Picture books
Writing Explicit writing instruction	30 min	Explicit handwriting instruction · Pencil grip · Modeled writing · Guided writing	Wonders · Picture books
Comprehensive ELD Explicit English language instruction	Integrated and designated daily	Language scaffolds · Language structures · Productive language practice	ELD component of Wonders

Grades K – 2

K–2nd Grade Literacy Block Requirements







- ✓ Explicit, systematic, and sequential instruction
- ✓ Accessible Tier 1 instruction for all students
- ✓ Daily opportunities for speaking, listening, reading, and writing
- ✓ Active student engagement and practice
- ✓ Use of grade-level complex text with appropriate scaffolds

Literacy Component	Recommended Time	What It Includes	Curriculum / Materials
Language Development Purposeful communication	Embedded Daily	Academic conversations · Vocabulary · Oral language including sentence development · Grammar	Wonders/Maravillas · TCI · Inspire
Foundational Skills Accuracy and automaticity at the word, sentence, and passage level	30 min	Phonemic Awareness · Blending/decoding · Spelling/dictation · Morphology · Fluency using connected text · Irregular word recognition	IMSE · Wonders/Maravillas · Heggerty
ELA/SLA Reading comprehension through read alouds/shared reading	30 min	Content knowledge · Vocabulary · Close reading · Text discussion · Response to reading	Wonders/Maravillas · TCI · Inspire · Novels · Picture books · Scholastic News (if available)
Writing Explicit instruction and opportunities to write are intentionally integrated into all content areas	30 min	Explicit handwriting instruction · Pencil grip · Modeled writing · Guided writing · Grammar · Written responses to text · Sentence and paragraph construction	Wonders/Maravillas · TCI · Inspire · Novels/Picture books · Scholastic News (if available) · The Syntax Project
Small Group/Intervention Explicit instruction and skill-based practice	30 min	Target support for students performing below grade level	IMSE (2nd dose) · Intervention Guidebook
Comprehensive ELD Explicit English language instruction	Integrated and designated daily	Language scaffolds · Language structures · Productive language practice	ELD component of Wonders

Grades 3 – 5

3rd–5th Grade Literacy Block Requirements

- ✓ Explicit, systematic, and sequential instruction
- ✓ Accessible Tier 1 instruction for all students
- ✓ Daily opportunities for speaking, listening, reading, and writing
- ✓ Active student engagement and practice
- ✓ Use of grade-level complex text with appropriate scaffolds

Literacy Component	Recommended Time	What It Includes	Curriculum / Materials
Language Development Purposeful communication	Embedded Daily	Academic conversations · Vocabulary · Oral language including sentence development · Grammar	Wonders/Maravillas · TCI · Inspire
Foundational Skills Accuracy and automaticity at the word, sentence, and passage level	30 min	Phonemic Awareness · Blending/decoding · Spelling/dictation · Morphology · Fluency using connected text · Irregular word recognition	Wonders/Maravillas
ELA/SLA Reading comprehension through read alouds/shared reading	30 min	Content knowledge · Vocabulary · Close reading · Text discussion · Response to reading	Wonders/Maravillas · TCI · Inspire · Novels · Picture books · Scholastic News (if available)
Writing Explicit instruction and opportunities to write are intentionally integrated into all content areas	30 min	Explicit handwriting instruction (Cursive) · Modeled writing · Guided writing · Grammar · Written responses to text · Sentence and paragraph construction · Multi-paragraph responses	Wonders/Maravillas · TCI · Inspire · Novels/Picture books · Scholastic News (if available) · The Syntax Project
Small Group/Intervention Explicit instruction and skill-based practice	30 min	Target support for students performing below grade level	IMSE · Wonders · Intervention Guidebook
Comprehensive ELD Explicit English language instruction	Integrated and designated daily	Language scaffolds · Language structures · Productive language practice	ELD component of Wonders

Elementary ELA

Intervention and Progress Monitoring Guidelines

Daily Intervention Block

Each classroom/grade level is required to implement a 30-minute skills-based intervention block, five days a week.

