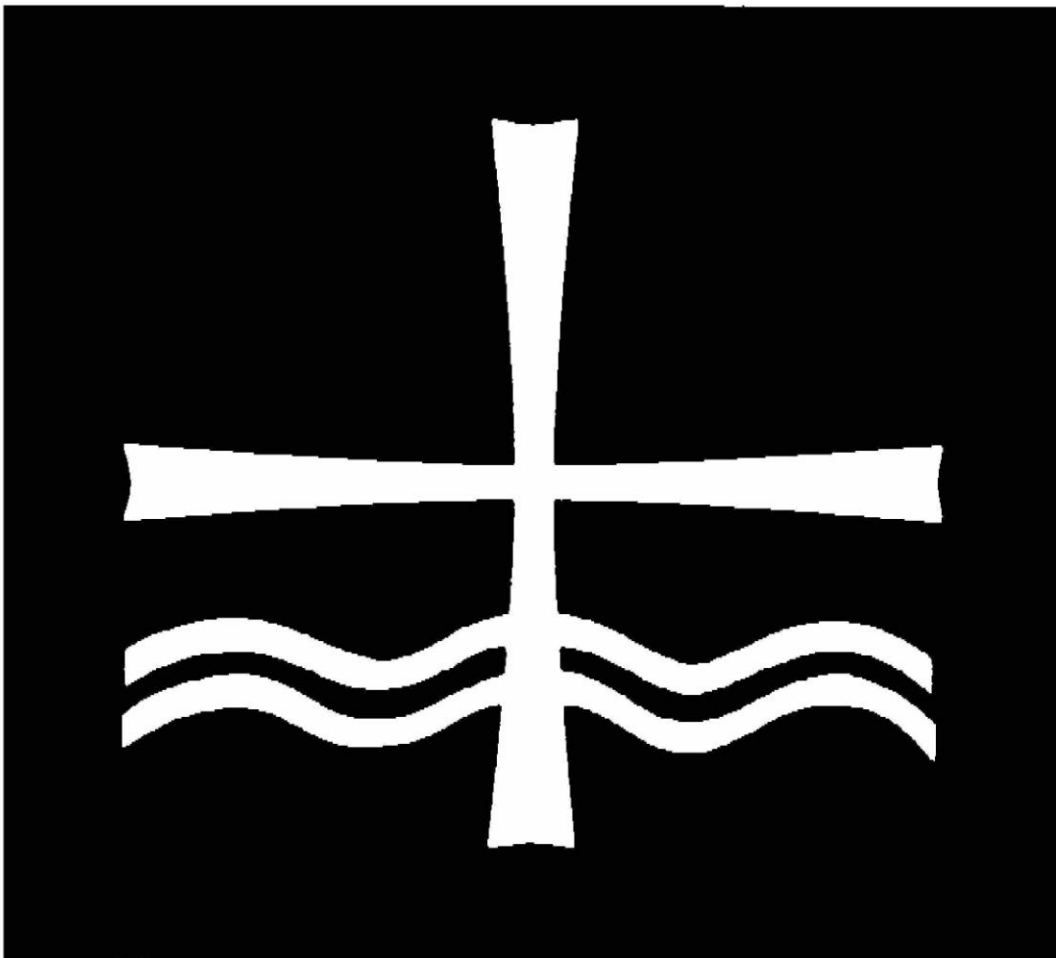


Archdiocese of Louisville

Intervention Protocol



Revised 2009
Office of Lifelong Formation and Education
Special Education Office



Rationale for the Archdiocese of Louisville Intervention Protocol

The Archdiocese of Louisville has a stated education philosophy, which promotes a model of inclusion for children for children with mild disabilities in our schools. We believe that children with mild disabilities can be successful within the regular classroom setting when the instruction is differentiated and strategic teaching methods are utilized and appropriate accommodations are implemented. *The Archdiocese of Louisville Intervention Protocol* has been developed to help insure that the special learning needs of our students are effectively addressed and that our schools are found to be in compliance with *Section 504 of the Rehabilitation Act* – a civil rights law requiring private schools to make student accommodations that are “reasonable and are within a school’s capability.” In addition, the protocol insures that our principals, counselors and teachers will have the guidance and support of a consistent educational process that provides parents of special needs students with a better understanding of how their child’s needs will be addressed.

The Archdiocese of Louisville Intervention Protocol has been written with the understanding that every student is a unique learner, with particular strengths and weaknesses and that every school is unique in the particular resources it can provide. Therefore, educational decisions should not be based on generalized information about a specific disability nor based on support provided by a previous school.

This protocol was derived from previous groundwork laid in the field of special education in the Archdiocese of Louisville. It is the culmination of the efforts of many dedicated professionals who have been committed to meeting the special learning needs of students. It is a refinement of the procedures that have been in place in many of our schools. We recognize this protocol as an ongoing process for schools as they work to maximize student learning.

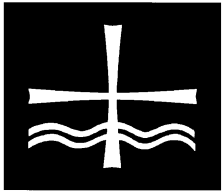
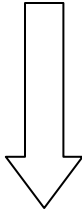


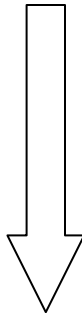
Chart of the Intervention Protocol Process

Internal Student Review Process



- Document specific concerns
- Collect work samples
- Conduct student interview
- Conference with parent
 - Share learning/behavior strengths and concerns
 - Share **Archdiocese of Louisville Intervention Protocol Policy Letter**
 - Share **Mind and Heart Assessment System**
 - Distribute **The ANSER* System** to teachers and parent
 - Obtain parent signature to begin the School Strategy Plan Process
 - Establish Strategy Team meeting within 2 weeks of conference
- Offer an informal screening to better target the student's strengths and weaknesses

Student Study/School Strategy Team Process

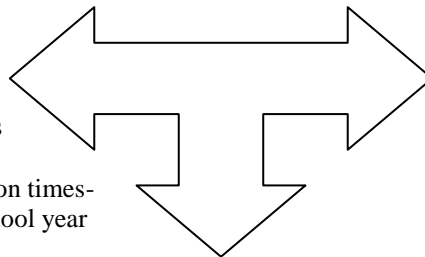


- Strategy team *may* consist of classroom teacher(s), principal, special educator, reading specialist, counselor, 504 coordinator, prior teachers, parents and student
- **Mind and Heart Assessment** consensus is obtained
- Team members share areas of strength/concern and collaborate to create a **Strategy Plan (Pre-conference Planning Form or Strategy Plan Prompt** may be used.)
- **Strategy Plan** is signed by all participants
- Reconvening dates are established
- **Student Evaluation Plan** completed if evaluation is warranted
- **Assessment Notification** form given to parent and to be returned within 2 weeks
- Schedule for informing parents of student progress is determined/forms are distributed to all service providers and parents
- **Documentation forms** are distributed to all service providers and parents
- Ongoing documentation is kept of the strategies utilized and student progress

Reconvene Strategy Team meeting

Continue with School Strategy Plan

- * Plan was met with success
- * Continue to monitor
- * Share strategies at transition times- at beginning of new school year



Restategize/Revise School Strategy Plan

- * Evaluate efforts
- * Reorganize strategies
- * Collaborate new strategies
- * Consult with Archdiocesan consultants if needed

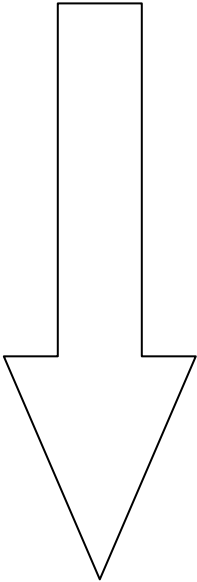
Make referral for Student Evaluation

- * Complete **Student Evaluation Plan**
- * Complete appropriate items on **Referral Checklist**
- * Explain assessment options
- * Distribute **Assessment Notification** form with Requested return within 2 weeks
- * If assessment report indicates the presence of a disability, begin Section 504 Plan process
- * When a recognized disability is not indicated in the assessment report, continue with/revise **School Strategy**

Plan

- * If permission for assessment is denied by parents, conference is held to evaluate student's present school placement

Student Study Team/ Section 504 Plan Process



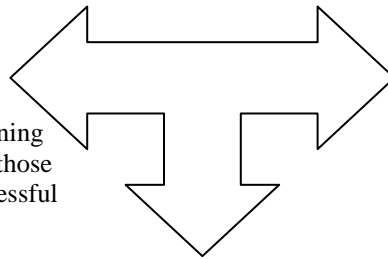
- Request a 504 Team meeting
504 Team consists of classroom teacher(s), principal, special educator, counselor, reading specialist, 504 coordinator, prior teacher(s) and parents (Archdiocesan Special Education Consultants may be asked to participate)
- Team members review all pertinent student information
(**Pre-conference Planning Form** may be used)
- Review and record assessment results
- 504 Team members collaborate to create a **Section 504 Plan (504 Plan Prompt** may be used)
Areas of concern are identified
Specific goals are written for each area of concern
Strategies are developed for each appropriate component
- Discuss and identify which testing accommodations if any are most relevant to the stated goal
- Section 504 Team members read and sign the **Archdiocesan Section 504 Agreement**
- 504 Team members decide on a reconvening date
- Progress report dates are established and forms are distributed
- Schedule for informing parents of student progress is determined
- **Documentation forms** are distributed to all service providers and parents
- Ongoing documentation is kept of the strategies utilized and student progress

