

**ARCHDIOCESE OF ST. LOUIS  
CARE TEAM PROCESS  
HANDBOOK**



**Office of Catholic Education  
and Formation  
2023**

# Archdiocese of St. Louis

## Care Team Process Handbook

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## **1. Purpose of Care Team**

Care Team is a team of professional staff representing a variety of disciplines that provides students with additional academic and/or social emotional support.

This Care Team process is based on systematic data collection and analysis, consistent documentation and consideration of all relevant and available information. The Care Team will collect and analyze data to:

- Plan for students, including determining (or designing) appropriate interventions for both academic and behavioral skill development.
- Monitor the effectiveness of interventions.
- Support staff in their implementation of interventions, data collection, and data analysis.
- Suggest referrals for additional assistance, assessment, or services if needed.

The Care Team will collect data consisting of existing educational information, staff input, data collected through the intervention process, and when necessary, data from individual student assessments.

The Care Team will obtain parent acknowledgement before a student enters the Care Team process. This might include a request for any and all relevant information about their children, including outside professionals and/or agencies. (Appendix C and D)

## **2. Effective Care Teams:**

- Make students the first priority, respecting their dignity and privacy.
- Support students by gathering a variety of data and observations that inform the team in best practices to support the student.
- Consider the well-being of students in all domains: social, academic, behavioral, etc.
- Brainstorm solutions for students who are struggling, emphasizing changes in the environment around the student.
- Analyze data collected across time and settings by the referring teacher, looking for patterns and potential solutions.
- Remain flexible and creative in problem solving.
- Bring in outside experts when necessary.
- Are open to ideas from all team members.
- Meet on a regular schedule even if there is no new referral (See “Frequency” below).
- Have clearly defined procedures, roles, and timelines.
- Do not use the Care Team process as a student exit strategy.

### 3. Care Team Members

- Care Team members include an administrator, learning consultant/ special educator, counselor, selected teachers, and possibly a nurse.
- Care Team members exhibit compassion and a commitment to grow professionally in order to serve the needs of all students.
- Care Team members will serve the team for one year or longer as deemed by the learning consultant and principal. This term may be decided based on size of school (i.e. because a large school may want to give more qualified teachers an opportunity to serve, their Care Team member term may only be one or two years) and/or team members' commitment to the role.
- The learning consultant/special educator leads the Care Team.

### 4. Frequency

- The Care Team meets regularly. These meetings could be weekly, bi-weekly, or monthly depending on the size of the caseload.
- The Care Team schedules its meetings prior to the beginning of the school year and commits to meeting at these times.
- Care Teams meet to discuss previously referred students even when there are no new referrals.

### 5. Role of the Learning Consultant/ Special Educator/ Administration

***Because each school has different staffing, the division of the responsibilities may differ. Roles can be divided as the school administrator and learning consultant/special educator see appropriate.***

- Educate school staff on the referral process.
- Provide appropriate referral forms (Appendix B, D and F).
- Collect and process the referral forms and pre-referral checklist from the referring teacher by specified date on referral forms.
- Maintain an updated file on each student referred.
- Invite appropriate staff to the Care Team meeting. Appropriate staff may include any educator or support staff who work with the student on a regular basis.
- Lead the Care Team meeting:
  - Ensure that the dignity of each student is upheld.
  - Make sure correct procedures are followed.
  - Involve each team member by assuring all voices are heard.
  - Keep notes of the meeting (Appendix G).
  - Bring closure and assign responsibility for carrying out next steps.

## 6. **Role of the Referring Teacher**

Complete the steps outlined in Appendix B prior to referring a student to the Care Team.

- Complete the pre-referral checklist (Appendix B) and referral form with data collected across time and setting (Appendix F). Return forms to learning consultant/special educator by date set on forms.
  - To complete the Health History section:
    - Look at student's permanent file
    - Confirm with the parent that it is updated.
    - Gather any information needed from the parent to complete the form.
- Notify parents (by phone) that the student will be monitored by the Care Team. (Appendix C)
- Attend the Care Team Meeting and bring any additional information (such as work samples, anecdotal notes) to the Care Team meeting.
- Maintain parent/guardian contact throughout the Care Team process with ongoing updates.
- Implement with fidelity any interventions or adaptations that the Care Team finds appropriate and maintain data on those interventions.

