Which blockers are impacting the student's success (select all that apply)?

* Readiness to learn (the student is unprepared to do academic work)
* Academic skills (the student lacks the skills to do the work)
* Motivation/engagement (the student is unmotivated to do the academic work)
* Social/Emotional

Select the strategies that will be used to address academic readiness (select all that apply):

* Create a work schedule (weekly, daily)
* Create work station/quiet place to work
* Organize materials, assignments, deadlines
* Parent/guardian confirms student is working, logged into system
* Parent/guardian checks progress at the end of the day
* Academic check in/check out
* Daily homework check in
* Weekly homework check in

Select the strategies that will be used to address academic skills issues (select all that apply):

* Supplemental materials ELA
* Supplemental materials Math
* Vocabulary practice
* 20 minutes daily reading
* Weekly academic support English Teacher
* Weekly academic support Math Teacher

Select the strategies that will be used to address motivation/engagement issues (select all that apply).

* Weekly goal setting
* Teacher will create smaller assignments (chunking)
* Daily check in/email with English Teacher
* Daily check in/email with Math Teacher
* Weekly academic check-in
* Homework club
* Positive recognition (note/call/email home)
* Student self-monitoring with feedback

Select the strategies that will be used to address social/emotional issues (select all that apply).

* 2 x 10 relationship building
* Enroll in a positive activity
* Student self-advocacy with teachers via email
* Connect with peer/mentor
* Lunch Group
* Counselor check in
* Recommend consultation with mental health support
* Recommend consultation with substance abuse counseling

Standard 504 Plan Accommodations

504 Accommodations:

|  |  |  |
| --- | --- | --- |
| Area of Need | Accommodation | Person Responsible |
| Classroom/Academic | Extended time on tests and classroom assignments  Modified, alternative or decreased work, assignments modified keeping the learning objective a focus  Allow for frequent breaks due to fatigue  Assistive technology, audio books or supports  State testing: extended time, directions read/clarified, test read when needed and frequent breaks | Teachers |
| Executive Functioning/Organization | Preferred seating, close to the teacher or front of room  Provide completed copy of classroom notes/handouts  Small group setting for testing or specific projects, as recommended  Testing in a separate, non-distracting location  Extended time for tests and classroom assignments. If she’s out for treatment, extensions for deadlines. | Teacher |
| Transitions/Physical | May need to leave early or arrive late to class to avoid high traffic areas of campus  Minimize the amount of textbooks that need to be carried between school and home | Teachers/Student |
| Medical | Fast Pass to be used to access nurse or early exit from class  Parents will communicate with nurse about any medical issues or changes. The nurse will communicate with staff.  Staff must communicate and report any fever or excessive fatigue to nurse immediately. | Nurse/Parent/Teacher/Student |