Reconvene 504 Team meeting

- Requests to reconvene the 504 Team for review of progress can be made by any team member at any time

Continue with 504 Plan

- * Plan was met with success
- * Continue to monitor
- * New plan is written at the beginning of each school year, continuing those accommodations that were successful



Re-strategize/Revise 504 Plan

- * Review individual strategies for each component
- * Collaborate new goals/strategies
- * Consult with Archdiocesan consultants if needed

Determining best school placement

- Documentation of implemented strategies is reviewed
- 504 Plan is evaluated for success
- 504 Team discusses present school placement
- Principal determines final decision for best school placement



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:	



Second Step for Strategy Plan (Second Meeting)

- _____ 1. Notification of Strategy Plan Reconvening Meeting is given.
- _____ 2. Meeting Facilitator, recorder, and participants are introduced.
- _____ 3. Team reviews results of **Strategy Plan** by asking student, parent, and educational staff to evaluate efforts using collective *Archdiocesan Progress Reports*. **Teacher/Parent Reconvening Form** can be used to summarize the team's report.
- _____ 4. Recommendations for Strategy Plan revisions are made.
- _____ 5. If an evaluation is warranted the team makes recommendations for assessment using the **Student Evaluation Plan**.
- _____ 6. Referral options for additional assessments are given. (School District, Archdiocesan Family Counseling Office, or Private Assessment)
- _____ 7. Student, parent, and teacher ANSER* Systems are distributed and returned to 504 coordinator.
- _____ 8. **Assessment Notification** form is provided to parent with date of return expected within 2 weeks.
- _____ 9. Referral process initiated. Applicable items on the Referral Checklist are submitted to the appropriate source.

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



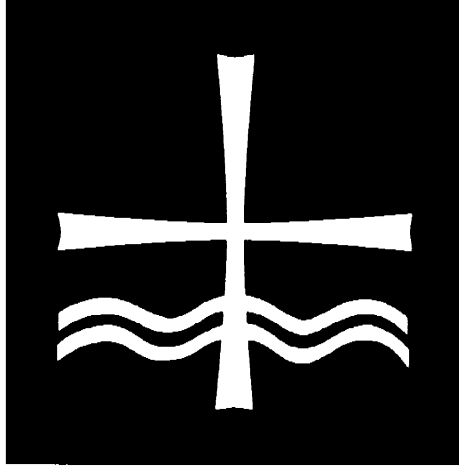
Third Step to Write 504 Plan (Third Meeting)

- _____ 1. Referral documentation and evaluation results are reviewed by educational team prior to meeting.
- _____ 2. Educational team revises *Strategy Plan* or develops a proposed *504 Plan* prior to meeting.
- _____ 3. Parents and outside service providers are invited to the *504 Plan* meeting 2 weeks prior to meeting.
- _____ 4. Meeting is initiated, participants are introduced, roles are designated, and process is outlined by facilitator.
- _____ 5. Evaluation results are explained by service provider or facilitator.
- _____ 6. Current level of performance is updated by student, parent, and staff.
- _____ 7. Team determines need for *Archdiocese of Louisville 504 Plan*.
- _____ 8. Team completes *504 Plan Prompt*.
- _____ 9. *Archdiocese of Louisville 504 Plan* is designed.
- _____ 10. *Archdiocese of Louisville 504 Plan* is signed and copies are given to all service providers and parents.
- _____ 11. Reconvene dates are established.
- _____ 12. Progress Report dates are determined and forms are distributed to service providers and parents.
- _____ 13. Documentation forms are distributed to all service providers and parents.

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

Archdiocese of Louisville

Intervention Protocol Parent Letter



Archdiocese of Louisville Intervention Protocol Parent Letter

Dear Parent:

The Archdiocese of Louisville promotes a model of inclusion for children with mild disabilities in our schools. We believe that children with mild disabilities can be successful within the regular classroom setting when strategic teaching methods are utilized and appropriate accommodations are implemented. Unlike the public school system, private schools do not receive state and federal monies to fund special education programs. Therefore we do not write or accept I.E.P.s (Individualized Education Plans) as public schools are mandated to do. However, our schools are guided by an Archdiocesan Intervention Protocol, which is based upon *Section 504 of the Rehabilitation Act*- a civil rights law requiring private schools to make student accommodations that are reasonable and are within a school's capability.

Prior to admitting a student with a diagnosed disability, our schools must consider:

1. The severity and degree of the disability.
2. The level of support needed from special services or any special equipment the student may require.
3. The number of students with disabilities currently enrolled in an assigned class. It is recommended by the Archdiocese that no more than 10-15% of students with disabilities be enrolled in any one classroom.
4. An individual school's resources such as available support personnel, class size, accessibility of school facilities, etc.

For those students enrolled in our schools who are experiencing learning or behavioral difficulties, a school Strategy Team meets to write a *Strategy Plan* which identifies specific goals and strategies which are directly related to the student's strengths and needs. The *School Strategy Plan* is shared with parents, teachers keep ongoing documentation of the teaching strategies they are utilizing as well as the results of those strategies, and the *Strategy Plan* is evaluated/ revised after a designated period of time. If/When it is determined by the school Strategy Team, that formalized testing information is needed, a request for a psycho-educational assessment will be made.

For those students enrolled in our schools with a diagnosed disability, *Section 504 Plans* are written. The school will convene a meeting of a 504 Team whose members consist of school personnel, parents and the student-when appropriate. This team collaborates to identify the accommodations, which can be provided to enable the student to become a more successful participant in a particular class setting. All members of the 504 Team are asked to sign an agreement stating the responsibilities and rights of all parties. Documentation is kept on student progress and reconvening dates are established to evaluate the *504 Plan*.

If needed, the Archdiocesan Special Education Consultants are available to consult with schools on particular students and to offer assistance after the following:

1. The initial parent/teacher meeting has been conducted
2. All accompanying checklists have been completed
3. A School Strategy Plan has been implemented for at least 4-6 weeks
4. All team members in a reconvening meeting have reviewed the plan.

By signing below, I understand that I am required to provide my child's school with all pertinent educational and medical records and all previous assessment information. I understand that I have the right to access my child's records at any time. I understand that all information concerning my child is held in confidence at the school level. I understand that I am afforded the grievance procedure as articulated in my child's school handbook. I understand that I have the right to be kept informed of all educational decisions concerning my child and I have the right to be a full participant in the intervention process.

I have received a copy of the Archdiocesan Intervention Protocol.

Parent:
Parent:
Date:



Use of Archdiocesan Parent Letter

The purpose of the Archdiocesan Parent Letter is to inform parents of the special education process utilized in our schools. It is intended to be shared with parents when:

- The School Strategy Plan process is begun
- When an enrollment decision is being made for a student with a recognized disability
- When a parent, at their own discretion, seeks out formalized assessment for their child and a recognized disability is indicated

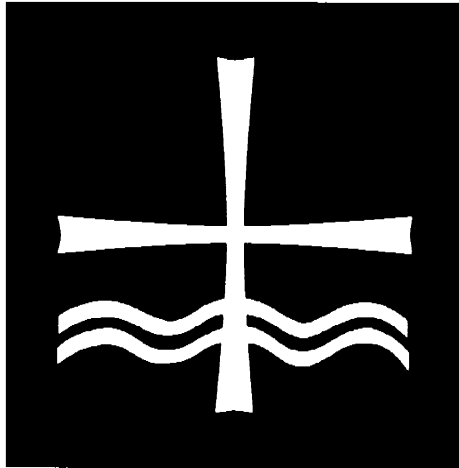
Parent signatures are necessary to carry out the *Archdiocese of Louisville Intervention Protocol*. This provides permission for the Archdiocesan Special Education Consultants to review records, observe the student, and consult with school team members at any phase of the process. By signing this letter, parents agree to make full disclosure of all pertinent information regarding their child's history.

The signed parent letter is kept in the student's file and a copy is given to the parents along with a copy of the *Archdiocese of Louisville Intervention Protocol*.

In complying with *Section 504 of the Rehabilitation Act*, parents are entitled to receive a statement concerning their rights. This letter has been designed to serve this purpose.

Archdiocese of Louisville

School Strategy Plan





Student Background Information for Strategy Plan

Student Information

Student Name:	Date Started:
School:	Grade:
Date of Birth:	Age:
Strategy Team Members:	

Family History

Parent(s):	Address:	
City:	State:	Zip:
Home Phone:	Work Phone:	
List with whom the student resides and relationship:		

Medical History

Vision:	Normal	Wears glasses	Visual acuity
Comments:			
Hearing:	Normal	Hearing level is not normal	
Comments:			
Other Medical Conditions:			
Comments:			



Implementation Guide For Writing School Strategy Plans

This guide was written to target areas of the School Strategy Plan that may need explanation. Not all areas are discussed.

