



Forming Minds & Souls for the Future

Resource Department

**Parent & Student
Support Manual**

Table of Contents

The Resource Department's Role	pg. 2
Who Does the Resource Department Serve?	pg. 2
Multi-Tier Systems of Supports (MTSS)	pg. 3
Services and Plans We Provide	pg. 4 - 5
Documentation	pg. 6
Parent/Guardian Rights	pg. 7
Frequently Asked Questions	pg. 8
Glossary	pg. 9

The Resource Department's Role

The St. Agnes Resource Department is structured to provide a Least Restrictive, Inclusive Catholic Education in compliance with the Archdiocese guidelines and policies to benefit students who have been identified through a medical or educational diagnosis or as needing additional accommodations and interventions to achieve on/or as close to grade level academically, emotionally, and socially or to continue learning extension through enrichment.

Who Does the Resource Department Serve?

The Resource Department staff are the case managers, advocates, and the point of contact for students who have a Catholic School Student Support Plan (CSSSP), a current Individualized Education Plan (IEP) from the cooperating Public School District, or are in the process of acquiring educational diagnosis from a public school district. CSSSPs are written for students who have a documented medical diagnosis which prohibits them from performing at their individual academic achievement level. See below ("Catholic School Student Support Plans") for more information regarding CSSSPs.

The Resource Department staff is not the case manager of, but does provide services to students who have been identified through standardized test scores, progress monitoring, teacher and parent input, and observational data as needing structured, documented Tier 3 Accommodations and Interventions to achieve on/or as close to grade level academically, emotionally, and socially or to provide enrichment. Lastly, the Resource Department is comprised of educators skilled in providing interventions as well as backgrounds working with a variety of student's needs. We are a resource for any parent and or teacher looking for ideas or additional information on how to help their student(s) succeed.

Multi-Tier Systems of Supports (MTSS)

Saint Agnes Catholic School uses the Multi-Tier Systems of Supports (MTSS) model which is a framework that helps schools improve the performance of all students by identifying student's needs and providing differentiated instruction/ interventions on a 3 tiered level.

Tier 1 :

All students receive Tier 1 instruction from their classroom teachers. This includes whole group differentiated lessons on new concepts and skills in the classroom.

Tier 2:

All students receive Tier 2 instruction which is targeted, small group instruction planned and organized by classroom teachers to provide content specific , standard specific interventions based upon the needs and academic levels of differentiated or leveled small groups. Tier 2 instruction is implemented during "What I Need" (WIN) time of the school day. Tier 2 time typically involves small-group instruction, often but not always led by an adult, that relies on evidence-based interventions to provide enrichment, reteach a new concept, provide additional practice of a previously taught skill, or provide interventions for skill deficits. For more information about how your student's classroom teacher is differentiating for your student's needs during WIN time, please feel free to contact your student's classroom teacher.

Tier 3:

Not all students receive Tier 3 instruction. Typically, Tier 3 interventions are provided to about only 10% of a student population. Tier 3 instruction is for students who have been identified and agreed upon during a Student Improvement Team (the team of adults who work most closely with the student) through standardized test scores, progress monitoring, teacher and parent input, and observational data as needing structured, researched based interventions to achieve on/or as close to grade level academically, emotionally, and socially or to continue learning extension through enrichment. Tier 3 instruction is led by the Resource Department staff in small group or push in settings and entails more skill specific, rigorous instructional practices than Tier 2 Instruction. Often students are pulled out from their classrooms at a time that works with the classroom's schedule, but Tier 3 services can also be provided inside the grade level classroom (pushed in) in certain scenarios.

Services and Plans we Provide

Catholic School Student Support Plans (CSSSPs) :

CSSSPs are documents created to ensure that a student formally identified with a Medical Diagnosis receives accommodations and adaptations in the classroom that are known to decrease the symptoms of their diagnosis. CSSSPs **do not** contain Tier 3 interventions or services provided at Saint Agnes or modified curriculum practices but rather outline the accommodations and adjustments in the classroom that have been proven to help decrease the symptoms of that child's diagnosis. CSSSPs are written in alignment with the Kansas 504 format, which is a legally binding agreement between the School and Guardians of a Student. This means that if a student were to leave or graduate from St. Agnes, this document would be honored at another school that admits your child. Examples of accommodations and adaptations that can be included (not limited to) are: preferential seating, extended time for completion, testing in an alternative setting, breaks to check blood glucose levels, and teacher provided notes. The CSSSP is drafted by a member of the Resource Department in collaboration with the Student Improvement team (team of adults who work closely with the student including but not limited to principal, parents, and classroom teacher(s)). It is updated at a minimum annually and kept on file digitally as well as in the student's passport file.

Tier 3 Interventions:

Research shows that Tier 3 interventions are provided to roughly 10% of a student population. These are students who's' needs cannot be met with Tier 2 instruction and or classroom accommodations and who have been identified **through** standardized test scores, progress monitoring, teacher and parent input, and observational data as needing structured, researched based interventions to achieve on/or as close to grade level academically, emotionally, and socially or need enrichment. If the team of adults agrees that a student is identified as needing Tier 3 interventions, that student will receive small group/pushed in, researched based instruction in the identified area of need, to decrease their achievement gaps or to provide extended learning opportunities for enrichment. St. Agnes has access to a number of researched based curriculums to use as well as a variety of researched based learning strategies to help close the learning gap for students behind grade level or to provide enrichment for those who are eligible.

