Winchendon Public Schools
District Curriculum Accommodation Plan

A Resource Guide for Teachers, Principals, Student Support Services Personnel, Paraprofessionals, and Parents to Meet the Needs of all Learners

DCAP Table of Contents

I. Mission, Vision, & Core Beliefs of the Winchendon Public Schools Public Schools

Mission: Our mission is to collaboratively provide a safe, inclusive, and engaging learning environment to create compassionate and powerful critical thinkers in an ever-changing world.

Vision: Our vision is to provide an equitable and excellent well-rounded education that will prepare every student for success in college, career, and life!

Core Values & Beliefs: Our core values are grounded in the importance of respect, responsibility, accountability, integrity, and empathy.

We believe all students can learn and in order for students to reach their fullest potential, we will provide:
- A culturally responsive and safe learning environment
- Equitable opportunities to grow
- High expectations in all settings
- Welcoming classrooms and school communities to foster caring relationships and a sense of belonging
- School building schedules designed to ensure adequate time on learning for all content areas
- Effective HQIM tools and resources to access rigorous curriculum and instruction that aligns to on or above grade-level state standards

II. What is a District Curriculum Accommodation Plan?

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). Massachusetts General Laws, Chapter 71, Section 38Q1/2 states that:

> *"A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education programming, including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement."*

Purpose of DCAP

The Winchendon Public School District recognizes that:

- Students have different rates and styles of learning
- Students are diverse in their cognitive, physical, linguistic, social and emotional development
- Students differ in their ability to work and study independently
- At various times, students experience different reactions and responses to curriculum and instructional task demands
- Students require different amounts of supervision and instruction

It is with these statements in mind that this DCAP was designed. It provides an accounting of resources and accommodations available to all students and classroom teachers. The DCAP provides a process that each school follows in order to support struggling learners.

This plan is intended to guide principals and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in any school. By describing in a document the accommodations, instructional supports and strategies that are available in general education, and the process for determining effective interventions for struggling learners, it is hoped that this DCAP will help support diverse learners in our schools.

The plan encompasses the following:

- Assistance to general education teachers in analyzing, assessing and accommodating diverse learners within the regular classroom;
- Accommodations to meet needs of the diverse learning styles within a regular education class;
- Provision of appropriate services and support within the regular education classroom;
- Services to address the needs of children whose behavior may interfere with learning;
- Encouragement of parental involvement in their children's education;
- Encouragement of teacher mentoring and collaboration;
- Delineation of resources available to teachers in the areas of student support, mentoring, professional development and coaching

School Councils and District Accommodation Plan, Ch. 71 Section 59C Amended Language

The school council, including the school Principal, shall meet regularly and shall assist in the identification of the educational needs of all students attending the school, shall make recommendations to the principal for the development, implementation and assessment of the Curriculum Accommodation Plan required pursuant to Section 38Q1/2, shall assist in the review of the annual school budget and in the formulation of a School Improvement Plan.

Parental Involvement

The Winchendon Public Schools encourage and foster parent involvement in their child's education. Some of the ways this is done are:

- Home/school communication through the Principal and classroom newsletters
- School website to post school communication
- Parents as members of the Winchendon Public School's school councils and Superintendent's Council
- Working collaboratively with the Winchendon Public Schools PTO, the Winchendon Coordinated Family and Community Engagement coordinator, and SEPAC-sponsored events
- Yearly open house and parent conferences
- Participation in curriculum nights, field trips, seasonal celebrations, and special events
- Parent volunteer programs
- Progress reports and report cards

III.   Data-Based Decision Making

A variety of data sources are used in the Winchendon Public School District to analyze students' learning needs, including, but not limited to:

MCAS

Renaissance STAR assessments
mCLASS DIBELS 8 assessments
ACCESS for ELLs
Classroom and subject specific assessments

The Winchendon Public Schools have aligned their curriculum to the MA Curriculum Frameworks and review and update it on an ongoing basis. Based on the data, teachers analyze each student's strengths and weaknesses, and the supports they will need to progress effectively in the general education classroom.

When a student is identified as having an unfulfilled learning need, the classroom teacher will seek available resources, specialist and teacher consultation, parental input, and professional expertise to clarify the learning challenge. Together, educators will develop and implement strategies and educational techniques that are designed to remediate or accommodate the learner's individual needs. This program will incorporate any regular educational resources that are available and will take into consideration any known educational history or individual information that may be educationally relevant.