Student Information and Histories of a Student

Valuable information that may impact student learning can come from reviewing student information and histories. As Strategy Teams convene to collaborate a plan for a student, medical histories, the **Student Interview**, the **Student Profile**, and absentee records offer added insights to the student's well being or home dynamics.

School History

Past schools attended by student:		
Retained in any grade? If yes, list grade	Yes	No
History of absentees?	Yes	No
History of tardiness?	Yes	No
History of behavior concerns?	Yes	No
If yes, explain:		
Other Information:		

In-School Testing/Informal Inventories

Readiness Test		CAT/5 or Terra Nova		Informal Inventories	
Skill Area	Age Equivalent	Skill Area	Percentile Obtained/ Anticipated		
Auditory		Reading		Reading	
Visual		Language			
Language		Spelling			
		Math		Math	
		Science			
		Social Studies			

Student's specific strengths/needs should be identified by information obtained from both formal and informal assessments such as standardized tests, informal reading/math inventories, teacher anecdotal records, portfolio assessments and student's work samples.

Strengths/Needs

Identified Strengths	Identified Needs
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Student Goals and Improvement Strategies for Strategy Plan

Goal:
Strategy:

Goal:
Strategy:

Goal:
Strategy:

Goal:
Strategy:

Date:



Implementation Guide For Writing School Strategy Plans

This guide was written to target areas of the School Strategy Plan that may need explanation. Not all areas are discussed.

In-School Testing/Informal Inventories

In-school testing and informal inventories give some background information on a student that can help better define a student's strengths and needs. Pre-school readiness test results are usually given in age equivalent formats. The *Dial-R Developmental Indicators for the Assessment of Learning-Revised-* and the *Early Childhood Developmental Skills Checklist* are a few examples of readiness tests. Terra Nova or CAT/5 testing results can help pinpoint an area of need by using mean normal curve equivalent scores and by comparing obtained and anticipated scores. Local school on site informal inventories can also help in providing valid student information. Some examples of informal inventories and standardized tests might include the Terra Nova or CAT/5 test hand-scored, textbook placement exams, the *Brigance Inventory of Basic Skills*, and the *Woodcock Johnson Test of Achievement*. The most important thing to remember is that testing results are only one small aspect of a student's academic ability. A variety of assessments should be considered in determining strengths and needs of a student.

Additional testing resources can be borrowed from the Crusade Library in Flaget's Media Center.

Strengths/Needs

When determining a student's strengths and needs, generalized statements should be avoided. The classroom teacher should acquire sufficient information on a student to pinpoint precise strengths and needs. Teachers should consider the question, "What if I have to prove my statements about a student?" They should feel confident that what they say about a student is exact, measurable, and concrete. Specific needs are determined by data collected in the form of work samples, informal assessments, and observation in specific settings. Articulating specific strengths for a student are valued as well, in that they can be the building blocks in strategizing sound accommodations that meet a student's learning needs.



Implementation Guide For Writing School Strategy Plans

This guide was written to target areas of the School Strategy Plan that may need explanation. Not all areas are discussed.

Student Goals and Improvement Strategies

Once a detailed summation of the student's profile and a consensus of the **Mind and Heart Assessment** have been reached by the School Strategy Team, members can begin collaborating on student goals and strategies. Goals written for the student are driven by the specific needs stated by the teacher. It should be kept in mind that strategy plans are written to make conservative changes in the student's program. It is not reasonable to assume a large number of goals should be written at any one time. Start with two or three areas that the student requires the most improvement in. Focus on two or three strategies for each goal. Using the **Strategy Plan Probe** may facilitate this process. Strategies are written with the student's strengths in mind. For example, if a student works well with peers, it is appropriate to include peer reading as a strategy for a reading comprehension goal. If a student with poor writing skills has a strong auditory learning style, it is fitting to supply a student with a copy of notes allowing him to focus on the listening of the lecture rather than the difficult task of writing out the notes.

It should be noted that whenever a *School Strategy Plan* is revised, a new goal page is utilized and attached to the original plan to insure an ongoing record of all goals and strategies identified for a student. Schools may choose to number subsequent goal pages as #3a - #3b - #3c, etc.

Referral for assessment can be made after a strategy plan has been in effect for at least 4-6 weeks. If a child is at least one year below grade level the assessment referral process should be initialized at the time of the Strategy Team Meeting. The Strategy Team should create the **Student Evaluation Plan** by indicating what assessments are needed. The *Anser System* should be compared by the parents and teachers and all necessary information listed on the **Referral Checklist** should be collected.

School Strategy Plan Agreement Form

By signing below we are in full agreement with the goals and strategies articulated in this School Strategy Plan. I understand that appropriate school personnel will keep ongoing documentation of the strategies utilized and that a schedule for informing parents of student progress has been determined.

Date:

Reconvening Dates of Student Strategy Team		
Date	Future Recommendations:	Progress Dates:
	Continue with School Strategy Plan	
	Revise present goals and strategies (attach new goal page)	
	Initiate the 504 Plan process	
Date	Future Recommendations:	Progress Dates:
	Continue with School Strategy Plan	
	Revise present goals and strategies (attach new goal page)	
	Initiate the 504 Plan process	
Date	Future Recommendations:	Progress Dates:
	Continue with School Strategy Plan	
	Revise present goals and strategies (attach new goal page)	
	Initiate the 504 Plan process	
Date	Future Recommendations:	Progress Dates:
	Continue with School Strategy Plan	
	Revise present goals and strategies (attach new goal page)	
	Initiate the 504 Plan Process	



Implementation Guide For Writing School Strategy Plans

This guide was written to target areas of the School Strategy Plan that may need explanation. Not all areas are discussed.

School Strategy Plan Agreement

Upon completion of the School Strategy Plan all members of the strategy team are asked to sign the agreement page. By signing the document, administrators, teachers, and parents acknowledge their responsibility in carrying out the plan.

It is understood that all information shared at the School Strategy Team meeting is held in confidentiality.

Reconvening Dates

It is important to establish a timeline to ensure ongoing evaluation of the Strategy Plan. This space is designed to note dates of meetings, future recommendations, and related comments.

Progress Dates

Determination of the dates on which progress will be documented should be established in the Strategy Plan. Documentation and Progress forms should be distributed to all service providers and parents.

School Strategy Plan Documentation Form

Name:	Grade:
Date:	Teacher:

Directions: Each teacher will document the results of strategies implemented which are specific to the identified goals of the Section 504 Plan.

Identified Goal	Strategies Implemented	Dates Utilized	Results/Comments



Implementation Guide For Writing School Strategy Plans

This guide was written to target areas of the School Strategy Plan that may need explanation. Not all areas are discussed.

School Strategy Plan Documentation Form

Once strategies are being implemented for a student, teachers must document the plan's successes and failures. Goals and strategies for a student are carried over onto the documentation form and reviewed periodically. It is not probable that a teacher can evaluate a strategy as successful or not, on one attempt. Strategy implementation is a process, and valid utilization of a strategy needs to be documented over a period of time.

Please note that documentation forms should be distributed to all service providers and parents. Documentation shares two educational purposes. It aids the service providers and parents in articulating what strategies were or were not successful (and why) at the reconvening meeting, and it provides the supporting detail to determine progress. All completed documentation forms should be collected and attached to the back of the *School Strategy Plan*.

Documentation is a critical element in the compliance procedure of Section 504 Law.



Progress Report

Teacher:	Parent:	
Student:	Date of Birth:	Grade:
School:	Report Date:	

Progress Codes:	Evaluation Methods:
1. Little progress being made toward goal	a. Teacher Observation
2. Steady progress being made toward goal	b. Data Sheets
3. Rapid progress being made toward goal	c. Teacher-made Tests
4. Goal has been met	d. Standardized Test
5. Other:	e. Behavior Log
	f. Work Samples
	g. Other:

Area of Concern:

Goal #:				
	Date:	Date:	Date:	Date:
Progress Code:				
Evaluation Method:				
Strategies:				
Comments:	Date:			
	Date:			
	Date:			
	Date:			

Area of Concern:

Goal#:				
	Date:	Date:	Date:	Date:
Progress Code:				
Evaluation Method:				
Strategies:				
Comments:	Date:			
	Date:			
	Date:			
	Date:			

Signature:



Implementation Guide for Use of the Progress Report Form

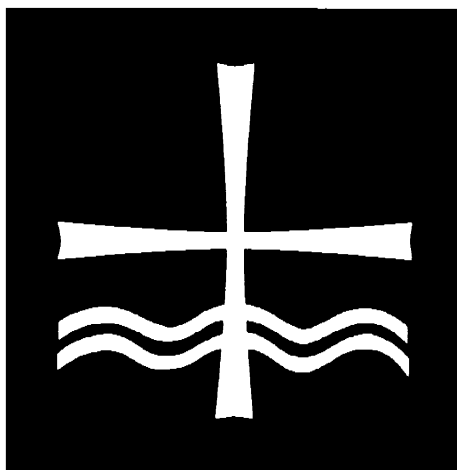
Progress Report Form

Once the **School Strategy Plan** or **504 Plan** has been designed, all service providers and parents **must** document the plan's successes and failures. Service providers and parents are expected to rate the student's level of progress as well as indicate the type of evaluation method used to rate progress. At the completion of Strategy Plan and 504 Plan meetings, intervals for reporting progress should be determined.

