



GRACE SCHOOLS SERVICE PLAN

_____ **TEACHER IN-CLASS SERVICE PLAN (TSP)**
_____ **GRACE STUDENT SERVICE PLAN (GSSP)**

Date of Active Service Plan Implementation (m/d/y):

Name of Student:

DOB:

Grade:

List Current Intervention Taking Place:

Area of Intervention (list subject, behavioral, social, other):

List Non-Regular Education Intervention Information

- Amount of time per week of direct intervention in a non-regular education setting:
- Location of non-regular education setting:
- Provider's name of non-regular education instruction:

Goal: *The state measurable annual academic or functional goal (behavioral, social, organizational, other) to enable the student to be involved in and progress in the general education curriculum, and to meet the student's educational needs.*

Short-Term Objectives: *State sequential intermediate steps or temporal milestones needed to reach goal.*

Measurement of Progress: *State the procedures for measuring the student's progress toward meeting the established goal. e.g. checklist, log, performance task, running record, teacher summary, test score, work sample, etc.*

Notes: *State other pertinent information related to the student.*

Goal Progress: *Reports about the student's progress toward meeting annual goal are given to the parents when subject grade reports are provided. State level of achievement by choosing one of the following and providing comments as to chosen level.*

Goal Attained:

Adequate Progress:

Moderate/Emerging Progress:

No Progress:

Date trimester goal progress was provided to the parent.

Trimester 1)
Trimester 2)
Trimester 3)

Accommodations (a change that helps the student overcome or work around a deficiency):

_____ Assistance with material/time organization _____ Assistance w/ note taking.

_____ Behavior check cards _____ Extended time on assignment
completion.
_____ Extended time for test completion. _____ Frequent breaks
_____ Seating to reduce distractions _____ Test read aloud to student.
_____ Tutoring assistance _____ Other:

Modifications (a change in what is being taught to or expected from the student):

_____ Grading based on work completion. _____ Reduction of assigned problems.
_____ Simplified vocabulary and concepts _____ Tests written at lower level of
understanding.

TSP forms are completed by the classroom teacher and GSSP forms are completed by the Supportive Consultant. Collaboration between the classroom teacher and supportive consultant is advisable. Initial plan and revised plan copies are provided to Parent, Principal, Teacher, Supportive Consultant, and Student Services Director.

REFERRAL PROCESS

1. Parochial School teacher has concerns about a student and the school has attempted some measures to address the concerns with limited success.
2. Parochial School completes a Confidential Information Exchange Authorization form.
3. Parochial School obtains the parent signature on the Confidential Information Exchange Authorization form.
4. Parochial School contacts the Public School where the student would otherwise attend, based on their address, and requests that a consultation team meeting be scheduled.
5. Consultation meeting is typically scheduled at the Public School where the student would otherwise attend based on the home address.
6. Documentation and evidence of concerns pertaining to the student should be gathered and made available at the Consultation Team Meeting.
7. At the Consultation Team Meeting, concerns will be discussed and a plan of action will be determined. This could include: a) Additional strategies/interventions to try. b) Referral for evaluation by the public school. c) Referral to an outside agency.
8. If the decision is to proceed with a special education referral, several forms will need to be completed, and the parents may be asked to consent for student evaluative testing.
9. The Public School and Parochial School team members will work together to conduct any needed testing and information gathering.

10. A meeting date is scheduled for the team to convene to discuss evaluation results and determine whether the student has an identified disability.
11. If the student is found to have a disability, the parents will need to make a decision before the team can proceed.
 - If the parents are not interested in services from the public school, the parents will indicate their refusal of services and the process stops.
 - If the parents are accepting of services offered by the Public School in the Parochial School setting, this would result in the development of an Individual Service Program (ISP). *Note: These services may not be all the student could receive in the Public School.*
 - If the parents are willing to consider transferring the student to the Public School where the student can receive the services offered, an Individualized Educational Program (IEP) would then be discussed.
12. The parents would either sign accepting or declining Public School Services.
13. If the student is determined to be in need of services (if the student qualifies or doesn't qualify for services offered by the Public School System), and the decision is that the student will continue at the Parochial School, a GRACE Service Plan will be developed.