IV.   The Instructional Support Intervention Process

A strong instructional support intervention system enables school practitioners to identify which aspects of the student's educational environment must be changed to ensure learning in general education. Figure 1 provides an outline of the support process in the general education classroom. Figure 2 provides an outline of the Student Support Team process, again as utilized in the general education setting. Lastly, Figure 3 provides a list of possible assessment directions to assist in determining appropriate instructional support services. The instructional support system should consist of ongoing systemic efforts to accommodate all students' learning needs within the general education classroom.
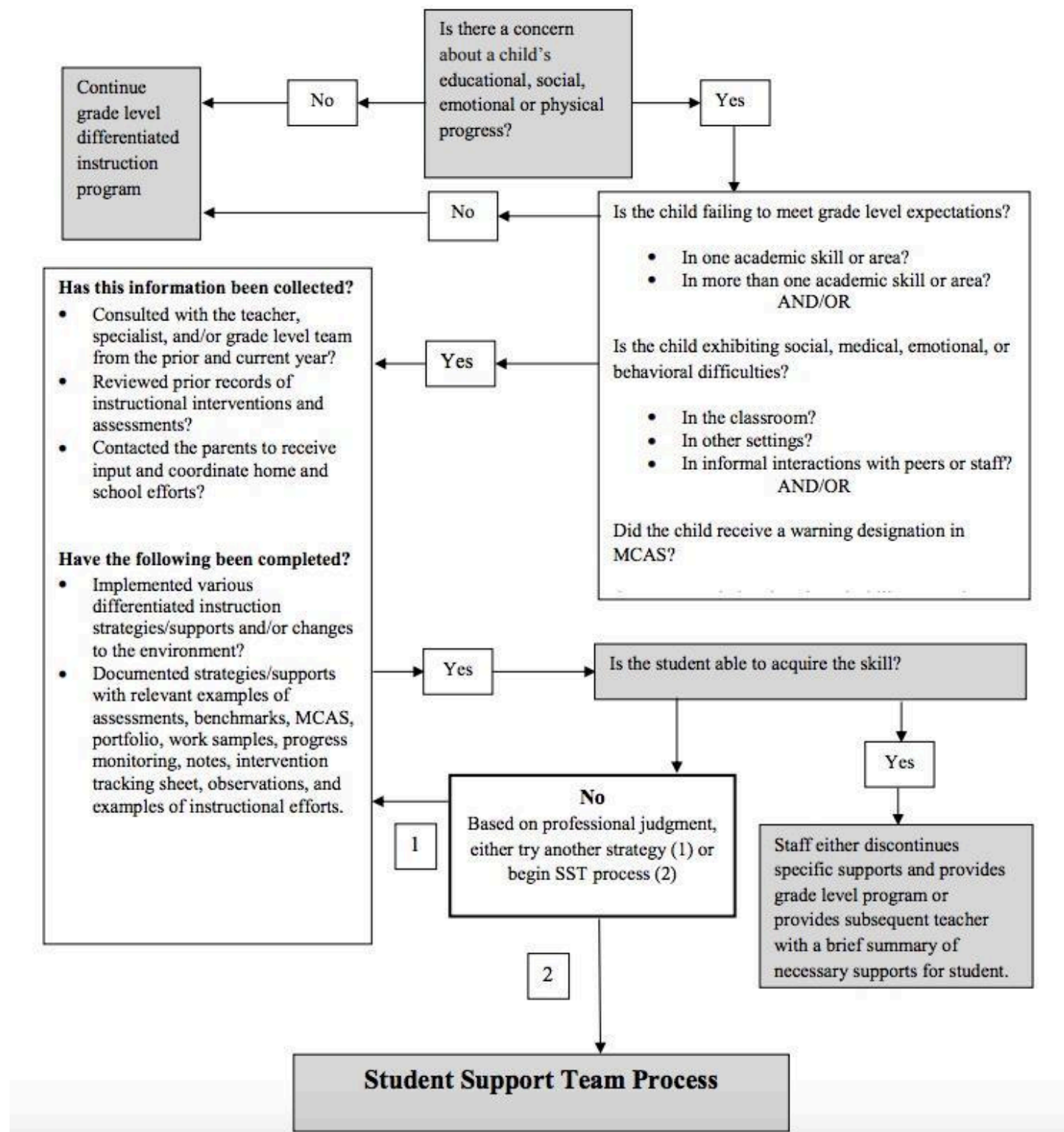
FIGURE 1: Instructional Support Flow Chart