The completed **Progress Report** form and the accompanying **Documentation** form should be collected at the reconvening meetings and attached to the back of the **School Strategy Plan** or **504 Plan**.

Archdiocese of Louisville

Section 504 Plan



Archdiocese of Louisville – Section 504 Plan

Student Information

Student Name:	Date Started:
School:	Grade:
Date of Birth:	Age:
504 Team Members:	

Family History

Parent(s):	Address:	
City:	State:	Zip:
Home Phone:	Work Phone:	
List with whom the student resides and relationship:		

Medical History:

Vision:	Normal	Wears glasses	Visual Acuity
Comments:			
Hearing:	Normal	Hearing level is not normal	
Comments:			
Other Medical Conditions:			
Comments:			



Implementation Guide For Writing Section 504 Plans

This guide was written to target areas of the Section 504 Plan that may need explanation. Not all areas are discussed.

It is required that a signed copy of the Section 504 Plan be given to parents.

Student Information and Histories of a Student

Valuable information that may impact student learning can come from reviewing student information and histories. As 504 Teams convene to write a plan for a student, medical histories, the Student Interview, the Student Profile, and absentee records offer added insights to the student's well being or home dynamics.

School History

Past schools attended by student:		
Retained in any grade? If yes, list grade:	Yes	No
History of absentees?	Yes	No
History of tardiness?	Yes	No
History of behavior concerns? If yes, explain:	Yes	No
Other information:		

In-School Testing/Informal Inventories

Readiness Test		CAT/5 or Terra Nova		Informal Inventories	
Skill Area	Age Equivalent	Skill Area	Percentile Obtained/ Anticipated		
Auditory		Reading		Reading	
Visual		Language			
Language		Spelling			
		Math		Math	
		Science			
		Social Studies			

Student's specific strengths/needs should be identified by information obtained from both formal and informal assessments such as standardized tests, informal reading/math inventories, teacher anecdotal records, portfolio assessments and student's work samples.

Strengths/Needs

Identified Strengths	Identified Needs
----------------------	------------------



Implementation Guide For Writing Section 504 Plans

This guide was written to target areas of the Section 504 Plan that may need explanation. Not all areas are discussed.

It is required that a signed copy of the Section 504 Plan be given to parents.

In-School Testing/Informal Inventories

In-school testing and informal inventories give some background information on a student that can help better define a student's strengths and needs. Pre-school readiness test results are usually given in age equivalent formats. The *Dial-R Developmental Indicators for the Assessment of Learning-Revised-* and the *Early Childhood Developmental Skills Checklist* are a few examples of readiness tests. *Terra Nova* or *CAT/5* testing results can help pinpoint an area of need by using mean normal curve equivalents and by comparing obtained and anticipated scores. Local school on site informal inventories can also help in providing valid student information. Some examples of informal inventories and formal tests might include the *Terra Nova* or *CAT/5* test hand scored, text book placement exams, the *Brigance Inventory of Basic Skills*, and the *Woodcock Johnson Test of Achievement*. Then most important thing to remember is that testing results are only one small aspect of a student's academic ability. A variety of assessment should be considered in determining strengths and needs of a student.

Strengths/Needs

When determining a student's strengths and needs, over generalized statements should be avoided. The classroom teacher should acquire sufficient information on a student to pinpoint precise strengths and needs. Teachers should consider the question, "What if I have to prove my statements about a student?" They should feel confident that what they say about a student is exact, measurable, and concrete. Specific needs are determined by data collected in the form of work samples, informal assessments, and observation in specific settings. Articulating specific strengths for a student are valued as well, in that they can be the building blocks in strategizing sound accommodations that meet a student's learning needs.

Formal Assessment Information

Name of Evaluator:			Date of Evaluation:			
Cognitive Ability Assessment (i.e. WISC-III, Stanford Binet)						
Name of Assessment:						
Results:	Verbal		Performance		Full Scale	
Educational Functioning Asses. (i.e. Woodcock-Johnson, Kaufman, Peabody WRAT-3)						
Name of Assessment (s)						
Results:						



Implementation Guide For Writing Section 504 Plans

This guide was written to target areas of the Section 504 Plan that may need explanation. Not all areas are discussed.

It is required that a signed copy of the Section 504 Plan be given to parents.

Formal Psycho-Educational Assessment

Reviewing the psycho-educational assessment can be a great deal of information to decode. The *Wechsler Intelligence Scales for Children (WISC)* is one of the most commonly used assessment tools for students in this Archdiocese. It provides educators with information concerning a student's cognitive ability. Scores provided will be indicators of the student's strengths and weaknesses in the areas of verbal and performance ability. Consult examiner's results to determine relative strengths and weaknesses.

Verbal

Information - General knowledge of the everyday world

Vocabulary - Retrieval of information, abstract reasoning, quality of expression

Comprehension- Making sense of information through relating concepts

Similarities- Memory and ability to compare and contrast information

Arithmetic (timed)- capacity to work under timed pressure and ability to reason numerically

Digit Span- Short term memory

Performance

Picture Completion- awareness of memory and details

Picture Arrangement- understanding of causal relationships; sequential nature of events

Block Design- ability to perceive, analyze, and reproduce a design; measures visual motor integration and manual coordination

Object Assembly- measures perceptual speed as a child takes parts and units them to form a whole

Coding- eye-hand control, motor speed, short term visual memory, visual perception for directionality

Mazes- measures figure-ground perception, attention, organization and planning, eye-hand coordination

The language used in reporting the results of a psycho-educational assessment can at times be ambiguous for an educator. It is recommended that if an evaluator concludes that a certain disability is "indicated" or that there are "tendencies of" a recognized disability, the presence of the disability should be assumed for the purposes of the Archdiocesan 504 Plan.

Formal Assessment Information

Educational Functioning Assessment (continued)

Name of Assessment(s):

Results:

Other Assessment(s)

Name of Assessment(s):

Results:



Implementation Guide For Writing Section 504 Plans

This guide was written to target areas of the Section 504 Plan that may need explanation. Not all areas are discussed.

It is required that a signed copy of the Section 504 Plan be given to parents.

Formal Psycho-Educational Assessment - Continued

Space is provided to record summarized information from other related assessments such as those used to determine Central Auditory Processing Disorder (CAPD), Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Behavioral Disorders, Speech Language deficits and Occupational Therapy needs.

Section 504 Interventions

Student Name:	Grade:	Performance Level:
Area of Concern:	Goal:	

Each individual goal is addressed on a separate intervention page. Specific strategies to support the stated goal are to be written in the relevant section with **identification of the type of intervention.**

1 – Strategy 2 – Accommodations 3 – Modifications 4 – Remediation

Instructional Strategies:	Family Strategies:	Student Strategies	Counseling/Family Builders Strategies:
---------------------------	--------------------	--------------------	--

Testing Intervention that will be provided:

<u>Condition of Testing</u>	<u>Guided Testing</u>	<u>Modified Testing</u>
Extended time	Interpretation of directions	Reduced number of test items
Testing in small group	Oral reading of directions	Tested only on critical content
Frequent breaks	Oral reading of test	Alternative assessment
Testing alone	Student responds orally	
Large print of test	Scribe records answers	

Will the student utilize Standardized Testing Accommodations?	Yes	No
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Implementation Guide For Writing Section 504 Plans

This guide was written to target areas of the Section 504 Plan that may need explanation. Not all areas are discussed.

It is required that a signed copy of the Section 504 Plan be given to parents.

Section 504 Interventions

Accommodations in a Section 504 Plan are more individualized and distinctive than what is found in a School Strategy Plan. A great deal of information has been collected and reviewed prior to convening as a 504 Team. Using this information as well as the **504 Plan Prompt** and the **Heart and Mind Consensus** guides the team in collaborating to identify areas of concern, writing specific goals related to the area of concern, and defining the responsibilities for each member component. Each goal is written on its own 504 Accommodation page. Additional copies may be necessary to complete this process. Schools may choose to number subsequent accommodation pages as #5a - #5b - #5c, etc. Goals written at this level should be specific and measurable **and should be identified as:**

- **Level 1-Strategy**
- **Level 2-Accommodations**
- **Level 3- Modifications**
- **Level 4-Remediation**

This identification of the level of intervention provided to the child should correspond to the student's needs. Different levels of intervention can work simultaneously to ensure appropriate intervention for the student.

The 504 Team should discuss the appropriateness of utilizing testing accommodations on any future standardized assessment in the upcoming school year. **Appropriate steps must be taken to obtain formal parent permission to provide needed testing accommodations at time of the standardized assessment (see Terra Nova testing packet).** The intent of checking yes or no on this form is to ensure the discussion of testing accommodations on standardized testing with parents.