## 7. **Care Team Meeting Procedure**

- The meeting begins with a prayer asking for God's guidance in helping the students. ( Appendix J Sample)
- The agenda starts with new referrals.
- The learning consultant/ special educator invites the referring teacher to share his/ her concerns about a child using the data collected and information collected on the referral sheet (Appendix F).
- Team members ask clarifying questions and/or request additional information.
- The team brainstorms solutions to help the student find success.(Appendix G)
- The team creates a plan, including the type of data to collect in the following weeks and by whom. (Appendix H)
- The team monitors the student and schedules a follow-up meeting on behalf of this student (usually 2-4 weeks after the initial plan is in place).
- After the new referrals are finished, the team follows up on previous referrals and reviews any new data. (Appendix H)
- In reviewing existing students on the caseload, the team discusses next steps:
  - Continuing the current support because progress is being made
  - Increasing support
  - Decreasing support
  - Consultation with an outside expert
  - Referring a child for testing
- The learning consultant/ special educator summarizes the meeting and finalizes next steps.

## 8. Next Steps

- The referring teacher and/or learning consultant/ special educator will share the Care Team's plan for the student. This plan may include accommodations and/or modifications and is shared with parents and any faculty that is responsible for carrying out any of the interventions.
- In some cases the Care Team recommends assessment through:
  - The local public school district. This path will allow the family to access related services using public funds if he/she meets the eligibility criteria for services.
  - Organizations like Miriam, University Missouri Saint Louis, or private testing such as Dr. Janet Nemecek located at the Cardinal Rigali Center. (Appendix K). The learning consultant/special educator will guide parents through this process.
  - The family's healthcare provider.
- If a student meets eligibility criteria for services, the local public school district will write a Service Plan with the input of the student's school and parents. This plan will include goals, adaptations, and related service minutes provided by the school district.
- The parent signs an Authorization for Exchange of Information (Appendix A) so that the school and related service providers can communicate for the benefit of the student.
- The learning consultant/special educator creates a learning plan. The learning plan is the school's written adaptation of an outside agency's plan based on the Catholic school's resources and personnel.
- The learning consultant will write learning plans for students who:
  - Have received a Service Plan from a public school district or recommendations from private testing.
  - Are under the care of a healthcare professional.
  - Do not meet eligibility criteria for services but need additional support. If a student is tested and does not meet eligibility for services, the data collected from his/ her evaluation is still very beneficial. If he/ she is still struggling, the learning consultant develops a learning plan and that student should be under the caseload of the learning consultant/ special educator and receive adaptations if necessary.
  - In some situations, the Care Team will suggest interventions/ accommodations that will successfully address student needs and that will continue in perpetuity. In these cases, learning consultants may make use of a learning plan to ensure these interventions/ accommodations continue as the student advances grades.
- If the suggested interventions lead to student progress, that student will not remain on the learning consultant/special educator's caseload. Due to this progress, the support from the Care Team will wane; however, the school will still support the student through the interventions that are proving to be successful.

## Frequently Asked Questions

- **Is Care Team used as a step in exiting a student from your school?**  
*No, Care Team is used to help a student find success. A student can remain under the guidance of the Care Team as long as that student needs support. Some students may not perform on grade level. The goal is to meet each student where he/she is and work within a team that includes parents so each student can work to his/her own potential.*
- **Can a student be referred to the Care Team more than once?**  
*Yes, a student can be referred to the Care Team as many times as necessary.*
- **We have a small school. Do we need a Care Team?**  
*Yes, every school needs a Care Team to meet the needs of its students.*
- **We don't have a special education professional in our school. Does this mean we can't have a Care Team?**  
*No, Care Team can be led by a knowledgeable, compassionate person who is willing to collaborate and help all students succeed.*
- **Why should we consult with the local school district for student testing?**  
*It is ideal to have students tested through the local school district for a few reasons. First, it allows for the possibility of additional service providers to help a student. Second, it also allows for that student to be counted in proportionate share money allocated to private schools from the federal government. Third, getting an IEP/ISP can open doors to more funding like the MOScholars program where parents can get money for tuition. However, in some areas the testing process takes too long to be effective. In these cases, we recommend starting the process through the district but going ahead and utilizing private testing through University Missouri St. Louis, Miriam, or private testing, such as Dr. Janet Nemec at the Rigali Center. (Appendix K)*
- **Who can refer a student to the Care Team?**  
*Classroom teachers, special teachers, administrators, counselors and parents can refer a student to the Care Team.*