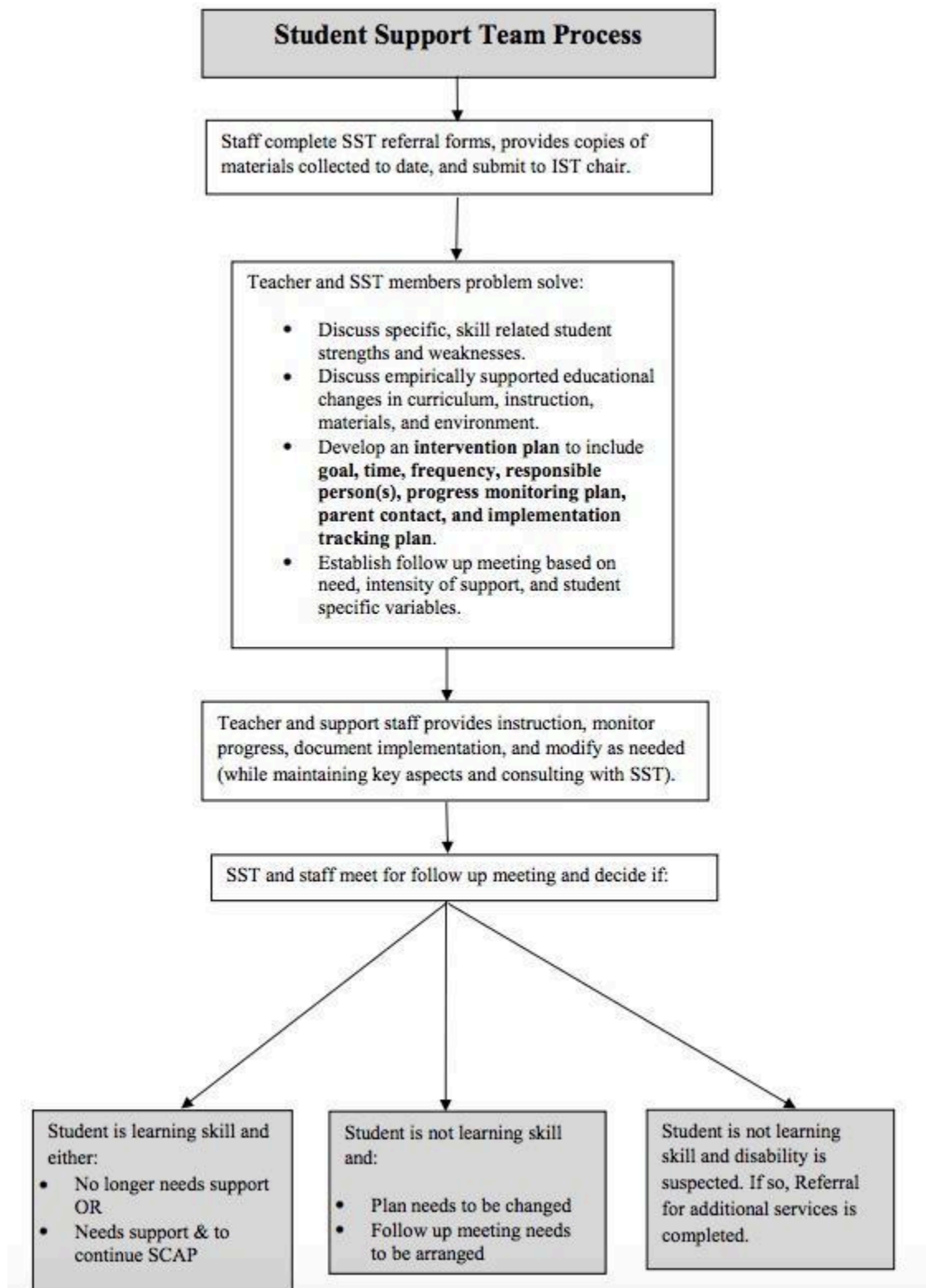Is there a concern about a child's educational, social, emotional or physical progress?

No → Continue grade level differentiated instruction program

Yes → Is the child failing to meet grade level expectations?

Is the child failing to meet grade level expectations?
- In one academic skill or area?
- In more than one academic skill or area?

AND/OR

Is the child exhibiting social, medical, emotional, or behavioral difficulties?
- In the classroom?
- In other settings?
- In informal interactions with peers or staff?

AND/OR

Did the child receive a warning designation in MCAS?

No → Continue grade level differentiated instruction program

Yes →

Has this information been collected?
- Consulted with the teacher, specialist, and/or grade level team from the prior and current year?
- Reviewed prior records of instructional interventions and assessments?
- Contacted the parents to receive input and coordinate home and school efforts?

Have the following been completed?
- Implemented various differentiated instruction strategies/supports and/or changes to the environment?
- Documented strategies/supports with relevant examples of assessments, benchmarks, MCAS, portfolio, work samples, progress monitoring, notes, intervention tracking sheet, observations, and examples of instructional efforts.

Yes → Is the student able to acquire the skill?

No | 1 → Based on professional judgment, either try another strategy (1) or begin SST process (2)

Yes → Staff either discontinues specific supports and provides grade level program or provides subsequent teacher with a brief summary of necessary supports for student.

2 →

Student Support Team Process

FIGURE 2: Student Support Team Process

Student Support Team Process

Staff complete SST referral forms, provides copies of materials collected to date, and submit to IST chair.

