



Internal Review for First Step for Strategy Plan (Initial Step)

Teacher and educational staff become aware of possible learning or behavior difficulty.

- ___ 1. Teacher collects work samples and engages in documentation of targeted concerns.
Work samples represent a range of performance expectations (individual/guided, across subject areas, within subject areas, strengths, and areas of concern, and a sample of typical performance from peer on grade level).
- ___ 2. Teacher conducts and records student interview.
- ___ 3. Teacher requests classroom observation by the 504 coordinator.
- ___ 4. Teacher and school 504 coordinator review student profile, current records, classroom observation and evaluations.
- ___ 5. Teacher requests a parent conference.
- ___ 6. Teacher and 504 coordinator meet with parent to provide an overview of the student's strengths and areas of concern.
- ___ 7. 504 coordinator explains the *Archdiocese of Louisville Intervention Protocol Parent Letter* and provides a copy to the parent.
- ___ 8. 504 coordinator explains the **Mind and Heart Assessment System** and makes a request for the parent and teacher to complete the assessment.
- ___ 9. Parent and Teacher complete *Anser System* and return to 504 coordinator within two weeks.
- ___ 10. 504 coordinator obtains possible meeting dates for the future Student Study/School Strategy Team Process within two weeks of parent/teacher conference.

Student Name:	Grade:
504 Coordinator:	Date:
Members Present:	



Student Study/School Strategy Team Process (First Meeting)

- _____ 1. Student Study Team is convened. Team members *may* consist of classroom teacher(s), 504 Coordinator, prior teachers, parents, student, reading specialist, counselor, principal, or outside service providers. Meeting facilitator, participants, and recorder are identified. Facilitator explains meeting purpose and process.
- _____ 2. Facilitator opens conversation with an invitation to parents to identify the child's strengths and areas of concern.
- _____ 3. Previous test results, educational history, student profile, and developmental history are summarized by facilitator.
- _____ 4. Teacher presents work samples, student interview, and student profile.
- _____ 5. Meeting facilitator assists team in reaching a ***Mind and Heart Assessment System*** consensus.
- _____ 6. ***Mind and Heart Consensus Form*** is completed.
- _____ 7. Student Study Team completes ***Strategy Action Plan Prompt***.
- _____ 8. Student Study Team completes ***Archdiocese of Louisville Strategy Plan***.
- _____ 9. Signatures are obtained from parents and all members of the team.
- _____ 10. Parent receives a copy of the ***Archdiocese of Louisville Strategy Plan***.
- _____ 11. Reconvening dates are established. Plan followed for at least 4-6 weeks. Strategy Plans for students performing **one year or more** below grade level as substantiated by standardized tests or grade level assessments can be in effect for no more than 90 days and referral for assessment should be made at the time of this meeting.
- _____ 12. Documentation forms are distributed to all service providers and parents.
- _____ 13. Progress report dates are established and forms are distributed to service providers and parents.
- _____ 14. ***Student Evaluation Plan*** completed if team determines assessment is needed.

_____ 15. ***Assessment Notification*** form is provided to parent with date of return expected within 2 weeks.

_____ 16. Referral process is initiated. Applicable items on the Referral Checklist are submitted to the appropriate source.

Student Name:	Grade
504 Coordinator:	Date:
Members Present:	