

3. MODIFIED ACTION PLAN:

THE SECOND REACH TEAM MEETING, REFER FOR FURTHER DIAGNOSTIC ASSESSMENT

THE SECOND REACH TEAM MEETING

The REACH team meets for a second time to:

- Review the effectiveness of the MAP after it has been in place

OR

- Review professional testing as soon as it is completed

The REACH team needs to determine in what ways the student's performance has been affected. If the student's performance has improved, then the team will determine the continued length of the MAP. The team may revise the MAP. If, after implementing the revised MAP for a specified trial period, the student is still struggling, the team may recommend for further evaluation.

REFER FOR FURTHER DIAGNOSTIC ASSESSMENT

CANADA

If the local REACH team determines that further evaluation is needed, the REACH teacher should advise parents to contact their family physician since assessment services may be available through provincial health plans. Services vary from province to province, and provincial law and funding formulas may determine what services are available through the local public school system. Classroom teachers are advised to contact their conference REACH representative for assistance in determining what services may be available.

U.S.

If the local REACH team has determined that further evaluation is needed, the parent/guardian has a couple of options. The parent can access further evaluation through the local public school. In order to initiate this process, the parent/guardian must send a written request for evaluation to the local school or district/county office. The classroom teacher should follow up this referral with a phone call to the school district special education office. US Federal law requires 90 days (maximum) to assess, determine the presence of a disability, and write an Individual Education

3. MODIFIED ACTION PLAN: REFER FOR FURTHER DIAGNOSTIC ASSESSMENT, GRADING AND REPORTING

Plan (IEP) or 504 Plan. Remember, the REACH team is an advocate for the student. Also realize that public school special education staff are very busy. Therefore, polite assertiveness on the part of the REACH team is essential.

Under the Individuals with Disabilities Education Act, free services are available to qualified students. Services vary from county to county. Adaptive equipment may also be available. Check with your special education district office to see what services and other supports are available.

Upon completion of the evaluation, parents will be invited to meet with the public school team to review their findings and develop an IEP or 504 Plan. It is important that the parent invite the child's teacher to attend the meeting so s/he can better serve the student. The information obtained will be used to modify the MAP for Adventist school implementation.

On-going evaluation of the process and its effectiveness, followed by revision, is essential.

GRADING AND REPORTING

RECORDING STRATEGIES AND MODIFICATIONS ON PROGRESS REPORTS, CUMULATIVE FOLDERS & TRANSCRIPTS

Many questions have arisen on how to report progress of students who are learning with strategies or modifications. The answers to these questions for U.S. schools differ between elementary and secondary as outlined below. Please note that in Canada, protocols are clearly outlined for the recording of any modifications and strategies made to a student's academic program. *Schools must adhere to the reporting requirements outlined by the provincial ministry of education.* Classroom teachers are advised to contact their conference REACH representative if they have questions or need assistance in understanding the provincial requirements.