Teacher and SST members problem solve:

- Discuss specific, skill related student strengths and weaknesses.
- Discuss empirically supported educational changes in curriculum, instruction, materials, and environment.
- Develop an **intervention plan** to include **goal, time, frequency, responsible person(s), progress monitoring plan, parent contact, and implementation tracking plan**.
- Establish follow up meeting based on need, intensity of support, and student specific variables.

Teacher and support staff provides instruction, monitor progress, document implementation, and modify as needed (while maintaining key aspects and consulting with SST).

SST and staff meet for follow up meeting and decide if:

Student is learning skill and either:
- No longer needs support OR
- Needs support & to continue SCAP

Student is not learning skill and:
- Plan needs to be changed
- Follow up meeting needs to be arranged

Student is not learning skill and disability is suspected. If so, Referral for additional services is completed.

FIGURE 3: Questions That May Help Guide the Assessment of Student Instructional Needs

Questions	Assessment Strategies
How does the student perform within/outside of the classroom and in structured and unstructured activities? ● mastery of basic academic and social skills ● functioning in small group/whole class activities ● peer relations and teacher/adult relations ● strengths/weaknesses	● MCAS analysis ● Benchmark assessment analysis ● Systematic observation of student ● Student work products ● Teacher reports ● Anecdotal records ● Curriculum-based assessment ● Interview with the student and family
Are there gaps in the student's school history? Frequent changes in schools? Erratic school attendance?	● Review of the school history/record ● Family interview
Is the student from a linguistically or culturally different background? What do we know about: ● proficiency in oral/written tasks in English and the primary language of the home ● ability to understand directions in English ● primary language of casual conversation ● experience with different types of learning tasks ● child and parent attitude toward primary language ● student comfort with school culture	● Language assessment by assessor fluent in student's primary language ● English proficiency assessment ● Family interview/home visit ● Interview with student ● Student work products ● Classroom observation ● Teacher reports ● Diagnostic teaching
Are outside factors influencing student's performance? ● family trauma/crisis ● physical care ● involvement of outside agencies ● employment	● Family interview/home visit ● Interview with student ● Interview with others with assessment information
What types of effective teaching strategies are used in the classroom? ● clear teacher expectations ● opportunities for multisensory input/output ● a range of instructional materials offered ● effective behavior management ● teaching style matched to student need ● prompt teacher feedback ● ongoing assessment ● uses assessment to guide instruction	● Systematic observation of settings in which the student has difficulty and success ● Student work products ● Anecdotal records ● Teacher reports ● Curriculum-based assessment ● Formal/informal test results ● Consultation with parents on effective ways to learn or demonstrate learning
Is the curriculum broad enough to meet the needs of diverse learners? ● developmentally appropriate ● accommodates learner diversity ● experientially based	● Systematic observation ● Teacher reports ● Curriculum-based assessment ● Formal/informal test results
Do school conditions provide the learner with needed resources and supports? ● availability of support services	● Systematic observation of the school environment ● Review of instructional materials ● Student work products

● up to date instructional materials ● availability of instructional technology	

V. Support for English Language Learners

The Winchendon Public Schools are fortunate to have students from a variety of cultural and linguistic backgrounds in our schools. Our ELL students not only are learning to read, write and speak English, but they also speak Spanish, Arabic, Portuguese, Chinese, Vietnamese, Urdu, or other languages.

To ensure that English Language Learners acquire proficiency in English as rapidly and effectively as possible and, within a reasonable period of time and achieve the same rigorous grade-level academic standards that are expected of all students, ELL students have all of the supports available to every student, as well as:
- English proficiency testing upon enrollment
- ACCESS for ELL's yearly testing
- Classroom teachers trained in Sheltered English Immersion
- Support for classroom work
- English Language Development from certified ESL (English as a Second Language) teacher
- Monitoring for an additional four years after reaching proficiency

VI. Differentiation and Supports in General Education

These supports are considered "good teaching strategies" and may be provided within the General Education Program for students who are struggling (when appropriate). These differentiation strategies include accommodations that can be incorporated into classroom instruction, teaching environment or materials, or into how students are invited to demonstrate their understanding and skills. Each gradespan maintains a similar but developmentally appropriate list of representative, suggested strategies that teachers can reference at any point when considering how to support students - but especially throughout the Student Support Team process. These lists are not inclusive of all strategies that may be successful with individual students.

