

# GRACE STUDENT SERVICES PROGRAM



*Supporting teachers & students to ensure each child receives a meaningful and responsive GRACE Catholic School learning experience.*

## Student Service Plans



### DESCRIPTION OF STUDENT SERVICE PLAN TERMINOLOGY

**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 26-50% range.) Also, 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 education classroom instructional setting. 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**—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 be taking place either in or outside the regular classroom setting.

**ISP: Individualized Service Program**—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**—Student was evaluated by the public school and qualified for special education services. In almost all cases student is attending and receiving the services in the public school setting.





WE ARE:  
**GRACE:**

## GRACE SCHOOL 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:** *State measurable annual academic or functional goal (behavioral, social, organizational, other) to enable 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 student.*

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

Goal Attained:

Adequate Progress:

Moderate/Emerging Progress:

No Progress:

**Date trimester goal progress was provided to parent.**

**Trimester 1)**

**Trimester 2)**

**Trimester 3)**

**Accommodation (practice and procedure that provides equitable access to grade-level content):**

\_\_\_\_\_ Assistance with material/time organization

\_\_\_\_\_ Behavior check cards

\_\_\_\_\_ Extended time for test completion.

\_\_\_\_\_ Seating to reduce distractions

\_\_\_\_\_ Tutoring assistance

\_\_\_\_\_ Assistance w/ note taking.

\_\_\_\_\_ Extended time on assignment completion.

\_\_\_\_\_ Frequent breaks

\_\_\_\_\_ Test read aloud to student.

\_\_\_\_\_ Other:

**Modification (change in content/instructional level of academic subject/test, possibly changing what is measured):**

\_\_\_\_\_ Grading based on work completion.

\_\_\_\_\_ Simplified vocabulary and concepts

\_\_\_\_\_ Reduction of assigned problems.

\_\_\_\_\_ Tests written at lower level of understanding.

*TSP forms are completed by Classroom Teacher and GSSP forms are completed by Supportive Consultant. Collaboration between Classroom Teacher and Supportive Consultant is advisable. Initial plan and revised plan copies provided to Parent, Principal, Teacher, Supportive Consultant, and Student Services Director.*

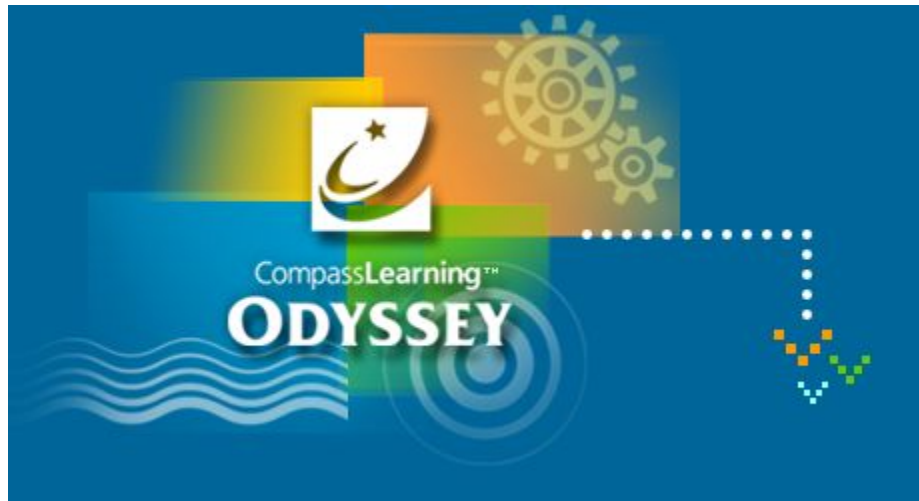
## REFERRAL PROCESS

1. Parochial School teacher has concerns about student and 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 parent signature on Confidential Information Exchange Authorization form.
4. Parochial School contacts the Public School that 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 that the student would otherwise attend based on their 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 public school. c) Referral to outside agency.
8. If decision is to proceed with a special education referral, several forms will need to be completed, and 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 student has an identified disability.
11. If student is found to have a disability parents will need to make a decision before the team can proceed.
  - If parents are not interested in services from the public school, parents would indicate their refusal of services and the process stops.
  - If 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 parents willing to consider transferring student to the Public School, where 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 student is determined to be in need of services (if 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.

## SUPPORTIVE CONSULTANT ROLE

*Each of our GRACE schools has a staff member designated as Supportive Consultant to work with and assist students and staff with student's educational needs. The following is a list of some of their role responsibilities.*

- Provide identified assistance to students of need (academic, behavioral, social, other) as determined by a Grace Service Plan.
- Oversee completion and distribution to parents of new and revised Teacher and Grace Student Service Plans in collaboration with the classroom teacher(s). As needed, include listing of accommodation and modification recommendations.
- Provide a copy of Service Plan Progress at the end of each grading period (trimester) to Parents.
- Attend IEP, Service Plan, and Supportive Consultation meetings as warranted.
- Be the Wisconsin Center for Academically Talented Youth (WCATY) Site Coordinator.
- Be the Odyssey (computer based learning) Site Coordinator.



