



Seven Hills Charter Public School Academic and Behavior Support Guide (District Curriculum Accommodation Plan)

Our mission at Seven Hills Charter Public School is to prepare a diverse cross-section of Worcester children for success as students, workers, and citizens by providing them with a high-quality education at prevailing public school costs.

Seven Hills Charter Public School does not discriminate on the basis of race, color, national origin, religion, sex, ethnicity, sexual orientation, age, ancestry, athletic performance, disability status, housing status, proficiency in the English language or a foreign language, or prior academic achievement.

Philosophy Statement:

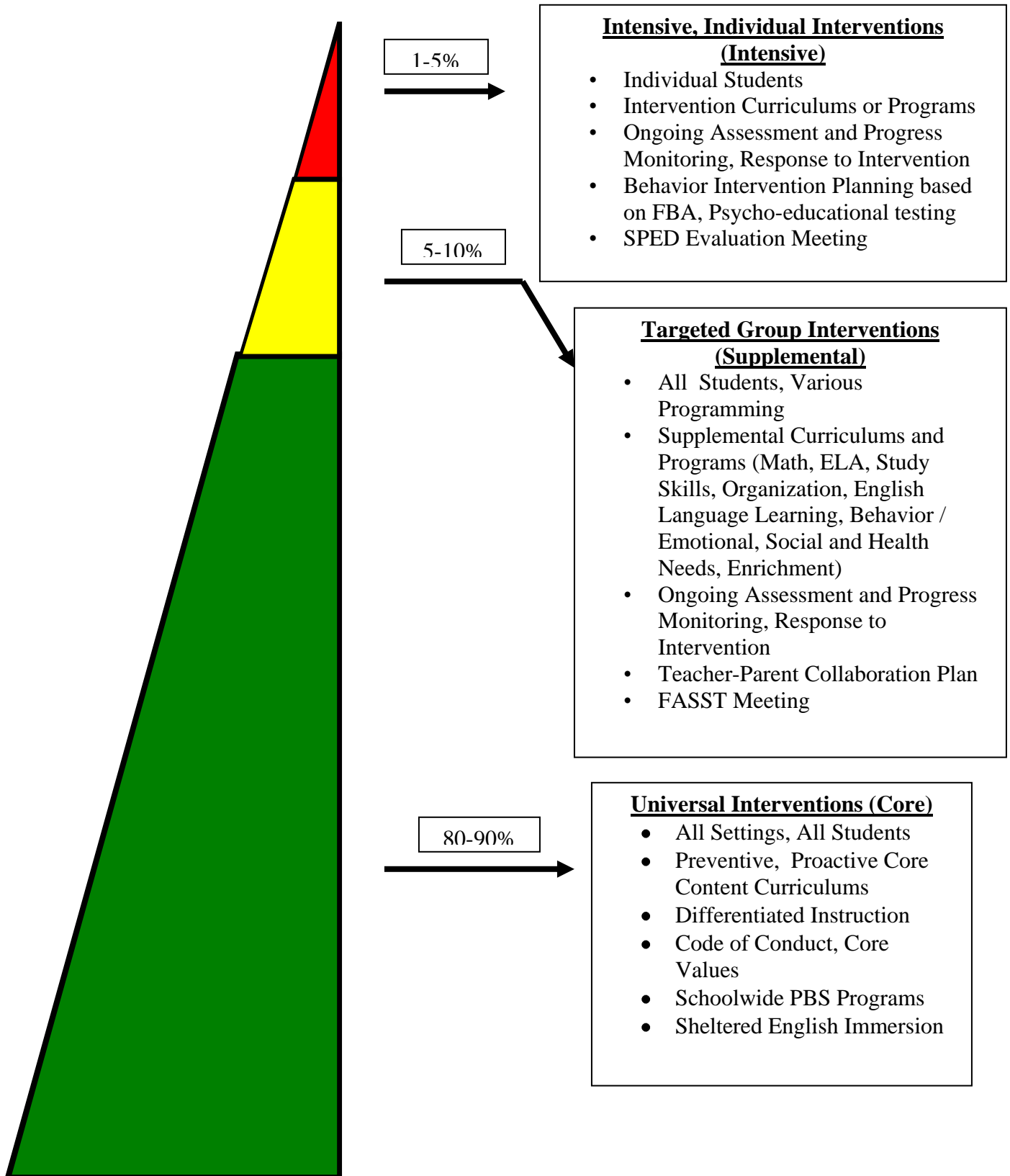
At Seven Hills, we firmly believe that all students are capable of meeting the high standards we set for academic and behavioral performance and we understand that the entire school community shares the responsibility of helping each child succeed.

