

**AMHERST, PELHAM
AND
AMHERST-REGIONAL SCHOOLS**

**STUDENT SUPPORT
TEAM PROCESS
MANUAL**

January 2007

INTRODUCTION

The focus of this document is to formalize the **Student Support Process** in the Amherst, Pelham, and Amherst Regional Public Schools. The district goal is to provide students with the opportunity to receive the necessary supports and remediation in the general education program. This approach to remediation, in many cases, may allow the student who is having difficulty the opportunity to meet with success within the general education program. The basic concepts of the **Student Support Process** are:

1. identify the needs of the student
2. develop appropriate accommodations and interventions
3. access general education remediation options
4. Such efforts to meet the student's needs in the general education classroom may include but are not limited to changes in:
 - teaching strategies
 - teaching environments
 - materials
 - quantity of output
 - time constraints

All accommodations/interventions and the results will be documented using the **Student Support Report**.

This district wide procedure will ensure that all students are given every opportunity to access the curriculum in the general education setting. Those students who are clearly in need of additional services will be efficiently and effectively identified.

WHEN TO USE THE STUDENT SUPPORT PROCESS

You should consider implementing the **Student Support Process** when a student.....

- √ is referred by a parent/guardian for Special Education evaluation;
- √ is considered for expulsion or has multiple suspensions;
- √ is being considered for retention;
- √ shows a pattern of not benefiting from informal accommodations;
- √ is identified as "at risk" or shows the potential of dropping out of school;
- √ consistently needs more time than most students to complete assignments;
- √ regularly needs testing with accommodations to demonstrate knowledge;
- √ frequently exhibits behavior that significantly interferes with school performance, such as inattentiveness or impulsiveness associated with an impairment;
- √ is chronically absent or late for reasons related to an impairment;
- √ has shown a steady decline in academic performance, for which there is no other known cause;
- √ has experienced a steady increase in disciplinary problems with no explanation.

When evaluating a student for consideration under the Student Support Process, the team should identify patterns of a concern as opposed to isolated factors.

THE STUDENT SUPPORT PROCESS

The **Student Support Process** is a general education initiative that takes place under the direction of the Principal. This process usually precedes any recommendation for additional services. When a Special Education referral is initiated, the **Student Support Process** must also be implemented, at the same time as the Special Education evaluation. The results derived from the accommodations and interventions developed during the **Student Support Process** will be documented and kept on file.

STUDENT SUPPORT PROCESS

- Notify the parent/guardian of the concern
- Schedule to discuss this student at the regularly scheduled Student Support team meeting.

PRIOR TO STUDENT SUPPORT team meeting

- Gather available information:
 1. student records
 2. observations
 3. learning styles
 4. cultural and linguistic background
 5. previous consultations with student, family and other professionals
- Complete an **Academic Performance Inventory (2 pages)** identifying strengths and needs

STUDENT SUPPORT team meeting

- Complete **Student Support Report** identifying areas of concerns and recommended accommodations and interventions
- Schedule a date and time to reconvene within six to eight weeks
- **Implement** recommended accommodations

PRIOR TO RECONVENING

- Gather data regarding effectiveness of interventions and accommodations

RECONVENING OF STUDENT SUPPORT team

- Discuss the results of the accommodations and interventions that have been implemented during the past weeks
- Make team recommendation
- If further trials of accommodations and interventions are recommended, a reconvene date is set.
- Complete and process the **Student Support Report**

Student Support Process
Student Experiences Difficulties in School



Schedule Student Support team meeting



Gather Available Information

- Observation
- Identification of learning style
- Student records
- Strengths and needs
- Cultural and linguistic background
- Previous consultations with student, family members, and other professionals



Identify Student Strengths and Needs



Identify and Implement Regular Education Accommodations and Interventions

- Consultation with Student Services, and other resources.
- Accommodations in the areas of teaching strategies, teaching environments, or materials
- Utilize regular education initiatives in the building