**APPENDIX A**

**Authorization to Exchange Information**

**(SCHOOL NAME)**

**Student Name** \_\_\_\_\_ **Grade** \_\_\_\_\_

As parent(s)/legal guardian(s) of the student identified above, I (we) authorize that:

- (name of specialist or agency) release a copy of my/our child's evaluation report, IEP/ISP or similar plan, and/or other pertinent information concerning my/our child's needs to the school named above;
- (name of specialist or agency) request and the school provide information required for diagnostic evaluation, educational planning, or monitoring progress;
- the school request and (name of Specialist or agency) provide information required for educational planning or monitoring progress
- a representative of the school participates in evaluation or IEP/ISP and or similar conference

\_\_\_\_\_  
Signature of Parent(s) or Legal Guardian(s)

\_\_\_\_\_  
Date

Name of Specialist or Agency \_\_\_\_\_

Affiliation Address \_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_



## APPENDIX B

### Pre-referral Checklist for Classroom Teachers

Before submitting a referral to the school Care Team, the referring teacher should complete the following list:

- Have I observed the specific behavior or skill in question and have records of observations or class work? These may be in the form of logs, notes, checklists, student work records, or any other relevant format.
- Have I assembled samples of the student's work relevant to the behavior or skill in question, including samples of the work done by a typically-developing student in my class for comparison?
- Have I had at least one conversation with a colleague at my school to brainstorm ideas that might solve the issue(s) I am seeing?
- Have I had contact with the student's parent(s) in regard to the skill or behavior in question after a positive relationship with them was established?
- Have I attempted to rule out any home life factors, such as change in circumstance, vision, hearing, sleep habits, and/or diet to ensure that none of these are the cause of the exhibited behavior/performance?
- Have I documented at least three pre-referral interventions with this student? Did I apply them consistently for a reasonable period of time and across settings before referring this student to the Care Team?
- Have I spoken to other teachers who presently teach this student or who have previously taught this student? Did this student exhibit the same performance/behavior in their classroom/subject area?
- Have I looked at the student's permanent folder to see if there is any information that can be gained?

## APPENDIX C

### Parent Dialogue Talking Points

#### On the phone or in-person talking points:

**School personnel introduction** - Greet and set the purpose of the phone call.

*Sample: If you have a few moments, I want to discuss \_\_\_\_\_'s progress with you. The last time we spoke, we discussed putting a few interventions in place to try to help (child's name) with (his/her academics/ mood/ emotional regulation, etc.). Here is what we've tried so far: \_\_\_\_\_. At this time, (child's name) has not exhibited improved academics/behaviors. In order to gain more support, I am referring him/her to our school's Care Team. Are you familiar with our Care Team's purpose and process?*

**School personnel:** If needed, describe Care Team

*Sample: Care Team is made up of a group of faculty members here at school who meet regularly to brainstorm ways to help students who are struggling in various areas at school. We would like to let you know that (child's name) is on the schedule for our next meeting on \_\_\_\_\_. While respecting student confidentiality and dignity, our goal is to develop solutions that might help (child's name) make progress in (area of concern).*

**School personnel:** Describe the process (optional form for parent to sign) and what happens after the Care Team Meeting

*Sample: Our Care Team will meet to discuss (your child) on (date). We will look at the data that his/ her classroom teacher has been collecting and come up with a plan to help him/ her. You will receive a phone call from {one of the following, depending on your school's process: principal, learning consultant/special educator or teacher}, to give you an update on the meeting results.*

**School personnel:** Ask parent if they have any questions.

**APPENDIX D**

**[OPTIONAL] Sample Letter to Parents  
Regarding Referral to the School Care Team**

{School letterhead}

Date:

Dear \_\_\_\_\_,

{Name of school} has a Care Team whose purpose is to review the needs and progress of any student who may require additional support to be successful as well as to recommend strategies to teachers in order to support his/her students.