Each core classroom is staffed by a core teacher and a highly qualified assistant who work together with school support staff (English language learning teachers, reading and math specialists, special education teachers and related service providers) to ensure student achievement data is analyzed so that instruction can be differentiated in order to meet the wide range of needs present in every classroom. To do this, students participate in full class lessons as well as small group or one to one instructional opportunities. By flexibly grouping students and integrating the arts and technology into the classroom, students can access the general curriculum and demonstrate their understandings in a variety of ways.

The school curriculum is designed to allow for individualized action planning. By using a three-tiered approach, all students are exposed to a rich core program as well as daily opportunities for enrichment or remediation, based on needs identified through data analysis, observation and interview techniques. The final tier of the Seven Hills program provides a full range of services for students with specialized needs. For additional information regarding the components of our three-tiered curriculum, please refer to the “Curriculum Overviews” section of the Seven Hills Staff and Family Handbook and Policy Manual.

Seven Hills supports a collaborative model of educating children. Our goal is to work as a team to ensure that each student receives the appropriate level of challenge and support. When teachers and staff join forces with families and community members, children gain access to a powerful network of support. By using the problem solving model described below, we can explore the heart of a concern and design, implement and monitor the effectiveness of interventions. The Family and Student Support Team (FASST) has been developed to help staff and families navigate through the support process at Seven Hills. Staff members, parents or students can request support through the FASST process by submitting a FASST ticket through the Seven Hills Help Desk or by calling the FASST Coordinator, Sherry Trainque (x2252). Following the referral, a member of the FASST team will conduct an intake interview to begin the problem solving process.

Three Tiered Model of Support



The Problem Solving Model and FASST Process

Problem Identification

Is the child at risk of difficulty learning because of missing academic or behavioral skills?

Staff member, parent, student or FASST team identifies a concern. The staff member works with the student, family and colleagues to address the concern. If improvement is not noted, the staff member, parent or student can trigger the FASST process by creating a Help Desk ticket.

Problem Validation (Certification)

Is the child missing skills that precipitate behavior (behavioral or academic) of sufficient severity and persistence that intervention is warranted?

Why is the problem occurring?

A FASST case manager will meet with the person making the referral to carefully complete an intake packet and conduct an intake interview. At this time, the case manager will record information regarding the concerns and the child's response to intervention. The case manager may recommend additional observation or data collection (see data collection charts) and may offer some initial interventions to be tried (see FASST resource binder, Interventioncentral, PRIM, BIM). The FASST Coordinator will develop a FASST team and schedule a meeting date.

Exploring Solutions

What skills should be taught and how should they be taught?

What are the goals of instruction?

A FASST meeting will be held with the parent, referring teacher and support team to brainstorm interventions and develop an action plan. (see FASST facilitation guide)

Evaluate Solutions

Is the intervention effective in improving the child's academic/social behavior?

The case manager will follow up with the referring individual to monitor student progress and determine if further interventions or evaluations are necessary.

Problem Solution

Is the child still at risk for learning difficulties due to the identified problem?

Is the intervention still warranted or is another in order?

If the FASST participants suspect that the student may have a disability requiring specialized instruction, they may refer the student for a special education evaluation.

Academic Data Collection Suggestions:

Source of Information	Location of Information / How to Access Support with Collection
Enrollment History	Cumulative File – Main Office, Sign Out Log
Retention Information	Cumulative File – Main Office, Sign Out Log
Interview Previous Teachers	
Medical Information, Vision, Hearing (per release)	Cumulative File – Main Office, Sign Out Log Nurse’s Office
Mental Health Information (per release)	School Psychologist, Guidance Counselor
Attendance / Tardies	Student Information Manager – Main Office
Observation Notes	Personal Records, PBS or Special Ed Request
Work Samples	Personal Records, Portfolio
SLCs	Cumulative File – Main Office, Sign Out Log
MCAS	Cumulative File – Main Office, Sign Out Log Test Wiz
DIBELS - (ORF, NWF, PSF,ISF)	AIMS Web, Test Wiz (Personal, Reading Specialist)
SRI	Reading Specialist
GRADE	Test Wiz, Reading Specialist
MAZE	AIMS Web, Reading Specialist
AIMS Web TENS or CBM (PA)	AIMS Web, Math Specialist
YPP (EA, JA)	YPP, Math Specialist
ELL Performance Results (Mela-O, MEPA)	ELL Teacher
Other:	
Other:	