What Can We Provide? Continued ...

General Education Intervention Process (GEI) :

The GEI is a document that the Kansas Department of Education uses to determine whether or not to test a student for an Educational Disability. With permission from parents and the cooperation of the classroom teacher, the Resource Department Staff member assigned to your student's grade level will develop this document and coordinate communication with the public school district to determine if your student is eligible to get tested for an Educational Disability and potentially receive academic services at your home Public School through an Individual Education Plan (IEP) from the cooperating Public School District.

Documentation

Accommodation and Intervention Log:

Each Archdiocesan School might document your child's needs differently. The St. Agnes Resource Department has developed a document called the "Accommodation and Intervention Log." This document was developed to align with the Student Improvement Team's purposes of brainstorming, implementing, and reviewing interventions and accommodations that could help a student's growth. Not all students have an "Accommodation and Intervention Log" as they might not be a student with a concern needing interventions or accommodations beyond what the whole class is receiving. The "Accommodation and Intervention Log" was also developed to mirror the General Education Intervention Process in the case a student were to eventually get tested by a cooperating public school district. The Accommodation and Intervention log is a "living" document that grade level, resource, and specialist teachers have access to update at any time.

The Accommodation and Intervention log is updated periodically by the teacher providing the accommodation or intervention and the document follows the student throughout their attendance at St. Agnes. The document differs from the Catholic School Student Support Plan (CSSSP) in that it is not a formal document, it does not require a medical diagnosis, it does document Tier 3 intervention(s) or services that a student receives, and it does document interventions and/or modifications that change the grade level expectation(s) for that student.

The Accommodation and Intervention can be provided to you at your request. Please ask your child's classroom teacher or if your child has a Resource Department Case manager for a copy at your convenience. The "Accommodation and Intervention log" is held in the student's digital file, physical student file, and is kept on file for the duration of the student's attendance at St. Agnes. For confidentiality purposes, access to digitally view this plan is provided only to teachers who work directly with the student (grade level teachers, principal, and specialists).

Catholic School Student Support Plans (CSSSPs):

These plans are held in the student's digital file, physical student file, and kept on file for the duration of the student's attendance at St. Agnes. For confidentiality purposes, access to digitally view this plan is provided only to teachers who work directly with the student (grade level teachers, principal, and specialists).

Parent/Guardian Rights

Catholic School Student Support Plans (CSSSPs):

1. As the Parent/ Guardian if your student has a Catholic School Student Support Plan (CSSSP) you hold the right to have prior notice when the team meets to discuss your student's progress in the form of a Student Support Plan Meeting to update the plan.
2. Catholic School Student Support plans are to be reviewed and updated annually as they are in compliance with public school district's 504 documents.
3. Copies of the Student Support Plan must be provided to all staff working with the student.
4. A Dispute Resolution Process must be established. (see "Dispute Resolution Process").

Dispute Resolution Process :

In the event a parent/legal guardian is concerned about the creation or implementation of the Student Support Plan (Catholic School Student Support Plan) in compliance with section 504 for private schools, the parent should contact the Principal, Pastor (elementary schools), or School President (secondary schools) to attempt to resolve the problem informally. If the problem is not resolved to the parent's satisfaction, the parent(s) has the right to file a formal complaint, with the Principal, Pastor or School President. Upon receipt of a formal complaint, the Principal or President will appoint a Catholic school administrator from another school in the Archdiocese of Kansas City in Kansas to complete an investigation of the parent's complaint, maintaining confidentiality. The investigator will prepare a report with findings and recommendations for resolution. The Principal, Pastor, or School President will mail the written findings of fact and the proposed resolution to the parent(s) within 30 days of receiving the complaint.

Frequently Asked Questions:

“Can My child have a Catholic School Student Support Plan and an Accommodation and Intervention Log? “

Answer: Yes. A student can have one, both, or none of these documents. Catholic School Student Support Plans will document the accommodations and adjustments for students with a medical diagnosis while the Accommodation and Intervention Log will document the interventions, services, or modifications the student might be receiving.

“Can you write an IEP for my student?”

Answer: No, but we can help facilitate and coordinate with the cooperating Public School District to begin the evaluation process for an Individualized Education Plan.

“How will you identify if my student needs Tier 3 interventions?”

Answer: The team of adults who work with the student (Student Improvement Team) will collaborate to look at MAP scores, KITE testing scores, progress monitoring scores, and observational data, as well as discuss with parent(s) or guardian(s) if the student is showing a specific skill deficit in learning that keeps them from performing on grade level OR requires learning extensions beyond grade level work.

“My child has a low grade; will they receive Tier 3 interventions?”

Answer: Possibly but not always. The student will receive Tier 3 interventions if the Student Improvement Team agrees that they have a skill deficit keeping them from performing grade level academics or they require enrichment above grade level. If a student has a low grade or a failing grade but MAP scores, KITE scores, progress monitoring, and observational data show that the student’s low grades do not reflect a grade level skill deficit but a conduct concern, or work completion concern, that student would not receive Tier 3 interventions.