Archdiocese of Louisville Section 504 Agreement

Under the Archdiocesan Section 504 Protocol, it is the school’s responsibility to provide and implement the accommodations articulated in this 504 Plan. The school is responsible for documenting the progress of these accommodations and to keep parents informed of the student’s progress. The school is responsible for keeping all student information confidential. Finally, the school has the responsibility to continually reevaluate the 504 Plan, utilizing a variety of accommodations specific to particular learning needs of the student. Section 504 only requires the school to provide reasonable accommodations that do not necessitate any undue burden. The school has the final right in determining whether a student’s educational needs can best be met in that particular school setting.

Under the Archdiocesan Section 504 Protocol, it is the parents’ responsibility to carry out the parental component of the 504 Plan. Parents have the responsibility for offering full disclosure of all relevant information pertaining to the student’s educational history and needs. Parents have the right to be full participants of the 504 process. They have the right to access their child’s academic records and receive any needed explanation. Parents have the right to receive ongoing information of their child’s progress and they have the right to request a reconvening of the 504 team. Finally, parents are afforded the grievance procedure as articulated in the school handbook.

Under the Archdiocesan Section 504 Protocol, it is the student’s responsibility to carry out the student component of the 504 Plan. The student should accept all classroom accommodations with full cooperation. The student has the right to be a successful integrated member of a classroom. The student has the right to receive the accommodations necessary for continued growth and progress. Finally, the student has the right to be valued and to experience success in any classroom setting.

We have read, understand, and accept the Archdiocesan Section 504 Protocol and its implications for the ongoing decisions concerning the student’s future educational program. We fully understand the role each member plays in implementing the 504 Plan.

By signing below we are in full agreement with the Archdiocesan Section 504 Protocol.

504 Team Members:

Principal:		School Designee:	
School Designee:		School Designee:	
School Designee:		School Designee:	
Parent:		Parent:	
Student:		Date:	



Implementation Guide For Writing Section 504 Plans

This guide was written to target areas of the School Strategy Plan that may need explanation. Not all areas are discussed.

It is required that a signed copy of the Section 504 Plan be given to parents.

Section 504 Plan Agreement

Upon completion of the Section 504 Plan all members of the 504 Team are asked to sign the agreement page. By signing this document, administrators, teachers, and parents acknowledge their understanding of their rights and responsibilities in carrying out the plan.

It is understood that all information shared at the 504 Team meeting is held in confidentiality.

Reconvening Dates of Section 504 Plan Team

Future Recommendations:		Date:
	Continue with present Section 504 Plan	Progress Date:
	Revise present goals and strategies	
	Identify new goals and strategies	
Comments:		

Future Recommendations:		Date:
	Continue with present Section 504 Plan	Progress Date:
	Revise present goals and strategies	
	Identify new goals and strategies	
Comments:		



Implementation Guide For Writing Section 504 Plans

This guide was written to target areas of the Section 504 Plan that may need explanation. Not all areas are discussed.

It is required that a signed copy of the Section 504 Plan be given to parents.

Reconvening Dates

It is important to establish a timeline to ensure ongoing evaluation of the 504 Plan. This space is designed to note dates of follow-up meetings, future recommendations, and related comments. It is understood that new 504 Plans are written annually as a student enters each new grade level. Transition meetings are a critical component to the plan's success. Pertinent information is shared between teachers and successful accommodations are carried over to the next grade level.

Progress Dates

Determination of the dates on which progress will be documented should be established in the Strategy Plan. Documentation and Progress forms should be distributed to all service providers and parents.

Section 504 Plan Documentation Form

Name:	Grade:
Date:	Teacher:

Directions: Each teacher will document the results of strategies implemented which are specific to the identified goals of the Section 504 Plan.

Identified Goal:	Strategies Implemented:	Dates Utilized:	Results/Comments:



Implementation Guide For Writing Section 504 Plans

This guide was written to target areas of the Section 504 Plan that may need explanation. Not all areas are discussed.

It is required that a signed copy of the Section 504 Plan be given to parents.

Section 504 Plan Documentation Form

Once strategies are being implemented for a student, teachers must document the plan's successes and failures. Goals and strategies for a student are carried over onto the documentation form and reviewed at designated intervals determined by the 504 Team. Documentation concerning parent or student follow-through must be kept at the school level.

Please note that documentation forms should be distributed to each classroom teacher that the student has. Documentation shares two purposes. It aids the teacher in articulating at the reconvening meeting what strategies were or were not successful (and why), and it provides the teacher the supporting detail to share progress with parents. All completed documentation forms should be collected and attached to the back of the *504 Plan*.

Documentation is a critical element in the compliance procedure of Section 504 Law.



Progress Report

Teacher:	Parent:	
Student:	Date of Birth:	Grade:
School:	Report Date:	

Progress Codes:	Evaluation Methods:
1. Little progress being made toward goal	a. Teacher Observation
2. Steady progress being made toward goal	b. Data Sheets
3. Rapid progress being made toward goal	c. Teacher-made Tests
4. Goal has been met	d. Standardized Test
5. Other:	e. Behavior Log
	f. Work Samples
	g. Other:

Area of Concern:

Goal #:				
	Date:	Date:	Date:	Date:
Progress Code:				
Evaluation Method:				
Strategies:				
Comments:	Date:			
	Date:			
	Date:			
	Date:			

Area of Concern:

Goal #:				
	Date:	Date:	Date:	Date:
Progress Code:				
Evaluation Method:				
Strategies:				
Comments:	Date:			
	Date:			
	Date:			
	Date:			

Signature:



Implementation Guide for Use of the Progress Report Form

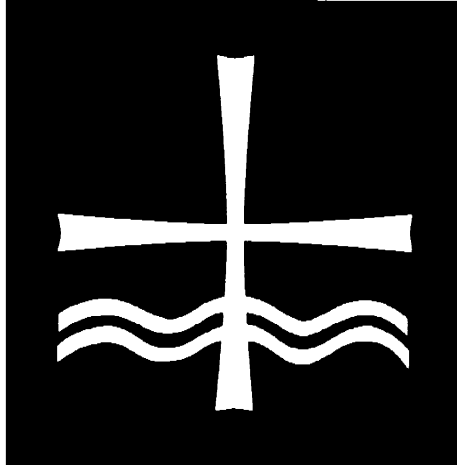
Progress Report Form

Once the **School Strategy Plan** or **504 Plan** has been designed, all service providers and parents must document the plan's successes and failures. Service providers and parents are expected to rate the student's level of progress as well as indicate the type of evaluation method used to rate progress. At the completion of Strategy Plan and 504 plan meetings, intervals for reporting progress should be determined.

The completed **Progress Report** form and the accompanying **Documentation** form should be collected at the reconvening meetings and attached to the back of the **School Strategy Plan** or **504 Plan**.

Archdiocese of Louisville

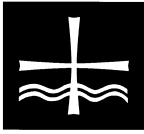
Protocol Support Documents





Referral Process Checklist
(Items necessary for assessment referral)

	Signed <i>Archdiocese of Louisville Intervention Protocol Parent Letter</i>
	Complete <i>Archdiocese of Louisville Student Evaluation Plan (SEP)</i>
	Complete vision screening within the past year
	Complete hearing screening within the past year
	Complete classroom observation using <i>Archdiocesan Student Observation Form</i>
	Complete <i>School Questionnaire Answer System</i>
	Complete <i>Parent/Student Questionnaire Answer System</i>
	Collect work samples
	Copy of school records, including grades, attendance, standardized testing
	Copy of previous evaluations
	Copy of previous and current Individual Education Plans from public schools
	Copy of <i>Archdiocese of Louisville Strategy Plan</i> , meeting summaries, progress reports
	Copy of <i>Archdiocese of Louisville 504 Plan</i> , meeting summary, and progress reports
	Complete <i>Mind and Heart Assessment System (MHAS)</i>
	Obtain signed Release/Request of Information form
Name:	
Grade:	
Date Process Began:	
Date Process Ended:	



NOTICE OF STUDENT EDUCATIONAL MEETING

Dear:

(Name of parent, guardian, educational representatives, service providers)

I would like for you to attend a meeting to discuss the educational needs of:

Student's Full Name:

Date of Birth:

Reason for Meeting (Check all that apply):	
<input type="checkbox"/>	To discuss educational progress
<input type="checkbox"/>	To discuss a referral for assessment
<input type="checkbox"/>	To discuss and act upon results of assessment
<input type="checkbox"/>	To develop, review, and/or revise strategy plan
<input type="checkbox"/>	To develop, review, and/or 504 plan
<input type="checkbox"/>	To determine reevaluation needs
<input type="checkbox"/>	To discuss disciplinary action
<input type="checkbox"/>	Other:

This meeting has been scheduled for:	
Date:	Time:
Location:	Telephone No.:

If you CANNOT attend this meeting, need an alternate time, require an interpreter for the meeting, or have any questions, please call or complete the bottom portion of this letter and return it to the 504 Coordinator so other arrangements can be made. If school is cancelled due to inclement weather, this meeting will be rescheduled.