After 6-8 weeks
Evaluate Interventions and Student Progress



Difficulty Resolved



Monitor Progress

Difficulty Persists



Additional Trials of Intervention

Difficulty Persists
504 or SE Referral

STUDENT SUPPORT CHECKLIST

- schedule Student Support team meeting
- collect relevant data
- complete Academic Performance Inventory (2 pages)
- convene Student Support team
 - recommend trial of accommodations & interventions
 - schedule date to reconvene Student Support team
 - complete sections I, II, III, of Student Support Report
- implement accommodations & interventions
- reconvene Student Support team
 - review results
 - make recommendations
 - complete/process Student Support Report
 - share information with the parent/guardian
 - set reconvene date if additional intervention/accommodations
 - Place documentation in the student record

DOCUMENTATION

If the recommendation is

If the concern is resolved, place the following information in the student record:

- **Academic Performance Inventory (2 Pages)**
- **Student Support Report**

If a referral is made for 504 or Special Education, in addition to placing the above mentioned information in the student record, please forward the following to the Student Services Office:

- **Academic Performance Inventory**
- **Student Support Report**
- **Report Card**
- **Consent for evaluation sent to parent**

FORMS

Amherst, Pelham and Amherst-Pelham Regional Schools

ACADEMIC PERFORMANCE INVENTORY (Page 1 of 2)

Student: _____

Date: _____ SASID: _____ D.O.B _____

School _____ Grade: _____ Teacher: _____

Individual making referral: _____

I. Describe the student's strengths: _____

II. Describe the parts of the program in which the student is being successful: _____

III. Describe how the student appears to learn best: _____

Visual Auditory Tactile Kinesthetic
 Individual Small Group Large Group

IV. Describe the parts of the program in which the student is not being successful/concerns:

(Please also complete the checklist on the reverse side of this page)

V. List any relevant background information and/or test scores: _____

VI. What interventions have been tried thus far to address the concerns ?

Academic Performance Form K-1 (Page 2 of 2)
Strengths and Needs

Student: _____ Grade: ____ Teacher _____

PLEASE CHECK ALL THAT APPLY

Attending Skills

- Needs frequent teacher prompting in
Small groups
Large groups

ORGANIZATIONAL SKILLS

- Keeps track of and takes care of personal and school materials
Stays on tract and completes work with little monitoring or verbal prompting

ARTICULATION

- Difficult to understand
Sound errors involved: _____

MATH READINESS

- Rote counts to _____
Counts 1:1 up to _____
Prints numbers up to _____
with a model
without a model
Names 5-7 basic shapes
Draws 5-7 basic shapes

GROSS MOTOR SKILLS

- Age appropriate skills for running, jumping, hopping, skipping, balance, and climbing
Hand/foot dominance established
Right Left
Crosses midline

READING READINESS

- Can match letter (i.e., k-k, m-m).
If given its name, can select the letter from a set
Pairs upper and lower case letters
Can print letters named
Can provide correct sounds of letters presented
Given words and pictures, can match those beginning with same sound
Pairs rhyming pictures
Matches and names 8-10 basic colors

LANGUAGE-RECEPTIVE

- Watches others before beginning or continuing on a project
Follows three step directions in correct sequence
Can locate body parts named by the teacher
Given a sentence or short story can answer simple comprehension questions
Responds appropriately to questions

PARTICIPATION/SOCIAL SKILLS

- Keeps hands, feet and objects to him/herself
Has difficulty sharing, waiting turn and cooperating with peers
Tends to be a "loner" during playtime
Is withdrawn and/or over-anxious with adults

FINE MOTOR SKILLS

- Reverses letters or numbers, but can correct with model
Turns paper and/or body when printing or coloring
Adequate grasp of pencil, crayons, etc.
Colors within the lines, even pressure, one direction without turning paper or body
Cuts on lines using a variety of materials
Prints upper case letters, using good sizing, control and spacing
Prints name with no model, using good sizing, control and spacing

LANGUAGE-EXPRESSIVE

- Hesitant to speak
Word finding problems
Uses pronouns, prepositions, and articles correctly
States full name, address, and telephone number
Can label objects and describe use
Can sequence picture cards left to right and retell story
Uses past, present, and future tenses correctly

ADDITIONAL REMARKS

Blank lines for additional remarks.