Behavioral Data Collection Suggestions:
(Contact your BIS Representative for assistance collecting data.)

Method	Usefulness	Examples of Behaviors
Functional Behavior Analysis	Completed by school psychologist, behavior intervention specialist or guidance counselor. Synthesizes observations, and interviews with student, family and staff. Links family history and home and health with school performance information assessment.	Repetitive or severe behavioral or emotional needs.
Functional Behavior Analysis / Behavior Intervention Plan (Simplified)	Completed with referring teacher, family member and FASST / PBS Team. Identifies triggers and alternative pathways.	Emerging trends of emotional or behavioral needs.
Permanent Product	Precise and objective	Words correct on a spelling test. Number of toys left on the floor. Number of windows broken each week.
Narrative Recording	Gives a good picture of overall situation. Information can then be put into a sequence analysis to determine if there are any identifiable antecedents or consequences that reinforce the behavior.	Useful whenever the problem is especially difficult to define.
Duration Recording	Provides useful information when how long a behavior persists is the primary concern.	How long a tantrum lasts? How long a child spends reading each day?
Behavior Observation for Students in School (B.O.S.S.)	Useful measure of whether or not a child is engaged or on-task.	How actively engaged a student is compared to peers? How off-task a student is compared to peers?
Scatter Plot	Combined with frequency counts, it is intended to help identify those times of the day/setting that may be more problematic for students.	Is the behavior more problematic in the morning? Does the behavior only occur in a particular class? Does the behavior only occur during transitions?
Latency Recording	Recording the length of time it takes a student to engage in a behavior following a direction.	Amount of time it takes a student to start his homework once provided with a direction.
Frequency Counts	Useful measurement technique especially for monitoring progress since it can be graphed.	How often a student raises their hand to participate? The number of times a student hits another student. Days absent from school Number of times a child goes to the bathroom.

FASST Referral Intake Form

Date _____

Student Name _____ Grade _____

Referred By _____

Case Manager _____ Intake Interview Date/Time _____

Primary Area of Concern

Academic Behavior Social / Emotional Attention Attendance

Health OT Speech Other: _____

Please provide some specific **examples and baseline data**:

What are this student's areas of strength?

OBSERVATIONS/INFORMATION (Check the cumulative file, if needed):

Current or Past Services

IEP 504 ELL Counseling Medical Other: _____

Has this student been retained in any grade? ___ Yes: Grade ___ ___ No

Has this child ever been referred for testing, or to FASST? ___ Yes ___ No

If yes, what was the outcome? _____

Are there currently any **outside agencies** involved with this student? _____

Have there been previous **attendance concerns**? Are there now? Check with Student Information Manager. Attach current attendance information.

___ Attendance is an area of concern:

___ Frequent absences ___ Frequent tardiness ___ Frequent moves

___ Attendance is not an area of concern.

Check with the school nurse to get **vision and hearing screening results**:

HEARING: ___ Passed ___ Failed VISION: ___ Passed ___ Hearing

Referral Interview

Student Name: _____ **Grade:** _____

Referring Teacher: _____

Case Manager: _____

Reminder: Before starting this component please make sure that the referral packet is fully completed and is available during this interview process.

Nature of Concerns

Listening Comprehension

- Not interested in listening to stories, audio tapes, songs and a variety of listening activities
- Experiences difficulty distinguishing between similar sounds
- Experiences difficulty following directions, especially when it's more than one at a time
- Doesn't enjoy participating in class discussions and rarely raises his/her hand to respond
- Unable to follow oral discussion and take notes

Oral Language Development

- Weak articulation skills
- Difficulty with oral language, uses lots of interjections and hesitations (umm, uh, well..)
- Has difficulty communicating ideas
- Forgets a lot of words and can't often remember what he/she was going to say
- Weak vocabulary
- Sentence structure is poor, or too simplistic for age.