Other persons the school has invited to attend this meeting include the following:			
<input type="checkbox"/>	Classroom Teacher	<input type="checkbox"/>	504 Plan Coordinator
<input type="checkbox"/>	Resource Teacher	<input type="checkbox"/>	Reading Specialist
<input type="checkbox"/>	Principal	<input type="checkbox"/>	County School District Representative
<input type="checkbox"/>	Counselor	<input type="checkbox"/>	Physical Therapist
<input type="checkbox"/>	Occupational Therapist	<input type="checkbox"/>	Speech/Language Clinician
<input type="checkbox"/>	Psychologist	<input type="checkbox"/>	Other:

We look forward to meeting with you to assist in supporting your child. Please bring any information that would be helpful for the team including formal or informal test results, work samples, etc. to the meeting.

Sincerely,

504 Coordinator/Classroom Teacher:	Date:
Principal:	Date:

<input type="checkbox"/>	I can attend
<input type="checkbox"/>	I cannot attend, but I can participate via a telephone conference. I can be reached at:
<input type="checkbox"/>	I would like this meeting rescheduled. Suggested date and time:
<input type="checkbox"/>	I need an interpreter to attend the meeting. Type of interpreter:

Student's Full Name:

Parent's/Guardian's Signature:

Date:

Adapted from: Jefferson County Public Schools



Implementation Guide for Notice of Student Educational Meeting

Notice of Student Educational Meeting

The purpose of the **Notice of Student Educational Meeting** is to inform parents, guardians, educational representatives, and service providers of the date, time, location and purpose of an upcoming meeting. Notices for educational meetings should be received by the parent at least **7 days** prior to the scheduled meeting date.



STUDENT OBSERVATION

Name:			
Date of Birth:			
Date:			
Time Period:			
Teacher:			
Class:			
Activity:			
Instructional Method:			
Instructional Group:	<input type="checkbox"/> Individual	<input type="checkbox"/> Small Group	<input type="checkbox"/> Whole Class
Instructional Strategies:			
Instructional Modifications:			
Instructional Accommodations:			
Observer:			
Position:			
Observation Narrative:			



Implementation Guide for the Student Observation

Student Observation

The purpose of the **Student Observation** form is to assist the educators in collecting information regarding the learning characteristics of the student. The observation should be conducted by an observer other than the classroom teacher. The observer should be the **504/Special Needs Coordinator** or another qualified individual designated by them. The observation narrative is intended to be an objective recording of student behaviors including but not limited to data regarding the student's learning challenges, learning styles, social interactions, and academic performance. Results of the observation should be provided to the parent at the initial parent-teacher conference, used in the design of school strategy plans, and is included in the assessment referral information.



Student Interview

Student Name:	Date:
---------------	-------

1. Three things in school that I enjoy the most:
2. Three things in school that I enjoy the least:
3. I am good at:
4. I need help with:
5. I learn best when:
6. I want to learn how to:
7. Teachers can help me by:
8. I want my teacher to know:
9. I get upset when:
10. I hope:



Implementation Guide For Use of the Student Interview

Student Interview

Once the teacher or educational staff becomes aware of possible learning or behavior difficulty, the teacher begins the process of collecting information that will assist in the documentation of the targeted concerns.

The **Student Interview** is a part of the information to be collected prior to the initial parent-teacher conference. It is intended to assist the teacher with determining the student's awareness of strengths and weaknesses, knowledge of learning styles, and awareness of strategies that facilitate academic and social success. Results of this interview along with other documentation should be shared with the parent and 504 coordinator during the initial parent-teacher conference.



Mind and Heart Assessment System

Step # 1: What Do We Think?

Student Name:	Date:
School:	Grade:

Please rate the student in the following 8 Neurodevelopmental Systems:

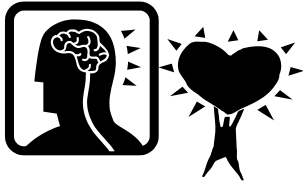
C= Concern A= Adequate S= Strength

1. Attention Controls Mental Energy Intake Output	C A S
2. Memory Short Term Active Working Long Term	C A S
3. Understanding What is Seen (Spatial Ordering)	C A S
4. Understanding and Using Words (Language)	C A S
5. Thinking Problem Solving Concepts (High Order Cognition)	C A S
6. Keeping Track of: Time The order of things (Temporal-Sequential Ordering)	C A S
7. Muscle and Motor Skill Gross Motor Fine Motor Graphomotor (pencil) (Neuromotor Functioning)	C A S
8. Making and Keeping Friends (Social Cognition)	C A S

Please rate the student in the 11 Psychological Systems:

C= Concern A= Adequate S= Strength

1. Feeling Awareness Empathy for others/self; Kind-hearted	C A S
2. Relationship Building Connected to others Sense of belonging	C A S
3. Temperament Adaptability Disposition/Intensity	C A S
4. Control Confidence Competence	C A S
5. Coping Tools (Stress Response) Fight/Flight/Submit	C A S
6. Anxiety/Stress Frustration Level Feeling safe/Security	C A S
7. Mood Mood Quality Mood Stability	C A S
8. Personal Worth Sense of their value Sense of their uniqueness	C A S
9. Resiliency-Flexibility Bounce-back-ability Persistence/Frustration Tolerance	C A S
10. Independence-Interdependence Problem Solving/Decision Making	C A S
11. Self Control Attitude/Emotion/Behavior Personal Responsibility/Initiative/Motivation	C A S



Mind and Heart Assessment System

Step #2 (What do We See?)

Student Name:	Date:
---------------	-------

FOUR AREAS OF STUDENT FUNCTIONING

SCHOOL JOBS:

- Skill Development
- Daily Work
- Test Taking
- Homework
- Understanding
- Production
- Grades

BEHAVIOR:

- School
- Home

GETTING ALONG WITH:

- Peers
- Teacher(s)
- Parent(s)
- Sibling(s)

FEELING ABOUT:

- Self
- Others
- School (“job”)
- Home



Implementation Guide For The Mind Heart Assessment System

Mind and Heart Assessment System

The purpose of the **Mind and Heart Assessment System** is to assist parents and educators in identifying the student's strengths and areas of concern with regard to Mel Levine's eight neurodevelopmental constructs and Doug Bouman's eleven heart constructs. This assessment system involves the following three steps:

- **Step #1: What do we see?**
Parents and educators examine the following 4 areas of student functioning; school jobs, behavior, social interactions, and feelings
- **Step #2: What do we think?**
Parents and educators rate the students according to the 8 neurodevelopmental and 11 heart constructs
- **Step #3: What do we do?**
Parents and educators determine what strategies or interventions should be used to construct Strategy and 504 Plans

The **Mind and Heart Assessment System** is:

- explained to the parent and teacher at the time of the initial conference to address educational concerns
- completed by both the parent and teacher
- returned to the 504 coordinator within 2 weeks
- discussed and consensus is obtained in the first **Student Study/School Strategy Team** meeting



School Strategy Plan / 504 Plan Prompt

Analyzing the Mind and Heart Assessment System to write effective School Strategy Plans and 504 Plans

Step #3: What do we do?

Prioritize areas of concern



3- Priority Concern
* - Strength

2 – Secondary Concern

1 – Non-concern

___ Attention Controls

___ Language

___ Neuromotor Development

___ Higher Order Cognition

___ Spatial Ordering

___ Social Cognition

___ Temporal-Sequential Ordering

___ Memory



3- Priority Concern
* - Strength

2 – Secondary Concern

1 – Non-concern

___ Empathy

___ Relationship

___ Temperament

___ Control

___ Coping

___ Anxiety/Stress

___ Mood

___ Personal Worth

___ Resiliency/Flexibility

___ Independence

___ Self Control

Prioritize areas of academic/behavioral impact

Area	Subskill/function
Area	Subskill/function
Area	Subskill/function
Area	Subskill/function
Area	Subskill/function



Developing Goals based on levels of intervention

Level 1 – Differential Teaching Strategies – Used with students in an inclusive classroom with the teacher being purposeful of planning and reflection of instruction for a student with a specific learning need and learning style, documenting the successfulness of the strategy. Used most often with students on a School Strategy Plan, or those with needs not overly impacting academics or behavior.

Level 2 – Accommodation Strategies – Used with students on a School Strategy Plan or 504 Plan. Adjustments are made to the rate or acquisition of curriculum. Accommodations typically focus on changing the way a student receives (input) information and how the student demonstrates knowledge (output). Information may be given at a slower pace or in shorter increments, but the integrity of the content is not jeopardized. Content is not changed when accommodating, the material is made accessible to the student and the student is held accountable to the same expectations as his/her peers. Accommodations provided on a daily basis should also be provided during assessment and do not invalidate the authenticity of performance.

Level 3 – Modification Strategies – Used with students only on 504 Plans. Changes are made to the student's curriculum with respect to content depth, level of difficulty, amount of information or grade level expectation. Modifications can be made to areas of content, homework, testing and grading. Modifications are warranted when a student's disability prevents him/her from processing information at the same depth as his/her peers. Modifications should be utilized when accommodations are not sufficient supports for the student to learn. Modification practices should be made clear to the parent and documented clearly at the school level so that families are aware of the interventions the student is receiving and understand the work does not reflect general grade level expectations and ability. Modifications may work in conjunction with accommodations to assist the student's learning.