Your child has been referred to the Care Team for an academic/ social-emotional concern. The Care Team has been asked to review your child's individual needs to determine if additional supports are necessary.

A Care Team meeting is scheduled on \_\_\_\_\_{date/ time}. At this meeting, the Care Team will review existing data to design a plan that will support your child's needs. It is most important for you to know that the conversations of the Care Team are completely confidential and solely designed to help classroom teachers implement strategies that will help your child be successful.

By signing the following, you are acknowledging that you are aware that our Care Team will work together with you to support the needs of your child. You will receive a post Care Team meeting communication via phone as a follow up. If you have any questions, please feel free to contact me.

Sincerely,

{Name} {Title} {Telephone number and email}

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of  
Birth: \_\_\_\_\_ Name of  
Parent/Guardian: \_\_\_\_\_  
Phone #: \_\_\_\_\_

I acknowledge that my child, \_\_\_\_\_, has been referred to the Care Team.

Parent/Guardian signature and date \_\_\_\_\_

APPENDIX E

## Care Team Process Checklist

Date	Activity
	<p><b>Care Team Leader</b> - Provides the referring teacher with:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent permission form (Optional)</li> <li><input type="checkbox"/> Pre-referral checklist</li> <li><input type="checkbox"/> Care Team referral form</li> </ul>
	<p><b>Referring Teacher</b> - Gathers data and/ or work samples. This should be across at least three different times of day and at least three different settings).and completes referral forms by due date.</p>
	<p><b>Care Team Leader</b> - Schedules the meeting and notifies all parties.</p>
	<p><b>Care Team Leader</b> - Sets time and date of Care Team meeting # _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Care Team leader sends reminder to Care Team members</li> </ul>
	<p><b>Care Team</b> -</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Care Team reviews documentation and evaluates success of each intervention.</li> <li><input type="checkbox"/> Care Team decides on plan of action.</li> <li><input type="checkbox"/> Care Team meeting record filled out accordingly.</li> </ul>

**APPENDIX F**

**Care Team Referral Form**

*The referring teacher completes this form prior to Care Team meeting*

Return to \_\_\_\_\_ by \_\_\_\_\_

<b>Student</b>		<b>M/F</b>	
<b>Grade</b>		<b>DOB</b>	
<b>Parent's Name/ Phone # / Email</b>		<b>Parent's Name / Phone # / Email</b>	
<b>Student's Primary Language</b>		<b>Referring Teacher</b>	

**Family Dynamics/Stresses/Trauma That May Affect Classroom**

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**Services Student Currently Receives**

<input type="checkbox"/> <b>Under Care of Physician or Counselor</b>	<input type="checkbox"/> <b>ISP Diagnosis</b>	<input type="checkbox"/> <b>Resource push in classroom</b>	<input type="checkbox"/> <b>Resource out of classroom</b>
Diagnosis/ Therapies, if applicable -	Diagnosis/Service Minutes -	Area/Minutes -	Area/minutes -

**Student's Strengths, Skills, and Interests**

<ul style="list-style-type: none"> <li><input type="checkbox"/> Oral communication</li> <li><input type="checkbox"/> Persists on difficult tasks</li> <li><input type="checkbox"/> Class participation</li> <li><input type="checkbox"/> Musical ability</li> <li><input type="checkbox"/> Strong reading skills</li> <li><input type="checkbox"/> Works independently</li> <li><input type="checkbox"/> Inquisitive</li> <li><input type="checkbox"/> Critical thinking skills</li> <li><input type="checkbox"/> Strong math skills</li> <li><input type="checkbox"/> Leadership skills</li> <li><input type="checkbox"/> Shows initiative</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gross motor</li> <li><input type="checkbox"/> Strong writing skills</li> <li><input type="checkbox"/> Social interactions</li> <li><input type="checkbox"/> Cooperation</li> <li><input type="checkbox"/> Fine motor</li> <li><input type="checkbox"/> Strong attention span</li> <li><input type="checkbox"/> Creative</li> <li><input type="checkbox"/> Task Completion</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul>
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## Areas of Concern