Reading Skills

- Confuses words and letters
- Often loses place when reading, requires finger tracking
- Difficulty when silent reading, needs to mouth words or whisper when reading
- Doesn't enjoy reading
- Reluctant Reader
- Reading is slow and deliberate
- Lots of word substitutions, omissions and invented words
- Cannot skim or scan for pertinent information
- Cannot re-tell parts of the story, prediction skills are weak

Writing Skills

- Rarely enjoys writing and responds negatively to written activities
- Written work is rarely legible
- Experiences difficulty when copying instructions from the board, orally or chart paper
- Rarely completes written assignments
- Written work is poorly organized and difficult to follow

- ❑ Punctuation and grammar is weak and often missing
- ❑ Written ideas lack cohesion and sequence
- ❑ Ideas are poorly written and expressed
- ❑ Written work is often difficult to understand
- ❑ Spelling is weak
- ❑ Letters and/or words are often reversed

Mathematics

- ❑ Rarely sequences numbers, equations and formulas appropriately
- ❑ Unable to perform 'mental math'
- ❑ Computations are usually inaccurate
- ❑ Many careless errors, often chooses the wrong operation
- ❑ Difficulty understanding mathematical concepts
- ❑ Rarely uses mathematical terms appropriately both orally and in written work
- ❑ Does not remember the math facts (although today, many children aren't committing the math facts to memory)
- ❑ Cannot do mathematical word problems

Motor Skills

- ❑ Is often clumsy and accident prone
- ❑ Has weak co-ordination
- ❑ Awkward gait
- ❑ Weak fine motor skills (evidenced in art, written work, copy etc.)
- ❑ Holds pencils, pens, crayons, scissors inappropriately - too hard or not hard enough
- ❑ Exhibits weak large motor co-ordination during gym and recess (falls or trips frequently)

Social Relationships

- ❑ Has a difficulty time establishing friends or has friends that are younger
- ❑ Rarely accepted by peers
- ❑ Argues with peers
- ❑ Doesn't accept responsibility well
- ❑ Avoids peer contact and is often ridiculed or involved in ridiculing
- ❑ Demands instant gratification, seeks a great deal of attention
- ❑ Doesn't like to follow routines and rules

Behavior

- ❑ Often is overly active
- ❑ Rarely completes tasks in the allotted time
- ❑ Often acts out in the classroom and doesn't follow routines and rules
- ❑ Can be extremely moody and acts impulsively
- ❑ Very disorganized
- ❑ Inattentive and distractible
- ❑ Rarely thinks before acting
- ❑ Decision making skills are weak and is often late or absent
- ❑ Easily Frustrated
- ❑ Does not adjust well to changes in routine
- ❑ Frequently finds reasons to leave the classroom (bathroom, nurse, etc.)

Impact of Interventions

Please check and rate the interventions/accommodations you have tried.

1=Ineffective

2=Sometimes effective

3=Usually effective

Academic Interventions

Effectiveness Rating

<input type="checkbox"/> Tutorial Assignment _____ and Tools	1	2	3
<input type="checkbox"/> Instructional Technology _____	1	2	3
<input type="checkbox"/> CWPT _____	1	2	3
<input type="checkbox"/> Preview Materials Prior to Whole Class Instruction	1	2	3
<input type="checkbox"/> Alternative Materials – Same Concepts, Lower Reading Lev.	1	2	3
<input type="checkbox"/> Audio Tapes	1	2	3
<input type="checkbox"/> Pre-Highlight Materials	1	2	3
<input type="checkbox"/> Prepared Notetaking Form	1	2	3
<input type="checkbox"/> Sentence Starters, Fill in Blanks	1	2	3
<input type="checkbox"/> Use Index Cards to Record Major Themes	1	2	3
<input type="checkbox"/> Provide Discussion Questions Prior to Lesson	1	2	3
<input type="checkbox"/> Give Pg. #'s to Help Find Information	1	2	3
<input type="checkbox"/> Procedural Guides – Checklists	1	2	3
<input type="checkbox"/> Shorten Assignment to Focus on Mastery of Key Concepts	1	2	3
<input type="checkbox"/> Substitute Alternatives for Written Assignments / Vary Assessment Format	1	2	3
<input type="checkbox"/> Provide Quiet Workspace	1	2	3
<input type="checkbox"/> Provide Study Guides	1	2	3
<input type="checkbox"/> Provide Tools (Numberlines, Alphabets, Formulas, etc.)	1	2	3
<input type="checkbox"/> Other _____	1	2	3