Level 4 – Remediation – Used with students on 504 Plans. Remediation is corrective instruction at the level in which the student is functioning. Remediation is designed to provide instruction/counseling services that assists in narrowing the student's identified deficits and performance gap so that he/she can perform closer to the age and/or ability level of his/her peers.

- Remedial techniques or counseling services provided by the school or outside agency should be written on the student's **504 Plan** and are utilized simultaneously with modifications and accommodations in the classroom. Dialogue between the service provider and the classroom teacher should be ongoing.
- In some situations, remedial intervention completely replaces the standard grade level curriculum. Communication of student progress to parents should reflect this.
- When the school provides remedial instruction, teachers need to identify clearly what kinds of specific remediation are appropriate for a student. Small group instruction is an optimal time for utilizing alternative instructional approaches and materials. Also

the creative use of support personnel is vital in addressing students with remedial needs.

- Progress of remedial intervention should not automatically be measured against grade level expectations. Schools should develop achievement assessment protocols, which evaluate the progress of a student based on pre-assessments and ongoing evaluations. Progress of this type should be clearly stated to the parents.
- When remedial instruction is provided by outside resources, parents need guidance in selecting remedial services. Tutorial services are not necessarily remedial services. Communication between the principal, classroom teacher, and the service provider is critical, especially for those students leaving during school hours for intervention.



Implementation Guide For The ANSER* System

The ANSER System

“Children with school adjustment or learning problems require comprehensive, painstaking evaluations. Their difficulties are likely to stem from combinations of predisposing factors. In many instances, school problems create ripple effects, disturbing multiple areas of function. The design of appropriate services can be enhanced through an understanding of early-life antecedents and current perceptions of strength, deficiency, and style. Four basic areas need to be accounted for: academic performance, health, development, and behavior. The ANSER System is an attempt to integrate data from these areas by collecting systematically information from parent(s), school personnel, and the child (when age permits). The data thus compiled can be used with direct assessments, including psychological evaluations, achievement tests, and health and neurodevelopmental examinations. (Levine, M., 1997)

Precautions regarding the use of the ANSER System:

- 1) Those interpreting the questionnaires should bear in mind that there might be differences between what is reported and what is fact.
- 2) Some parents may have difficulty understanding and filling out the questionnaire due to reading or writing difficulties. In such a case, the system should be administered in an oral interview rather than a written format.
- 3) Early life history and background should be interpreted with caution as parents may have difficulty recalling early-life events, behavior patterns, and specific problems.
- 4) The ANSER System is not designed to generate a specific diagnostic label. The questionnaires are meant to be a mechanism for eliciting information about the child. They are designed to help formulate a picture of the antecedent conditions as well as strengths and weaknesses of the child.
- 5) Parents may consider some of the data requested on the questionnaire to be privileged or confidential. It is important to reassure them that it is permissible to leave out information that they feel uncomfortable about recording.



Student Evaluation Plan

Student Name:	Date of Birth:
Age:	Parents' Names:
Phone No.:	Home Address:
Work No.:	School:
Grade:	School No.:
School Address:	Teacher:
Evaluation Plan Meeting Date:	Child Study Team Members:

Recommended Areas of Investigation:

Academic Performance				Organizational Skills
	Reading	Math	Written Language	Physical Therapy Evaluation
Attention Deficit or ADHD Rating Scales				Speech-Language Evaluation
Behavior				Articulation
Classroom Observation				Phonemic Awareness
Cognitive/Intellectual				Fluency
Developmental Assessment				Voice
Hearing Evaluation				Language
Basic Hearing Test				Written Language
Auditory Processing Evaluation				Speech Mechanism
Occupational Therapy Evaluation				Social-Emotional Skills
Fine Motor Skills				Study Skills
Sensory Integration				Technical/Vocational Assessment
Visual Motor Skills				Vision Assessment
Other				

Assessment will be obtained from:	Referral to the local school district will be made by:
Local School District	Parent
Archdiocese Office of Family Counseling	Staff
Outside Source:	N/A
Parent is responsible for returning the Assessment Notification Form by:	Date:

The above, designated items are suggested areas for investigation. The ultimate decision making regarding assessments rest with the service provider and parents.

Adapted from Jefferson County Public Schools



Implementation Guide For Developing the Student Evaluation Plan

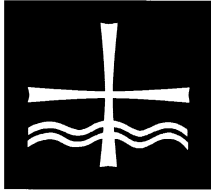
Student Evaluation Plan

The educational team should develop student Evaluation Plans when:

- the student is performing **one year or more below grade level** as substantiated by standardized tests or grade level assessments.
- The student's Strategy Plan has been in effect for 4-6 weeks.
- The student demonstrates a rapid decrease in academic skills or sudden onset of academic deficits.

Student Evaluation Plan Guidelines:

- All team members should be informed that the **Student Evaluation Plan** is a proposal, which is to be submitted to the evaluation service providers.
- The service providers and parents make final selection of the assessment components.
- Students exhibiting **1 year or more delays** in academic skills should be referred for baseline cognitive/intellectual assessments with accompanying academic testing.
- Referrals for central auditory processing disorders should be made only after or in conjunction with psycho-educational assessments.
- One to two year delays in written language should be addressed by a request for cognitive/intellectual assessment, academic assessment, and language evaluation.
- Referral for ADD and ADHD diagnosis should be encouraged to be handled through a multidisciplinary evaluation process rather than solely a medical process.
- School district screening tools should be used to assist the team in determining what type of speech/language testing is needed.
- Assessment options should be provided to the parent.
- Designation of who is responsible for the referral to the local school district should be determined on the **Student Evaluation** form.
- The Assessment Notification form should be provided to the parents with a two-week expected date of return. The purpose of this form is for the parent to indicate their choice of assessment provider, the types of assessments that will be administered, and the date of the assessments.
- Updated assessments should be conducted at least every 3 years or more often if warranted. Current assessment results should be present on all students with previously diagnosed learning challenges who are transitioning to high school or who are graduating from high school.



ASSESSMENT NOTIFICATION

Student Name:	Date of Birth:
Referral Date:	Assessment Notification Due:

Assessment Provider(s):

Name:				
Address:				
Phone Number:				
Type of Assessment:				
Schedule Date/Time:				
Provider will attend School Meeting	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

Name:				
Address:				
Phone Number:				
Type of Assessment:				
Schedule Date/Time:				
Provider will attend School Meeting	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

Name:				
Address:				
Phone Number:				
Type of Assessment:				
Schedule Date/Time:				
Provider will attend School Meeting	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

Name:				
Address:				
Phone Number:				
Type of Assessment:				
Schedule Date/Time:				
Provider will attend School Meeting	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No



Implementation Guide For the Assessment Notification Form

Assessment Notification Form

Once it has been decided that the student will be referred for formal evaluation, the parent should be informed of that evaluations may be obtained at no cost through their local school district, through the Archdiocese of Louisville, or through a private provider.

The purpose of the **Assessment Notification** form is to provide the parent with a mechanism for communicating what decisions have been made regarding the assessment process. This form should be given to the parent at the time that the assessment recommendation is made and returned to the 504 coordinator within 2 weeks. The **Student Evaluation Plan** should also be provided to the parents as it serves as a reference for the types of evaluations that are recommended by the educational team. The service providers and parent determine final decisions regarding the types of assessments that will be administered. Decisions regarding the types of assessments, dates, and providers are to be indicated by the parent on the **Assessment Notification** form.



Intended Use of Optional Support Documents

All forms pertaining to student information should be collected and kept in a confidential file with the intervention plan.

Teacher or Parent Pre-conference Planning Form

These forms are intended to guide team members as they evaluate specific information concerning a student. They should be provided to both teachers and parents prior to a Strategy/504 Plan meeting and shared during the planning process as a collaborative effort.

Teacher/Parent Reconvening Form

These forms are intended to guide team members as they evaluate the success of a *School Strategy Plan* or *504 Plan*. They should be provided to both teachers and parents prior to a reconvening meeting and shared during the planning process as a collaborative effort along with teacher documentation forms.

Protocol Conference Notes

For those schools wishing to document specific dialogue and content of an intervention meeting, this form is provided. It is recommended that all notes are dated and signed by the recorder.



Archdiocese of Louisville – Teacher Pre-conference Planning Form

Student Information

Name:		School:	
Grade:	Age:	Date of Birth:	

Home/School Behavior Assessment

When responding, please consider personal, academic, and social qualities.

What are this student's strengths?

What are this student's areas of weakness?

Please state any concerns you may have about this student.



Archdiocese of Louisville – Parent Pre-conference Planning Form

Student Information

Name:		School:
Grade:	Age:	Date of Birth:

Home/School Behavior Assessment

When responding, please consider personal, academic, and social qualities.

What are your child's strengths?

What are your child's areas of weakness?

Please state any concerns you may have about your child.



Archdiocese of Louisville – Teacher/Parent Reconvening Form

Student's Name:		School:
Grade:	Age:	Date of Birth:
Person Completing Form:		Date of Meeting:

Each team member should complete this form prior to the reconvening meeting.