Differentiation Strategies: PreK-5
Differentiation Strategies: Murdock Middle School
Differentiation Strategies: Murdock High School

Personnel and Support Services Available to all Students:

Services	Staff member	Assistance with:
Coordination and Supervision	School administration (All schools)	● What sources of support are available within the school? ● Support of staff as they implement student services ● Consultation to parents ● Assistance in development, revision, & evaluation of the curriculum ● Development of standards of conduct
Counseling Services	School Psychologist (All schools) School Guidance Counselor / School Adjustment Counselor (All schools)	● School related mental health issues ● Social skills training ● Stress management and mindfulness ● Consultations with parent, student and outside therapists.
School and Career Counseling	School Guidance Counselor / School Adjustment Counselor	● Aptitude testing ● Career and college guidance
Health Counseling	School Nurse (All schools)	● Consultations with parent, student and doctor

		● Assistance with obtaining MASSHealth and other out of school supports
Behavior Consultation	Board Certified Behavior Analyst School Psychologist (All schools) School Guidance Counselor/School Adjustment Counselor (All schools) Behavior Specialist (Memorial/ TTE) ABA Specialist (Memorial/TTE)	● Observation and planning for school based behavioral issues ● Developing behavioral plans
Oversight	Director of Pupil Personnel Services	● Assistance finding support and services ● Collaborative planning with parents and staff ● Oversight of services available
Therapeutic Consultation	OT, Speech and Language Specialists	● Provide parent and teacher consultation ● Classroom observation of students ● Informal screenings ● General education supports such as articulation training
Student Support Team	School based SST	● Consultation to teachers on behavioral and academic issues

VII.   Massachusetts Tiered System of Supports

The Massachusetts Tiered System of Support (MTSS), provides a framework for school improvement that focuses on system level change across the classroom, school, and district to meet the academic and non-academic needs of all students, including students with disabilities, English language learners, and students who are academically advanced. It guides both the provision of high-quality core educational experiences in a safe and supportive learning environment for all students and academic and/or non-academic targeted interventions/supports for students who experience difficulties and for students who have already demonstrated mastery of the concept and skills being taught. (DESE 2011)[1]

Tier I Instruction

Quality instruction begins with strong curriculum which is aligned to the MA Frameworks, which is differentiated through the use of formative data to provide instruction designed to meet the specific needs of each student. All students are screened on a periodic basis to identify struggling learners who need additional support. This includes gathering accurate and reliable data on all students, interpreting data and using it to make meaningful instructional changes for students.

Tier II instruction

In Tier II, students who have been identified as not making adequate progress in the core curriculum are provided with increasingly intensive targeted instruction, based on levels of performance and rates of progress. Instructional programs are targeted to the student's need and have a strong evidence-base for use. Tier II is a mechanism for systematically evaluating and providing early intervention for students who are at risk for academic or behavioral struggles.

Tier II is defined as "small-group instruction that relies on evidence-based interventions that specify the instructional procedures, duration, and frequency of instruction" (NCRTI, 2010) [2]According to the NCRTI, Tier 2 has three characteristics that distinguish it from core instruction: 1) it is evidence-based, 2) it consists of small-group instruction, and 3) it involves a clearly articulated intervention implemented with fidelity. According to this definition, Tier 2 is meant to provide a limited, but targeted, support system for students who struggle to meet

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[1] http://www.doe.mass.edu/sped/mtss.html

[2] National Center on Response to Intervention. (2010, March). Essential components of RTI—A closer look at response to intervention. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention.

grade-level performance standards. The goal of Tier 2 is to remediate academic skill deficits with the idea that in doing so, students will ultimately be successful in the Tier 1 program without support.

Tier III Interventions

A very small group of children do not progress as expected, even though they participated in high-quality curriculum and received small and large group support. If a student is not making growth after a period of time with Tier II supports, the school may introduce more individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These are Tier III supports, and may occur in or outside of the General education classroom.

Research Based Interventions – Memorial School

Tier I Core Program & **Universal supports** in the Gen Ed classroom	Tier II Additional **small group** interventions in the classroom	Tier III **Intensive** Interventions
- Wit & Wisdom ELA - Enhanced Core Reading Instruction (ECRI) for Wonders 2017 - Self-Regulated Strategy Development (SRSD) writing instruction strategies - Freckle ELA adaptive reading program - Footsteps2Brilliance (PreK-3) - Differentiated Instruction	- Orton Gillingham - Small group targeted reteaching with ECRI - Lexia	Phonics Interventions - Orton Gillingham - Wilson Reading, individualized special instruction - MobyMax - Teach Town Fluency Interventions - Read Naturally, individualized special instruction - MobyMax - Teach Town Vocabulary Interventions - Modified Specialized instruction - MobyMax - Teach Town Comprehension Interventions - Modified Specialized instruction - MobyMax - Teach Town
Math - Illustrative Mathematics - Freckle Math	**Math** - Small group targeted instruction with Illustrative Mathematics - Bridges Mathematics	**Math** - Bridges Mathematics - Teach Town - MobyMax
Behavior - Classroom rules - PBIS school wide - Michelle Garcia Winner Social Thinking Program	**Behavior** - Counseling groups and Lunch Bunch groups - Data tracking - Parenting Groups - Michelle Garcia Winner Social Thinking Program - Student Support Threat Assessment Form (see attached)	**Behavior** - Individual Behavior Plans - Check-in/Check-out plans - School Based Individual Counseling - Data tracking - Michelle Garcia Winner Social Thinking Program - Parenting Groups - Student Support Threat Assessment Form (see attached)