Evidence-Based Intervention

All students who receive a composite score of "Well Below Benchmark" or "Below Benchmark" on the mClass Reading Difficulties Risk Screener must receive targeted daily intervention using district adopted curriculum to ensure they are receiving high-quality, evidence-based reading instruction.

Progress Monitoring

Students scoring "Below Benchmark" or "Well Below Benchmark" must be progress monitored every 10 instructional days using mClass assessments.

Skill-Based Grouping

Students must be grouped by targeted skills as identified through mClass and must receive intervention that is aligned to those specific skill areas.

Reading Difficulties Risk Screener (RDRS) Guidelines

mClass and Lectura are the official Reading Difficulties Risk Screeners (RDRS) used in AUSD.

◆ **Administration Schedule**

- mClass and/or Lectura will be administered three times a year, as outlined in the AUSD Assessment for Learning Plan.
- The official administration of the RDRS will take place in the middle of the year (MOY) as outlined in the Assessment for Learning Plan

◆ **Parent Notification Requirements (per Education Code)**

- Parents/guardians of students in Kindergarten, 1st, and 2nd grades must be notified prior to the official administration of the screener.
- Parents/guardians must receive their child's results within 45 days of the official assessment.

◆ **English Learners (K–2)**

- Students whose primary language is Spanish will be administered Lectura, either in place of or in addition to mClass, at the teacher's discretion.
- English Learners who speak languages other than Spanish will be assessed using mClass, if appropriate.

◆ **Intervention and Progress Monitoring**

- All students who receive a composite score of "Below Benchmark" or "Well Below Benchmark" must receive daily intervention and be progress monitored every ten days using mClass.

MIDDLE SCHOOL EXPECTATIONS

Language Arts
Spanish Language Arts

47 daily minutes of ELA

Required Curriculum: Mirrors and Windows

Texts

- **Required** — Mirrors and Windows: Unit 1 (Trimester 1) · Unit 3 (Trimester 2) · Unit 4 (Trimester 3)
- **Optional** — Mirrors & Windows: Units 2 and 5–8 (teacher choice after units 1, 3, and 4 are complete)
- **Optional** — Teacher-selected novel(s): up to 10 minutes of reading on Mondays, Wednesdays, and Fridays, with an additional 5 minutes on Fridays for discussion

Required Components

- Textbook
- Unit Selection Resources from Digital Resources
- Grammar and Style and Vocabulary and Spelling in textbook (optional accompanying digital resources)

Opening Routine Requirements

Students transition quickly to one of the following:

- Short retrieval task based on previous learning
- Independent reading from textbook
- Question(s) or activity from Unit Resource Guide, Writing and Grammar, Vocabulary and Spelling from Digital Resources
- Continuation of writing task

Assessments

Administered according to "The Assessment for Learning Plan"

- A combination of Lesson Quizzes and Lesson Tests determined by grade level for each story in the unit
- Unit Tests for units 1, 3, 4 of Mirrors and Windows (one each trimester)
- Writing Assessment at the end of each unit using Mirrors and Windows provided rubrics

Grades 6th – 8th

6th–8th Grade Literacy Block Requirements







✓ Explicit, systematic, and sequential instruction

✓ Accessible Tier 1 instruction for all students

✓ Daily opportunities for speaking, listening, reading, and writing

✓ Active student engagement and practice

✓ Use of grade-level complex text with appropriate scaffolds

Literacy Component	What It Includes	Curriculum / Materials To Be Used
Language Development Purposeful communication (Speaking and Listening)	Academic conversations · Vocabulary · Grammar	**Mirrors and Windows** — Textbook · Writing and Grammar from Digital Resources · Speaking and Listening from Digital Resources **Maravillas**
ELA/SLA Reading comprehension through shared and independent reading	Content knowledge · Vocabulary · Close reading · Text discussion · Response to reading · Fluency	**Mirrors and Windows** — Textbook · Unit Selection Resources from Digital Resources **Maravillas**
Writing Explicit writing instruction	Modeled writing · Guided writing · Grammar · Spelling · Written responses to text · Sentence and paragraph construction · Multi-paragraph responses	**Mirrors and Windows** — Textbook · Unit Selection Resources · Writing and Grammar · Vocabulary and Spelling · Writing Rubrics (from Digital Resources) **Maravillas**
Integrated ELD Embedded English language instruction	Language scaffolds · Language structures · Productive language practice	**Mirrors and Windows** — Differentiated Instruction English Language Support

