

## TERMINOLOGY/REFERRAL PROCESS

**Radar:** There is an academic and/or behavioral concern by a staff member, but as of this time a service plan is not required. A student may be considered to be on Radar if not scoring proficient on his/her most recent MAPS test. (Scores in the 26-60% range.) This also applies when a student has not progressed in his/her academics and/or behaviors as deemed they should have by their teacher, principal, or supportive consultant.

**TSP: Teacher Service Plan** - A classroom accommodation and/or modification is being provided for the student that is unique to that individual student and not part of the regular classroom instructional setting. The student may be identified as at-risk based on his/her most recent MAP test results. (Scores in the 0-25% range).

**GSSP: GRACE Student Service Plan** – The student is receiving instruction and/or behavioral assistance from someone other than the classroom teacher and the instruction is apart from the regular education classroom instructional setting. This instructional assistance can take place either in or outside the regular classroom setting.

**ISP: Individualized Service Program** – The student has been evaluated by the public school and has been identified as having a disability. The student is receiving services from the public school in the parochial school setting. (These services routinely are for Speech/Language.)

**IEP: Individualized Education Program** – The student has been evaluated by the public school and qualified for special education services. In almost all cases, the student is attending and receiving the services in the public school setting.

*A GRACE School Service Plan is implemented when an educational, behavioral, social, or other student concern has been brought forward and we will identify the need (area of intervention), provide a stated goal, list the objectives to meet the goal, state how the goal will be measured and list any needed accommodations/modifications. The student's progress on the goal is reported to parents each trimester.*

### **Referral Process**

Parochial School teacher has concerns about a student and the school has attempted some measures to address the concerns with limited success.

1. Parochial School completes a Confidential Information Exchange Authorization form.
2. Parochial School obtains the parent signature on the Confidential Information Exchange Authorization form.

3. 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.
4. Consultation meeting is typically scheduled at the Public School where the student would otherwise attend based on the home address.
5. Documentation and evidence of concerns pertaining to the student should be gathered and made available at the Consultation Team Meeting.
6. 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.
7. 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.
8. The Public School and Parochial School team members will work together to conduct any needed testing and information gathering.
9. A meeting date is scheduled for the team to convene to discuss evaluation results and determine whether the student has an identified disability.
10. 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.
11. The parents would either sign accepting or declining Public School Services.
12. 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 School Service Plan will be developed.