Research based interventions – Toy Town Elementary School

Tier I Core & Universal supports in the classroom	Tier II Additional small group Interventions	Tier III Intensive Interventions
- Wit & Wisdom ELA - Modified Orton Gillingham Tier 1 foundational skills scope & sequence - Self-Regulated Strategy Development (SRSD) writing instruction strategies - Freckle ELA adaptive reading program - Footsteps2Brilliance (PreK-3) - Differentiated Instruction	- Small group instruction with Orton Gillingham intervention materials - Lexia	Phonics Interventions - Orton Gillingham - Wilson Reading, individualized special instruction - MobyMax - Teach Town Fluency Interventions - Read Naturally, individualized special instruction - MobyMax - Teach Town Vocabulary Interventions - Modified Specialized instruction - MobyMax - Teach Town Comprehension Interventions - Modified Specialized instruction - MobyMax - Teach Town
Math - Illustrative Mathematics - Freckle Math	**Math** - Small group targeted instruction with Illustrative Mathematics - Bridges Mathematics	**Math** - Bridges Mathematics - Teach Town - MobyMax
Behavior - Classroom rules - PBIS school wide	**Behavior** - Social skills and counseling groups - Data tracking - Student Support Threat Assessment Form (see attached)	**Behavior** - Individual Behavior Plans - Check in/Check out plan - Data tracking - Student Support Threat Assessment Form (see attached)

Research Based Interventions – Murdock Middle School & Murdock High School

Tier I Core & Universal supports	Tier II Additional small group Interventions	Tier III Intensive Interventions
Reading- (Curriculum is Course Specific)	**Reading-**	**Reading-**
6- English 6	Mentoring block	Orton Gillingham (Special Ed. only)

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	- Peer Tutoring - Targeted Reading Intervention - IXL - Rewards Plus - After School tutoring and homework support - After school help with teachers	- Individual support for students in ELL or Special Education
7- English 7	- Mentoring block - Peer Tutoring - Targeted Reading Intervention - IXL - Rewards Plus - After School tutoring and homework support - After school help with teachers	- Orton Gillingham(Special Ed. only) - Individual support for students in ELL or Special Education
8- English 8	- Mentoring block - Peer Tutoring - Targeted Reading Intervention - IXL - Rewards Plus - After School tutoring and homework support - After school help with teachers	- Orton Gillingham(Special Ed. only) - Individual support for students in ELL or Special Education
9- English 1 College Prep Honors	- Academic Support Center - Tutoring with NHS students - MCAS Prep - After school help with teachers	- Orton Gillingham(Special Ed. only) - Individual support for students in ELL or Special Education
10- English II College Prep Honors	- Academic Support Center - Tutoring with NHS students - MCAS Prep - After school help with teachers	- Orton Gillingham(Special Ed. only) - Individual support for students in ELL or Special Education
11- English III College Prep Honors Advanced Placement	- Academic Support Center - Tutoring with NHS students - MCAS Prep - After school help with teachers	- Orton Gillingham(Special Ed. only) - Individual support for students in ELL or Special Education
12- English IV College Prep Honors Advanced Placement	- Academic Support Center - Tutoring with NHS students - MCAS Prep - After school help with teachers	- Orton Gillingham(Special Ed. only) - Individual support for students in ELL or Special Education
Math	**Math**	**Math**

6th - 8th Illustrative Mathematics, including accelerated sections at 7th & 8th grade ALEKS & Freckle Math adaptive learning platforms for skills practice	● Targeted Math Interventions during mentoring block ● IXL ● Prodigy ● After School tutoring and homework support ● After school help with teachers	Individual support for students in Special Education
9- Algebra I CP Geometry Honors	● Tutoring with NHS students ● Homework Club ● After school help with teachers ● Academic Support Center	Small group, specialized instruction in Algebra Foundations course

10- Geometry CP
   Algebra II CP
   Math Strategies
   Algebra II Honors
   AP Statistics
	● Tutoring with NHS students
	● Homework Club
	● After school help with teachers
	● Academic Support Center
		Small group, specialized instruction in Principles of Algebra & Geometry

11- Algebra II
   Geometry
   Pre-Calculus
   AP Statistics
	● Tutoring with NHS students
	● Homework Club
	● After school help with teachers
	● Academic Support Center
		Small group, specialized instruction in Principles of Geometry & Algebra II