Language or Motor Interventions

<input type="checkbox"/> Allow Extra Time for Processing / Writing or Copying	1	2	3
<input type="checkbox"/> Do Warm Up Exercises	1	2	3
<input type="checkbox"/> Simplify Instructions – Student Repeats Steps Back with Visual Cue	1	2	3
<input type="checkbox"/> Use Consistent Soundbites – Emphasize and Repeat Key Vocabulary and Concepts	1	2	3
<input type="checkbox"/> Provide Visual Cues	1	2	3
<input type="checkbox"/> Provide Opportunities to Process Information Verbally with Peer	1	2	3

___ Provide Demonstrations and Opportunities to Participate Kinesthetically	1	2	3
___ Introduce or Reinforce Concepts Through Art and Music	1	2	3
___ Explicitly Teach Connections (To Text or Learning Experiences, Self and World)	1	2	3
___ Teach Imagery	1	2	3
___ Summarize Information and Teach Summarization Strat.	1	2	3
___ Categorize Information to Identify Connections	1	2	3
___ Explicitly Teach Semmantic and Syntatic Features	1	2	3
___ Bring Copying Task to Nearpoint	1	2	3
___ Have Student Write on Slanted Surface	1	2	3
___ Provide Tools (i.e. specialized grip, paper, etc.)	1	2	3
___ Allow Alternative Body Positions While Working	1	2	3
___ Other _____	1	2	3

Behavioral Interventions

I. Prevention Techniques

___ Change in seating	1	2	3
___ Modify assignments to match skill level	1	2	3
___ Use visual cues/graphic organizers	1	2	3
___ Provide written/visual schedule	1	2	3
___ Use proximity cues	1	2	3
___ Provide choice about assignment	1	2	3
___ Use physical cues	1	2	3
___ Minimize/Structure transition time	1	2	3
___ Other _____	1	2	3

II. Instructional Techniques

___ Reminder of expectations before activity	1	2	3
___ Written behavior contracts	1	2	3
___ Teach self-monitoring	1	2	3
___ Model/practice/praise expectation in context	1	2	3
___ Systematic feedback about behavior	1	2	3
___ Daily check-in/check-out with adult to discuss progress and goals for improvement	1	2	3
___ Other _____	1	2	3

III. Consequences for Behavior

(To increase behavior)

___ Frequent, consistent, specific verbal praise	1	2	3
___ Referral to other adults for praise	1	2	3
___ Nonverbal praise (high five, thumbs up)	1	2	3
___ Parent contact	1	2	3
___ Point system for specific behavior	1	2	3
___ Incentive (circle: daily, weekly, monthly)	1	2	3
___ Reinforcement type:			

	Consumable (food, drink, candy)	1	2	3
	Tangible (toys, games, stickers)	1	2	3
	Social (partner work, talk-time)	1	2	3
	Independence (HW pass, free time)	1	2	3
<i>(To decrease behavior)</i>				
___	Time out procedures in classroom	1	2	3
___	Sent to office/counselor	1	2	3
___	Loss of privileges	1	2	3
___	Detention/Suspension	1	2	3
___	Parent contact	1	2	3
___	Verbal reprimand	1	2	3
___	Other _____	1	2	3

Next Steps
Data Collection

Question to Be Answered	Tool / Technique to Be Used to Find Answer	Person Responsible	Due Date	Completed

Interim Intervention Suggestions

Intervention	Tools Needed	Person Responsible	Outcome

Invitees _____

FASST Team Meeting Facilitator's Guide

Part 1 (6min.)

Define Problem

- Remind Team about issues pertaining to confidentiality and protocol
- Assign a notetaker and timer for the meeting
- Ask referring teacher to concisely explain problem
- Re-state problem in observable and measurable ways
- If there is more than one problem noted, list in order of importance
- **DO NOT ALLOW TEAM MEMBERS TO ASK QUESTIONS YET**

Problem Certification

- Present data collected
- Describe interventions attempted

Part 2 (4min.)