Amherst, Pelham, and Amherst Regional Public Schools

Academic Performance Form 2-6 (Page 2 of 2)
Strengths and Needs

Student: _____ Grade: _____ Teacher: _____

READING

- On grade level
- One year below grade level
- Two or more years below grade level
- Can sequence and recite a story
- Weak application of phonetic skills
- Uses context clues, prior knowledge and word analysis to establish word meanings
- Limited sight vocabulary
- Vocabulary below grade level

MATH

- On grade level
- One year below grade
- Two or more years below grade level
- Confuses operational processes
 - add/subtract
 - multiply/divide
- Has difficulty renaming
 - borrowing
 - carrying
- Enters numbers in wrong place
- Cannot handle number facts above the number
- _____

SPELLING

- Spells phonetically
- Begins words properly but is unable to finish
- Totally unrecognizable

WRITING

- Illegible
- Poor organization of work
- Extremely slow, often unable to complete assignments
- Reversal of letters

SPEAKING

- Speech is difficult to understand
- Verbal expression often limited to phrases
- Reluctant to use speech
- Speech responses often appear inappropriate
- Difficulty finding words to use

LISTENING SKILLS

- Understands and follows verbal directions
- Often appears to not hear what is said

GENERAL WORK SKILLS

- Work is generally disorganized and of poor quality
- Has short attention span
- Constantly avoids work by engaging in other activities

PERSONALITY CHARACTERISTICS

- Easily upset by small frustrations
- Overreacts to both pleasant and unpleasant situations
- Often acts before thinking
- Constantly seeks approval

RELATIONSHIP TO OTHERS

- Relates easily to children and adults
- Prefers playing alone
- Noticeably immature
- Explosive and aggressive
- Minor, but constant irritant to others

PHYSICAL CHARACTERISTICS

- Very active/unable to sit still
- Overly lethargic and passive
- Other (Specify)

Amherst, Pelham, and Amherst Regional Public Schools

Academic Performance Form 7-12 (Page 2 of 2)
Strengths and Needs

Student: _____ Grade: _____ Contact Person: _____

INDICATE ALL AREAS OF DIFFICULTY

ACADEMICS

- reading comprehension
- oral communication
- spelling
- reasoning skills
- homework
- lab or classwork
- prepared with books, pencils, etc.
- effort
- written language
- math basic skills
- organizational skills
- quizzes/tests
- long range assignments
- work quality
- participation
- consistency
- seeks help as needed
- independent worker
- perseverance
- creativity
- aural skills

BEHAVIORAL or PHYSICAL

- attendance
- punctuality
- health
- cooperative behavior
- leadership
- acceptance of praise
- acknowledgment of mistakes
- attention
- alertness

SOCIAL

- peer relationships
- adult relationships
- comfort level in-group situations
- school activities involvement

EMOTIONAL

- self-confidence
- responsibility
- temperament
- self-esteem

nonmanshin
Please provide any other information you feel is important.

**AMHERST, PELHAM, AND AMHERST REGIONAL
PUBLIC SCHOOLS
STUDENT SUPPORT REPORT**

Student: _____ D.O.B. _____ SASID: _____ Date: _____

Teacher: _____ School: _____ Grade: _____

I. Summary of Concerns (Please refer to the Academic Performance Inventory):

II. Recommended Accommodations and Interventions

III. Identify methods to be utilized to assess effectiveness of accommodations/intervention:

III. Date of Reconvening of Student Support team to review progress: _____

III. Results of Accommodations & Interventions;

V. Recommendation	VI. Team Members	Role
A. _____ No Services Warranted	_____	_____
B. _____ Additional Trial of Accommodations/Interventions	_____	_____
C. _____ Continue Proven Accommodations/Interventions	_____	_____
D. _____ 504 Referral	_____	_____
E. _____ SE Referral	_____	_____
F. _____ Other	_____	_____