12- Math Modeling
   Statistics
   Advanced Math
   AP or CP Statistics
   AP Calculus
	● Tutoring with NHS students
	● Homework Club
	● After school help with teachers
	● Academic Support Center
		Small group, specialized instruction in Algebra II

Behavior	**Behavior**	**Behavior**
● Classroom rules ● School Counselor ● PBIS (MMS) ● Advisory Period ● Counseling Curriculum, 6-12 ● Student Council- School Culture	● Social skills groups ● Counseling groups ● Student contracts ● Conflict resolution sessions ● PBIS Check in/Check out ● Behavior Support Plans ● Student Support Threat Assessment Form (see attached)	● 1-on-1 Counseling ● Wraparound Services through our Health Center ● Assistance w/ obtaining outside counseling ● Student Support Threat Assessment Form (see attached)

Tier 1 and Tier 2 Threat Assessment Form

The Building Student Support Team should initiate a Threat Assessment Form when a student poses a threat, makes a threat, or if there is a concern that a student may be acting out socially, emotionally, and/or violently. (This document does not need to be completed for every threat made between students in the "heat of the moment" such as during a fight). An administrator, school nurse, school counselor, and/or teacher should activate the team when there is a concern in question. The team should include and/or information should be shared with: Building Administrator, School Resource Officer (if available), school counselor, psychologist, social worker (if involved), teacher(s), and any other counselor or therapist involved with the student. The information for this documentation form can be gathered from a number of sources that may eye witness reports, academic and discipline records, attendance, observations, evaluations, interviews, internet/social media postings, etc.

TIER 1 DOCUMENTATION

Summary Information

Student: _____   School: _____

D.O.B: _____   Gender: _____   Grade: _____   IEP: _____   504: _____

Parent/Guardian: _____   Phone: _____

Brief Description of the reason of concern and/or incident:

_____

_____

_____

_____

_____

_____

_____

_____

Early Warning Sign Factors (check all that apply):

☐ History of violent behavior towards others: ☐ None   ☐ Some isolated incidents ☐ Significant History

☐ History of violent/threatening themes conveyed in stories, diary entries, drawings, letters, videos, essays

☐ "Practicing Behaviors" (progression of harmful acts related to current threat concern)

☐ Fascination with weapons, bomb making, or other acts of violence/destruction

☐ Depression   ☐ Self-Harm   ☐ Suicide Issues

☐ History or perception of being bullied or victimized by others

Other relevant details: _____

_____

_____

At-Risk Factors (Check all that apply):

☐ History of school discipline/legal issues: ☐ Oppositional/misconduct ☐ Suspension(s) ☐ Arrests ☐ Probation ☐ Incarceration

☐ Poor student achievement or significant decline in academic progress

☐ History of Violence/abuse at home in the community

☐ Difficulty controlling impulses or emotions

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- Irrational ideas or beliefs
- Significant psychiatric/medical condition(s) or medication needs
- Failed love relationships
- Student externalizes blame
- People are afraid of the student: □ Peers □ Staff □ Community Members
- Angry reactions are extreme or disproportionate to the situation
- Drug or alcohol concerns: Specify_____
- High sensitivity to feedback/criticism
- Student currently appears or reports that s/he is: □ Hopeless □ Anxious □ Depressed □ Angry □ Detached
- History of violence toward objects, animals, property (vandalism, Animals, fire setting)
- Student tends to hold on to resentments or harbors a grudge
- Unpredictable, agitated, or unusual reaction when disciplined
- Parent reports the student is out of their control

Student recently experienced: □ Emotional Trauma □ Victimization by peers □ Rejection/Humiliation

□ Loss of Family Member or Peer □ Severe Disciplinary Action

Other Significant Event_____

Family History of: □ Mental Illness □ Violence □ Substance Abuse □ Legal Issues

Other Concerning Behaviors:

_____

_____

Protective Factors:

Personal Strengths: _____

Supportive Relationships: □ None □ Few □ Many   Who: _____

Level of Self Control: □ Limited self-control   □ Okay with supports □ Consistent Self-Control

When in distress, student will usually: □ Isolate   □ Leave   □ Engage Negatively   □ Seek Positive Support

Typical adult supervision: □ Not monitoring □ Sometimes monitoring □ Closely monitoring

Name(s) of persons monitoring: _____

Public Agency Involvement: □ DCF   □ Individual Counseling   □ Probation   □ DYS □ Foster Care

Other and/or Names of involved_____

_____

DATE OF MEETING:

SIGNATURES OF MEETING PARTICIPANTS	**TITLE**	**ROLE**
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

TIER 2 THREAT/DOCUMENTATION/ACTION PLANNING

Make Immediate Notification:
1. Notify Building Administration immediately----establish need for threat assessment/action planning
2. Contact Emergency Responders for urgent danger/or unsafe situations
3. Contact School Resource Officer for support
4. Contact Superintendent (Principal or designee) to notify of incident
5. Notify District Level Director of Pupil Services and Behavior Specialist(s)
6. Contact a parent/guardian and advise them of action planning process and/or if situation has occurred