Mathematics



Elementary Expectations

65–80 min daily of math

Required Curriculum: Bridges

15–20 Number Corner

15–20 minutes daily (at a different time of the day than Bridges lessons), displaying all components (Google slides allowed as supplementation, not the primary display)

50–60 Bridges in Mathematics Lesson/Workplaces

50–60 minutes daily, following the Bridges Scope and Sequence, and maintaining suggested pacing

Workplaces

Workplace time should be used to meet with individual or small groups of students to support students needing Tier 2 and Tier 3 intervention

Assessments

Utilize the Assessment for Learning Plan, including the following assessments:

1. Unit 1 Assessment — end of September
2. Unit 2 Assessment — end of October
3. Unit 3 Assessment — mid-December
4. Unit 4 Assessment — end of January
5. Unit 5 Assessment — end of February
6. Unit 6 Assessment — mid-April
7. Unit 7 Assessment — mid-May
8. Unit 8 Assessment — optional

Middle School Expectations

Mathematics

47 min daily of math

Required Curriculum: CPM

5–7 min Opening Routine

Teacher will begin the class period with a Number Talk (2–3x a week). On the days when a Number Talk is not used, students will work on Warm Up problems that review concepts from previous lessons or a CAASPP related practice problem. Number Talks and Warm Ups are meant to reinforce concepts with a heavy emphasis on Number Sense.

20 min Whole Group Instruction

- Explicit introduction and instruction of math concepts and standards beginning with a review of the Daily Learning Target.
- Introduction of concepts using CPM allowing students to "explore connections." New math concepts will be presented with engaging, non-routine, thought-provoking tasks from the CPM curriculum.

15 min Student Practice

Students are actively engaged in problem-solving and practicing math. They will follow the three core concepts of CPM during this time:

Collaborative Learning | **Problem-Based Learning** | **Mixed Space Practice**

Students will reinforce learning with scaffolded learning of CPM content.

5 min Closing Routines

Summary/review of learning, exit ticket, wrap-up

Assessments

Administered according to "The Assessment for Learning Plan"

- Grade levels will use chapter assessments from CPM. Teachers may supplement with additional questions.
- Quizzes given throughout chapter or at the end of each concept

Science and Social Studies

Elementary Social Studies and Science Expectations

All AUSD students shall receive standards based science and social studies lessons using District adopted TCI social studies and Inspire science curricula. Teachers are encouraged to use both science and social studies texts to teach parts of ELA such as writing, vocabulary, fluency, and comprehension.

MS Social Studies

47 minutes daily | **TCI Social Studies**

The social studies classroom should reflect explicit, direct, and intentional instruction while engaging students in the inquiry, literacy, and civic learning experiences embedded within the TCI curriculum. Every lesson should maximize instructional time and provide multiple opportunities for students to read, write, discuss, and analyze historical and contemporary issues.

Required Components

- TCI Textbook
- TCI Workbook
- Follow Lesson Overview in Digital Teacher's Edition
- Reading and Writing component embedded throughout lessons

Required Assessments

- Unit Post Assessment for each unit
- 3–4 Lesson Assessments given during the unit determined by grade level

MS Science

47 minutes daily | **Inspire Science**

The science classroom should reflect explicit, direct, and intentional instruction while engaging students in the NGSS science and engineering practices embedded within the Inspire Science curriculum. Every lesson should maximize instructional time and provide multiple opportunities for students to respond, discuss, read, write, and apply scientific thinking.

Required Components

- Inspire Science Textbook/Workbook for Units 1–4
- Reading and writing components embedded throughout lessons
- Two labs or hands on activities for each unit

Required Assessments

- Lesson Review end of lesson in workbook
- Module assessment in Assessment Section of Digital Teacher's Edition
- Unit Assessments in Inspiring CAST Success Guide (hard copy or digital in Assessment Section)

across every classroom

Other AUSD Instructional Expectations

Physical Fitness Requirements

200 **Elementary**
minutes per 10 days

400 **Middle school**
minutes per 10 days

Student writing is highly valued and celebrated through the display of current, common core-aligned writing samples for each student.