Problem Clarification

- Invite team members in sequence to ask questions
- Allow team members to pass
- Redirect questions that criticize teacher
- **DISCOURAGE SUGGESTIONS AT THIS TIME**

Part 3 (12min.)

Explore Solutions

- In sequence, allow team members to offer practical suggestions
- Suggestions should be directed towards facilitator not teacher
- Focus on options that are positively driven and can be employed immediately
- **DISCOURAGE THE TEACHER FROM RESPONDING AT THIS TIME**

Part 4 (5min.)

Selection of Solutions to Be Implemented

- Allow referring teacher to guide this process and indicate which workable ideas will be adopted. An explanation as to why is not necessary.

Part 5 (2min.)

Plan Development

- Invite teacher to map out details time including time frame
- Arrange for follow-up planning time
- Establish follow-up meeting if necessary

Part 6 (1min.)

Wrap-up

- Summarize what has been achieved at this meeting
- Use meeting form as a tool to summarize.
- Save all forms.

FASST Solution Sheet

Student Name:

Grade:

Date:

Referral Made By:

Meeting Attendees:

Area of Concern:

Baseline Data:

Problem Stated in a Observable Measurable Terms (using Data):

Measurable Goal:

Interventions (Classroom, School, Home, Community):

Intervention	Frequency/Duration/ Grouping	Progress Monitoring Tools	Driver

Intervention	Frequency/Duration/ Grouping	Progress Monitoring Tools	Driver

Intervention	Frequency/Duration/ Grouping	Progress Monitoring	Driver
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		Tools	

Intervention	Frequency/Duration/ Grouping	Progress Monitoring Tools	Driver

Other

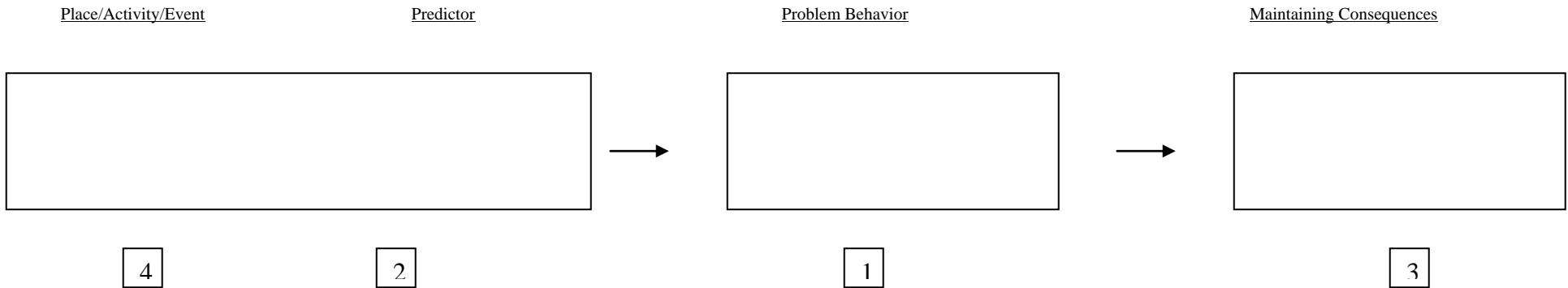
Notes: _____

Next Steps (If any):

Follow Up Meeting: _____

Case Manager: _____

Functional Behavior Assessment (Simplified)



Complete the diagram following the numbered sequence (Behavior first, then Predictors, etc.). Consider the items below as possible elements for inclusion in the series.

What events, places, or activities tend to be associated with the behavior?

- Lack of sleep
- Illness
- Physical pain
- Hunger
- Trouble at home
- Fight/conflict with peers
- Noise/distractions
- Other:

What appears to set off the behavior?

Class demands that are:

- Too hard
- Boring
- Unclear
- Long

- Teacher reprimands
- Peer teasing
- Peer encouragement
- Other:

What does the behavior look like?

- Late to class
- Talking out
- Disruptions
- Inappropriate language
- Disrespectful behavior
- Property destruction
- Carrying weapons
- Fidgeting
- Not completing work
- Stealing
- Threaten
- Vandalism
- Insubordination
- Other:

What does the student gain from engaging in the problem behavior?