## ODYSSEY ON-LINE EDUCATIONAL TOOL

Odyssey is an online tool used by GRACE to provide lessons, activities, and quizzes that are at a students' level.

It can be used for remediation, intervention, and advanced placement.

Features include:

- 1) Pretests to assess strengths and needs and pinpoint skill gaps for each student
- 2) Automatically generated individualized learning paths,
- 3) Links to external assessment MAP test data,
- 4) Engaging yet rigorous instruction delivered through reading passages, virtual manipulatives, videos, and animations,
- 5) Reporting tools to generate reliable data for instructional decision making,
- 6) 24/7 web access

## WCATY: AN ON-LINE LEARNING OPPORTUNITY

Higher Achieving GRACE students have had the opportunity to participate in the Wisconsin Center for Academically Talented Youth (WCATY) program since the 2010–2011 school year. GRACE was pleased to announce that beginning with the 2014–2015 school year participation in WCATY classes offered through GRACE were not charged a fee.

WCATY is offered four times throughout the school year for GRACE 5<sup>th</sup>–8<sup>th</sup> grade students scoring a 95% or higher Percentile Ranking in the subject areas of Reading and Language Usage on their most recent MAP assessment. A student scoring in the 90–94% Percentile Ranking in Reading and Language Usage can be eligible based on a school team decision.

Students participating in WCATY are part of an on-line learning community led by a certified teacher in which they use higher level thinking skills as they converse and learn with each other. The courses are relevant, challenging, and students are encouraged to consider how they interact with the world around them through explorative questioning. WCATY's research-based strategies for online instruction ignite imagination, evaluation, and creative thinking. Students meet face-to-face with each other and their instructor three times throughout the course at one of our host GRACE schools.

Successful WCATY students are self-motivated, have good time management skills, and are able to communicate with the instructor and other students participating in the class. Schools are advised that participation in WCATY is to take the place of the student's Language Arts and/or Reading class for the duration of the course. Activities are designed to replace 5 hours of class work weekly and often require homework. Students receive a grade with comments from WCATY at the completion of the course.

### Higher Achieving Students

#### *Wisconsin Center for Academically Talented Youth*

#### The WCATY Academy (5th – 8th Grade)



## GRACE Resource Materials Library

The GRACE Library of Resource Materials, located at the GRACE Offices (and throughout our schools), contains Social Skill Builder CD's, publications pertaining to: Autism, instructional strategies, ADD/ADHD, teaching kids with learning difficulties, special education in plain language, et al.

Manipulatives to assist students with focus, body movement, visual cues, time management, multi-sensory learning, stress release, hearing and understanding are also part of the resource library.







The GRACE Schools have a strong literacy program which includes the use of Wilson Foundations in our K-3 classrooms. Foundations is a multi-sensory, systematic phonics, spelling, and handwriting program that benefits all K-3 students. This program is supplemented with literature-based reading instruction.

For students needing extra support, repeated practice of Foundations lessons can be provided. Some of our schools are also using Just Words, a word-level intervention for struggling readers in grades 4-8. This program is a wonderful supplement to classroom instruction for English Language Learners. In addition, many of our schools have trained teachers providing intensive intervention for students with dyslexia or language-based learning disabilities.

## **SUPPORTIVE CONSULTANTS**

### **GRACE Student Services Director**

James Cullen 920-499-7330 (ext. 308)

[jcullen@gracesystem.org](mailto:jcullen@gracesystem.org)

### **Holy Cross School**

Susan Aerts 920-468-0625

[saerts@gracesystem.org](mailto:saerts@gracesystem.org)

### **Holy Family School**

Kristi Villers 920-494-1931

[kvillers@gracesystem.org](mailto:kvillers@gracesystem.org)

### **Notre Dame School of De Pere**

Sarah Patterson 920-337-1103

[spattherson@gracesystem.org](mailto:spattherson@gracesystem.org)

### **Our Lady of Lourdes School**

Jean O'Donnell 920-336-3091

[jodonnell@gracesystem.org](mailto:jodonnell@gracesystem.org)

### **Father Allouez Catholic School-Resurrection Campus**

Molly Matthews 920-336-3230

[mmatthews@gracesystem.org](mailto:mmatthews@gracesystem.org)

### **St. Bernard School**

Clare Zipperer 920-468-5026

[Czipperer@gracesystem.org](mailto:Czipperer@gracesystem.org)

### **St. John the Baptist School**

Lisa Gruber 920-434-3822

[lgruber@gracesystem.org](mailto:lgruber@gracesystem.org)

### **St. John Paul II Classical School**

James Cullen 920-499-7330 (ext. 308)

[jcullen@gracesystem.org](mailto:jcullen@gracesystem.org)

### **Father Allouez Catholic School-St. Matthew Campus**

Denise VanZeeland 920-432-5223

[dvanzeeland@gracesystem.org](mailto:dvanzeeland@gracesystem.org)

### **St. Thomas More School**

Paul Zwicker 920-432-8242

[pzwicker@gracesystem.org](mailto:pzwicker@gracesystem.org)