# System of Supports

**Goal: By providing the appropriate supports, all students will be successful learners.** Universal screening based on formative and summative data shows student does not meet expectations.

**In Class Supports May Include:**
Further data collection based on assessments to identify specific skills, differentiated instruction, scaffolded instruction and modeling, multiple opportunities to engage in curriculum, clear objectives, meaningful feedback, parent communication, organizational tools, small group instruction, extra reinforcement, graphic organizers and manipulatives, positive behavioral supports, collaboration among teachers at grade level/team meetings, Homework Club/Peer Tutoring/Extra Help/Teacher-Mentor Program

**Class Placement**
Referral for Academic Enrichment, Literacy Coach Support, Foundations, SGS, Study Skills

**If student meets expectations based on data collection, continue with supports in place.**
Evaluate progress, effectiveness of interventions, and follow-up accordingly

**If student continues to not meet expectations based on data collection, referral to I&RS**
Teacher in take form and parent notification, Committee meeting, Teacher/Counselor/Parent Collection form, Identified gap in performance and specified skills that will be addressed, creation of action plan by I&RS Committee and distributed plan to teacher and parent, implementation of interventions, measurement of progress and effectiveness of interventions, follow-up committee meeting to determine course of action

**If student meets expectations based on data collection, continue with supports in place.**
Evaluate progress, effectiveness of interventions, and follow-up accordingly

**If student continues to not meet expectations and it is determined that specialized instruction is required based on data collection, referral to CST.**
CST meeting to review referral, parent notification, testing, meeting to determine modifications/accommodations, creation of IEP, notification to teachers, implementation of IEP, progress monitoring and follow-up accordingly

**If student continues to not meet expectations and it is determined that specialized instruction is not required based on data collection, referral to 504.**
504 meeting to review referral, parent notification, meeting to determine accommodations, creation of 504, notification to teachers, implementation of plan, progress monitoring and follow-up accordingly

**Class Placement**
Foundations/SGS/Resource/ICR/Study skills/LLD, Transition/CAP
Progress monitoring and follow-up accordingly

Based on data collection, evaluate progress, effectiveness of interventions, and follow-up accordingly.

**For mental health concerns:**
Referral to guidance counselor/school psychologist and administrator, wellness room, parent communication, educational assemblies, student support groups