In every core subject, Daily Learning Targets and Success Criteria are displayed in student-friendly language, fostering clear communication and goal-oriented learning.

Student engagement is of utmost importance in all AUSD classrooms, and teachers are expected to consistently utilize effective engagement strategies like Kagan structures or other proven methods.

Teachers are expected to intentionally incorporate multiple opportunities for students to respond throughout every lesson. Opportunities to respond should engage all students in active participation and provide frequent checks for understanding. Strategies may include:

- **Choral responses**
- **Partner discussions**
- **Turn-and-talks**
- **Response cards**
- **Whiteboards**
- **Written responses**
- **Gestures**
- **Structured questioning techniques**

Assessments

Assessments play a pivotal role in our educational approach, enabling us to monitor student growth, establish learning objectives, and guide instructional decisions. To ensure uniformity and effectiveness, all AUSD teachers are expected to adhere to the AUSD Assessment for Learning Plan and the 2026-2027 AUSD Grading, Assessment, and Professional Learning Calendar.

> The assessment process involves common assessments at the beginning of each school year, at the end of each trimester, and at other strategic points throughout the academic year. These evaluations provide valuable insights into students' progress and inform our teaching strategies accordingly.

To promote a collaborative and data-driven culture, student assessment results and work will be regularly reviewed during staff meetings. Teachers record the data, which is then submitted to site administrators for further analysis. Additionally, the District level administration will thoroughly review this data to gain a comprehensive understanding of our students' achievements and areas for improvement.

By following these assessment protocols, we aim to create a supportive and data-informed educational environment that maximizes student success and fosters continuous growth for all learners.



a general education process

Student Study Team Process

The Student Support Team (SST) process is a general education process that is not intended for special education. The SST is a school-based problem-solving team that helps students and teachers in regular education who are having difficulties in the classroom. The SST process can include:

- **Reviewing behavioral concerns**
- **Reviewing attendance and truancy issues**
- **Reviewing parent and teacher concerns**
- **Reviewing academic progress**
- **Recommending alternative strategies and interventions to be implemented in the regular classroom**
- **Providing teachers with additional strategies and support**

1 Enter student into Beyond SST

- Login into SST and Beyond and "add a new student."
- You will need to enter all student's info such as DOB, Address, parents, etc. (Hit Save)
- Your admin will get an email and will need to confirm the student before you can proceed any further.

2 Pre-SST

- Fill in Pre-SST form. Be as detailed as possible and include specific baseline data. For example, instead of saying reading below grade level, enter specific scores from mClass and/or Lectura and i-Ready scores as well as any other assessment data you have.

3 Progress Monitor Student

- Monitor progress for the next 6–8 weeks using the interventions and baseline data on the Pre-SST form.
- Keep track of the progress and be ready to show data if an initial SST is needed.

4 Prepare for SST

- If an SST is needed, fill in the SST referral form in Beyond SST.
- Inform the parent of your concerns and explain the SST process.
- Ask your site admin assistant to schedule a SST meeting. The parent must be notified BEFORE you ask your site admin assistant to schedule a meeting.

Student Study Team Process

The SST Meeting & Beyond

5 Hold SST Meeting and Complete SST Intervention Plan

- As a team, we will discuss strategies used during the Pre-SST window and progress of those interventions. **YOU MUST BRING MULTIPLE FORMS OF DATA.** Be ready to present your data and share any interventions that you have already implemented.
- At the meeting, an Intervention Plan will be developed and goals will be set.
- The signature page must be signed by all members of the SST team including parents and a signed hard copy must be given to parents.
- Schedule the next SST meeting.

6 Implement Intervention Plan and Progress Monitor

- For the next 6–8 weeks carefully monitor the student's progress. You must keep track of data.
- Fill in the Progress Monitoring section of the SST Intervention Plan and Monitoring.
- Be ready to present data at the SST meeting.

7 Intervention Plan Review (2nd SST Meeting)

- Review progress monitoring data at the meeting.
- Team decides next steps — additional SST intervention plan or exit student from the SST process.

8 Repeat Steps 6 and 7 ↻

Alpine Union School District

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