### Academic

<input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Comprehension <input type="checkbox"/> Spelling <input type="checkbox"/> Fluency <input type="checkbox"/> Phonics <input type="checkbox"/> Handwriting <input type="checkbox"/> Fine motor <input type="checkbox"/> Vocabulary	<input type="checkbox"/> Grammar <input type="checkbox"/> Math computations <input type="checkbox"/> Time <input type="checkbox"/> Money <input type="checkbox"/> Measurement <input type="checkbox"/> Written language <input type="checkbox"/> Fine Motor <input type="checkbox"/> Gross Motor <input type="checkbox"/> Other _____
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### Behavioral/Medical//Processing/Language Concerns

<input type="checkbox"/> Ability to Follow Directions <input type="checkbox"/> Aggressive <input type="checkbox"/> Angry <input type="checkbox"/> Anxious <input type="checkbox"/> Argumentative <input type="checkbox"/> Articulation <input type="checkbox"/> Attention <input type="checkbox"/> Blames Others <input type="checkbox"/> Cheats <input type="checkbox"/> Cognitive <input type="checkbox"/> Confused <input type="checkbox"/> Defies/refuses <input type="checkbox"/> Disorganized <input type="checkbox"/> Disrupts class <input type="checkbox"/> Distractible <input type="checkbox"/> Does NOT retain information <input type="checkbox"/> Fearful <input type="checkbox"/> Fidgets <input type="checkbox"/> Hearing <input type="checkbox"/> Hyperactive	<input type="checkbox"/> Hygiene <input type="checkbox"/> Immature <input type="checkbox"/> Impulsive <input type="checkbox"/> Inconsistent <input type="checkbox"/> Interrupts <input type="checkbox"/> Lies <input type="checkbox"/> Memory <input type="checkbox"/> Passive <input type="checkbox"/> Physical Complaints <input type="checkbox"/> Seems Depressed <input type="checkbox"/> Sensory <input type="checkbox"/> Sleeps in Class <input type="checkbox"/> Social Skills <input type="checkbox"/> Steals <input type="checkbox"/> Tardy/Truant <input type="checkbox"/> Vision <input type="checkbox"/> Visual motor <input type="checkbox"/> Voice Fluency <input type="checkbox"/> Withdrawn <input type="checkbox"/> Other _____
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### Any Additional Information

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### Current or Prior Interventions

Describe intervention #1	List time of day and setting (at least 3)	Duration (length of time - min, weeks, months)	Results
Describe intervention #2	List time of day and setting (at least 3)	Duration (length of time - min, weeks, months)	Results
Describe intervention #3	List time of day and setting (at least 3)	Duration (length of time - min, weeks, months)	Results

## Educational History

Prior schools attended with dates:

School Name	Date attended

## Current Grades

Reading	
Writing	
Math	
Religion	
Social Studies	
Science	

## Attendance

Days Absent	Days Tardy

## Additional Notes

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**APPENDIX G**

**Care Team Meeting Record**

*(to be filled out during the meeting by the Care Team leader)*

1. Today's date \_\_\_\_\_
2. Present at Care Team Meeting \_\_\_\_\_
3. Were the parents notified? Yes/No
4. Did the teacher fill out the pre-referral checklist and bring data requested? Yes/No

**Student Strengths and Interests**

5. Summarize the data. Check any item below that supports the evidence presented by the referring teacher.

- Attention
- Behavior
- Academic
- Lack of attendance at school
- Speech or language
- Medical, vision, or hearing
- Limited English language proficiency
- Unspecified slow progress
- Social/ emotional

6. Describe in further detail each box checked above that is not reflected in the Care Team Referral Form (*Appendix F*)

7. What is the desired outcome for the student?

8. Suggested Interventions

**Detailed Explanation and Links to Interventions**

Date	Intervention	Progress Monitoring/How Will Success Be Measured	Person Responsible	Duration	Progress <i>*(Follow Up Care Team Meetings)</i>
					<p><b>Outcome Options</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Intervention is successful. Plans can be made to withdraw support.</li> <li><input type="checkbox"/> Intervention is successful and will be kept in place until reconvening on _____ date.</li> <li><input type="checkbox"/> Intervention is minimally successful. More planning needed.</li> <li><input type="checkbox"/> Intervention is not successful. Try another approach.</li> <li><input type="checkbox"/> Intervention is not successful and multiple interventions have been attempted. Refer child for further testing.</li> </ul>