What successes were found in implementing the plan?

What difficulties were found in implementing the plan?

Are there any strategies that need deleted, revised, or added to the plan?

Future Recommendations:

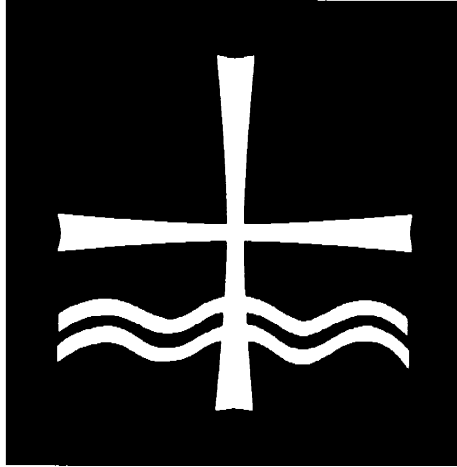


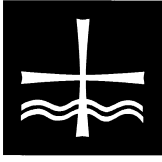
Archdiocese of Louisville Intervention Protocol Conference Notes

A large, empty rectangular box with a thin black border, intended for recording the notes from the conference.

Archdiocese of Louisville

Student Observation Paperwork





Procedures for Student Observation for 504 Plan

When a student experiences academic or behavioral difficulty in a classroom, the school may seek the support of a Special Education Consultant. The following procedure must be followed.

1. Student Consultations are requested after the **Initial Steps, First meeting, and Reconvening meeting** have occurred. The consultant will review student observations, student interviews, **Mind and Heart Assessment Systems, Anser Systems, School Strategy Plans, 504 Plans**, and formal and informal assessments that have been collected by the school.
2. Principal or 504 Coordinator makes initial contact with Special Education Office support staff (448-8581) to schedule an observation date and time. Intake information will include:
 - Student name
 - School, homeroom teacher, grade level
 - Specific concern
 - Parents name, phone number, and home address
3. **Parent Consent Form** is completed, kept on file at the school, and provided to the consultant upon arrival. Observations will not take place unless **Parent Consent Form** is complete and on file.
4. On the date of the observation, it is important that time is designated for:
 - the consultant to review records.
 - the consultant to dialogue with the classroom teacher.
 - the consultant to observe the student in an academic setting in which he/she is experiencing difficulty and to dialogue with the student when appropriate.
5. Upon review of all information, a student observation report with various recommendations will be sent to the school. A copy will also be mailed to the parent from the special education office.

It should be noted that when a parent contacts the special education consultant directly, this procedure will be articulated and the parent will be referred to the school principal.



Archdiocese of Louisville Parent Consent Form

Student Information

Student Name:	Date of Birth:	Age:
School:	Grade:	
Principal:	Teacher:	

Family History

Parent(s):	Address:	
City:	State:	Zip:
County of Residence:	Phone:	
List with whom the student resides and relationship:		
Is there any current situation that may be impacting the student?		

Medical History

Vision:	Normal	Wears glasses
Hearing:	Normal	Hearing level is not normal
Other Medical Conditions:		
Does the student routinely take medication? Please name any medications and reason for use.		

School History

Past schools attended by student:		
What age did the student start school?		
Retained in any grade? If yes, list grade	Yes	No
History of absentees?	Yes	No
History of behavior concerns?	Yes	No
Has this student been evaluated previously?	Date of evaluation	Name of evaluator
Does the school have a copy of the testing report?		
Other information:		

Please briefly describe the student’s strengths and needs.

Strengths/Needs

Identified Strengths:	Identified Needs:

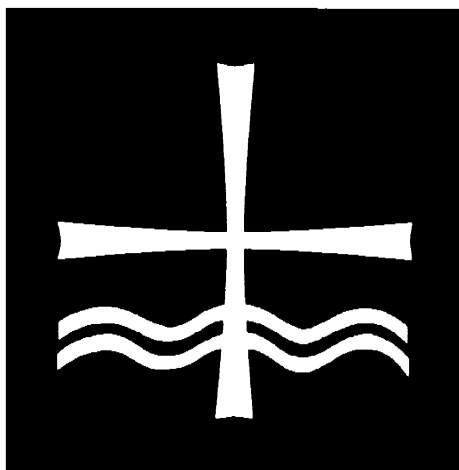
Parental Consent for Observation

I give my consent for the Archdiocese of Louisville Special Education Consultant to review my child’s records, to observe and dialogue with my child in the classroom, and to consult with school personnel regarding my child’s progress.

Child’s Full Name:	Date:
Parent or Guardian:	Parent or Guardian:

Archdiocese of Louisville

Accommodation Supports





Effectively Addressing Diversity in the Classroom- Making Accommodations Work

The questions that must be asked when students are having difficulty:

Question #1 - *Are my classroom teaching strategies effective?*

When addressing diverse learning needs in the classroom, teachers must first examine their own classroom teaching strategies to see if they are effective with every learner. Children have learning strengths and weaknesses that traditional teaching methods do not always address. It is important for novice as well as experienced teachers to continually seek out information on current research and practices concerning an effective teaching learning process. Effective instructional methods should be based upon an integration of these established theories of learning:

Brain Research

Ongoing brain research continues to provide a wealth of information on how the brain learns. Primarily, research says that the brain is a pattern-seeking device. Students are more successful at assimilating/understanding concepts if prior knowledge is established and built upon. Students are more successful recalling concepts when there is a variety of sensory input to the brain of the same information. Secondly, the brain has to be in a state of learning for learning to occur. If a student is angry, embarrassed, frustrated, hungry, thirsty, or bored, learning will be inhibited.

Multiple Intelligences

The concept of this teaching model is based upon the belief that there are seven intelligences. The theory of Multiple Intelligences says that in order to reach every child, teaching must be linked to words, numbers, pictures, feelings, music, movement, and personal experiences. Teachers who base instruction on MI strive to create lessons and experiences, which combine these intelligences in creative ways. MI classrooms are motivational, creating a high level of active learning and engagement. MI has been proven to be effective at all grade levels.

Learning Styles

Every person has a preferred style of learning. The concept of Learning Styles promotes VAKT instruction (visual, auditory, kinesthetic, and tactile), in that some students learn best by seeing, others by hearing and others by moving and touching. The most effective teacher develops an awareness of students' preferred learning styles and then utilizes teaching methods that address classroom diversity. When the teaching method does not match the learning style, difficulty often presents itself as an assumed learning disability.

Global /Analytical Instruction

Global instruction is based on the importance of relevant learning so that the student is emotionally involved and actively engaged. Global learners need to see the whole picture and benefit from strong context, high interest materials, thematic teaching, and integrated learning.

Analytical instruction is very structured and focuses on fact-based information, sequence, and other closed set specifics. Phonic instruction is a highly analytical approach. Even when an analytical instructional approach is necessary, it is critical for the teacher to start the lesson globally. Research shows that most teachers are analytical in nature and utilize teaching methods that are analytical in style. However, the vast majority of high-risk students are global learners and are most mismatched by traditional teaching methods.

Question #2 - What can I do to accommodate individual students who need additional help to successfully access information?

Accommodations are best defined as strategies to support a student's individual learning needs. *To accommodate* means to make suitable, to adapt, or to adjust. Accommodations can be as simple as moving a student to the front of the classroom and as comprehensive as modifying the expected content a student is responsible for. Teachers and administrators should dialogue at the school level concerning what accommodations are appropriate for a **School Strategy Plan** and what kinds of accommodations are appropriate for a **504 Plan**. Although most accommodations are focused on the instructional aspect of teaching, accommodations in the areas of organization, environment, communication, classroom management, and evaluation should not be overlooked.

Question #3 - When is modifying curriculum a necessary accommodation in supporting students' learning needs?

Modifying curriculum entails more comprehensive accommodations. *To modify* means to change; to alter or to make less difficult or rigorous. Modifications can be made in the areas of content, homework, testing, and grading and are warranted when a student's disability prevents him from processing information at the same rate and/or depth of his peers. Modifying curriculum are **504 Plan** accommodations. Modifications are determined by the student's needs rather than the standard grade level practices and expectations.

Question #4 - How can remediation support a student at his individual instructional level?

Remediation is corrective instruction at the level in which the student is functioning. *To remediate* means to provide instruction designed to correct a student's identified deficits so that he can perform closer to the age and or ability level of his peers. Remediation can focus on specific academic skills or on cognitive processes such as attention, memory, perception, etc. Important factors to consider are:

- Remedial techniques should be written on the student's **504 Plan** and are utilized simultaneously with accommodations in the classroom.
- When remedial instruction is provided by the school, teachers need to identify clearly what kinds of specific remediation are appropriate for a student. Small group instruction is an optimal time for utilizing alternative instructional approaches and materials. Also the creative use of support personnel is vital in addressing students with remedial needs.
- When remedial instruction is provided by outside resources, parents need guidance in selecting tutorial services. Communication between the classroom teacher and the tutorial service is critical.
- It is important to remember that remediation is most successful when learning difficulties are identified early.