Assemble Team & Review Threat Factors/Situation
Interviews Conducted: ▢ Student(s) ▢ Teacher/Staff ▢ Administrator ▢ Parent(s) ▢ Private Provider ▢ Other

Threat Factors (check all that apply):
Type of threat was: ▢ Direct/clear ▢ Indirect or implied ▢ Cluster of concerning behaviors/Warning Signs
Method of threat: ▢ Verbal ▢ Nonverbal/Gesture ▢ Written ▢ Social Media/Online ▢ Other
Identified Target(s): ▢ Student(s) ▢ Teacher/staff ▢ Administration ▢ Whole School ▢ Specific Group ▢ Other
Name of any specific target(s) identified: _____
Nature of threat was: ▢ Impulsive/spontaneous ▢ Calculated, Planned ahead ▢ Plausible, possible ▢ Unrealistic, Improbable
　　　　　　　　　　　▢ Vague with minimal details
Specific/Details:_____
_____
Student has communicated ideas/intent to attack: ▢ YES Specify_____
　　　　　　　　　　　　　　　　　　　　　　　▢ NO
Access to Weapons: ▢ None known ▢ Vague reference ▢ Specific and verified ▢ At home ▢ At friend's
Ability to carry out plan: ▢ No ability/training ▢ Possible ability ▢ Reported ability and training
Motive to harm others: ▢ None known ▢ Possible reasons ▢ Clear motive/triggers
Other Relevant Details: _____
_____

Review findings with Building Team - Determine level of Concern
Convene the SST/Threat Assessment Team and discuss all relevant information regarding the student. As a team, ask the question, ***"To what extent does the student pose a threat to the school/students safety?"*** As a team determine the risk factors identified and determine the level of concern regarding safety/concern. Involve professional/mental health if needed to assist in determining the level of concern.

Low Level of Concern: Risk to the target(s), students, staff, and school safety is minimal. Threat is vague and indirect. Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism. Available information suggests that the person is unlikely to carry out the threat or become violent.

Medium Level of Concern (Contact District Level Administration and Create Action Plan): The threat could be carried out, although it may not appear entirely realistic at present. Threat is somewhat plausible and concrete. Wording in the and information gathered suggests that some thought has been given to how the threat will be carried out (e.g., possible place and time). No clear indication that the student of concern has taken preparatory steps (e.g., weapon, seeking), although there may be an ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!" Moderate or lingering concerns about the student's potential to act violently.

High Level of Concern (Pursue Law Enforcement Arrest or Emergency Psychiatric Evaluation): The threat or situation of concern appears to pose an imminent and serious danger to the safety of others. Threat is specific and plausible. There is an identified target and the student has the capacity to act. Information suggests concrete steps have been taken toward acting on the threat. Information and documentation suggest STRONG concern about the student's potential to act violently.

Development of a Threat-Related Action Plan

The below is to be used as a guide to formulate an action and supervision plan (not all steps will apply in every situation).

Mental Health Measures

Suicide risk screening (required) completed on: _____by_____

Emergency Hospital Evaluation: ▢ Parent transport ▢ Ambulance transport ▢ Police Transport

Referral for Mental Health Evaluation Appointment: _____

Follow up Intervention contact by support staff: ▢ Psychologist ▢ Social Worker ▢ Guidance Other_____

Specific steps to address the precipitating/aggravating circumstances or alleviate tension: _____

_____

Safety Measures

Medical Care: ▢ Emergency Medical Response/Ambulance ▢ School Nurse ▢ Other: _____

Police Response: ▢ No Action ▢ Report Taken ▢ Charged ▢ Arrested ▢ Surveillance ▢ Weapons checked at home/school

Intended victim warned and/or parent/guardian notified on: _____ by: _____

Additional Measures to ensure safety: _____

_____

Child Abuse report to DCF on: _____ by: _____

Discipline & Monitoring

Disciplinary action taken: _____

Suspended on: _____ Return on: _____

Modify daily schedule: _____

Check in ▢ daily ▢ weekly_____ with (name and position) _____

Backpack, coat, and belongings checked-in & check-out by_____

Increased supervision in following settings_____

Student consent to abide by a "no contact" contract in regards to_____

Schedule review of IEP or Section 504 Plan to review goals and placement options and any possible updates of assessments

Date: _____

Parent/Guardian Follow up Steps

Parent will provide the following supervision and/or intervention_____

_____

Will parent give permission to share information with all involved: ▢ Yes   ▢No

Community resources/Interventions have been viewed by parent/guardian: ▢ Yes Date: _____

Other agreements: _____

Signatures/Titles/Date

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____