				<p><b>Outcome Options</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Intervention is successful. Plans can be made to withdraw support.</li> <li><input type="checkbox"/> Intervention is successful and will be kept in place until reconvening on _____ date.</li> <li><input type="checkbox"/> Intervention is minimally successful. More planning needed.</li> <li><input type="checkbox"/> Intervention is not successful. Try another approach.</li> <li><input type="checkbox"/> Intervention is not successful and multiple interventions have been attempted. Refer child for further testing.</li> </ul>
				<p><b>Outcome Options</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Intervention is successful. Plan can be made to withdraw support.</li> <li><input type="checkbox"/> Intervention is successful and will be kept in place until reconvening on _____ date.</li> <li><input type="checkbox"/> Intervention is minimally successful. More planning needed.</li> <li><input type="checkbox"/> Intervention is not successful. Try another approach.</li> <li><input type="checkbox"/> Intervention is not successful and multiple interventions have been attempted. Refer child for further testing.</li> </ul>

## APPENDIX H

### Caseload Responsibilities

Each learning consultant is responsible for the following:

#### Beginning of the Year:

- Meet with teachers to review learning plans *prior* to the first day of school. Classroom teachers and specialists should all have copies of plans. Make teachers and specialists copies and deliver.
- Meet with parents to review learning plans and adjust if needed.
- Create your schedule with classroom teachers. Give copies to the office.
- Provide sensory materials and/or assistive technology to students and/or teachers.
- Check each child's cumulative folder and request updated information if needed.
- Make sure students receiving services through SSD or the local school district have everything they need in place.

#### Throughout the year:

- Continue to monitor student progress and take data on goals as determined in the child's learning plan.
- Provide parents with data on progress at least quarterly.
- Check in with teachers regularly on student goals.
- File copies of data in the student's cumulative folder.
- Attend all Care Team meetings, resource meetings and ISP meetings as necessary.
- Attend parent/teacher conferences. Set conferences with parents if necessary.
- Check up on mid-quarter reports and report cards. If the child on your caseload is earning Ds or Fs, review with the Care Team.
- In some cases the Learning Consultant is the team member who is the interventionist working with a student.

#### End of the Year:

- Review learning plans with parents and make changes as needed.
- Assist in scheduling for next year as needed.
- Assist in class lists as needed.
- Check with SSD or the local school district if any new students have an IEP/ ISP.
- Collect sensory tools and assistive technology if applicable.
- Place orders for next year.

*(Written by Dr. Katy Schierding)*

## APPENDIX I

### Care Team Meeting Prayer

“Lord, we ask you to be with us as we meet for the good of \_\_\_\_\_, whom you have entrusted to our care. We ask you to bless (her/his) teachers and (his/her) parents. Please help us to recognize \_\_\_\_\_ strengths and needs as you intercede for us in your great wisdom and love for all.”

We ask this through Jesus Christ Our Lord,

Amen

## APPENDIX J

### Suggestions for Third Party Agencies

*There are several other agencies that exist. You are not bound to use one of these.*

<b>AGENCY</b>	<b>CONTACT</b>	<b>SERVICE</b>
Miriam	Beth Rose 314-961-1500	Specialized Services
UMSL - Center for Behavioral Health	<a href="https://www.umsl.edu/cbh/index.html">https://www.umsl.edu/cbh/index.html</a> 314-516-4357	Psychological evaluation and academic
Dr. Janet Nemec	<a href="mailto:janetnemec@archstl.org">janetnemec@archstl.org</a> 314-792-7328	Psychological evaluation and academic
Leaps and Bounds	<a href="https://www.leapsandboundskids.com/programs">https://www.leapsandboundskids.com/programs</a> 636 928-LEAP (5327)	Speech/OT/Social Skills/Feeding
Center for Hearing and Speech	<a href="https://chsstl.org/">https://chsstl.org/</a> 314-968-4710	Hearing/Speech/Balance

## APPENDIX K

### Support Documents

1. [Explanation of Accommodations/Modifications and RTI Supports](#)
2. [UNIVERSAL ACCOMMODATIONS](#)
3. [Teacher Planning Guide for a Positive Learning Environment](#)