Escape or Avoid

- Teacher demands
- Teacher reprimands
- Teacher correction
- Peer social contact (teasing)
- Tasks (long, difficult)

Get Attention

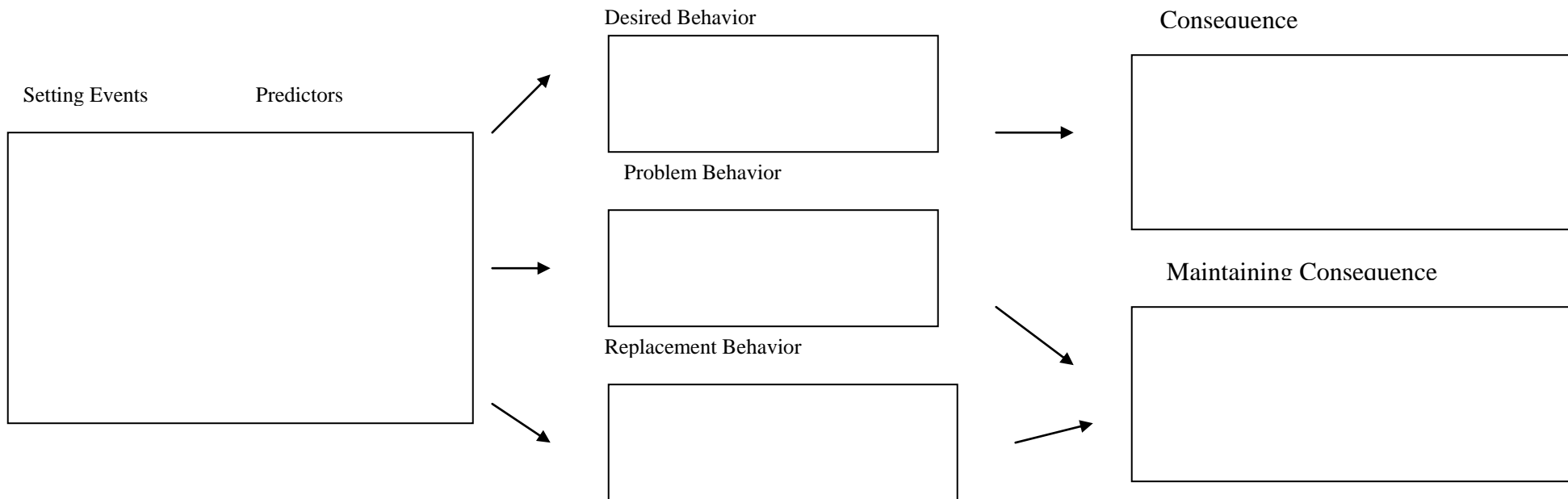
- From Peers
- From Teacher/adult

Get Activity or Item

- Access to a game
- Access to a toy
- Access to food
- Access to money
- Access to a task

* Transfer the above information into the Behavior Intervention Plan form to develop an appropriate support plan.

Behavior Intervention Plan



<p>What are the ways to change the setting to make the problem behavior unnecessary?</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Clarify rules and expected behavior for whole class <input type="checkbox"/> Written contract with student <input type="checkbox"/> Change seating arrangements <input type="checkbox"/> Change schedule <input type="checkbox"/> Other:

<p>What are the ways to prevent the problem?</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Reminders about behavior when problem behavior is likely <input type="checkbox"/> Provide extra assistance <input type="checkbox"/> Modify work to match student's skills <input type="checkbox"/> Other:

<p>What can be done to increase expected behaviors or to teach a replacement behavior?</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Practice expected behavior in class <input type="checkbox"/> Self-management program <input type="checkbox"/> Other:

<p>What should happen when a problem behavior occurs?</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Rewards/Punishment program <input type="checkbox"/> Contact with parents <input type="checkbox"/> Reduced privileges <input type="checkbox"/> Time out <input type="checkbox"/> Office referral <input type="checkbox"/> Reprimand in Class <input type="checkbox"/> Other:

<p>What should happen when desired/replacement behavior occurs?</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Reward program <input type="checkbox"/> Praise from teacher <input type="checkbox"/> Other:

