

Support Team Education Plan (STEP) Form Summary Guide for Teachers and Administrators with Links to Sample STEP Forms

The purpose of this guide is to summarize the forms used in the STEP process and to provide samples of completed forms for teachers and administrators. While it serves as a simplified summary guide of the STEP forms, all teachers and administrators should read [Chapter 14 of the ADLA Handbook](#) to understand the STEP process and requirements more fully.

Initial STEP Referral By Either Teacher or Parent

1a. Teacher Referral

1. **Teacher** observes student struggling at school and begins providing initial supports from the [Classroom Support Log \(STEP Form 1\)](#).
2. **Teacher** records the strategies and adjustments used with the student in the [Classroom Support Log \(Sample Completed STEP Form 1, Part One\)](#).
3. **Teacher** completes **Part Two** of the [Classroom Support Log \(Sample Completed STEP Form 1, Part Two\)](#) only if the student continues to experience difficulty in the learning environment after the teacher has applied various strategies and adjustments to support the student.
4. **Teacher** completes **Part Two** of the [Classroom Support Log \(STEP Form 1\)](#) to request to the STEP Coordinator that the student be considered for a formal [Support Team Education Plan \(STEP Form 5\)](#).

OR

1b. Parent Referral

(Often with documentation such as IEP, 504 Plan, or Neuropsychological Evaluation)

1. **STEP Coordinator** provides the parent with the [STEP Parent Handout \(STEP Form 15\)](#)
2. **STEP Coordinator** meets with parents to complete [Documented Professionally Diagnosed Disability Worksheet \(STEP Form 9\)](#).
3. **STEP Coordinator** completes an initial draft of the [Support Team Education Plan \(STEP Form 5\)](#) and forwards to each of the student's teachers and any support faculty as needed and forwards a [Classroom Support Log \(STEP Form 1\)](#) to all of the student's teachers.
4. **STEP Coordinator** sets a date for a STEP Form Education Plan meeting and during the meeting updates the [Support Team Education Plan \(STEP Form 5\)](#) based on input from teachers and parents.
5. **STEP Coordinator** fills out the [Teacher Summary and STEP Intervention Checklist \(STEP Form 10\)](#) and provides a copy to the student's teacher
6. **Teacher** uses the [STEP Progress Log \(STEP Form 7\)](#) to document their use of the strategies and adjustments described in the initial [Support Team Education Plan \(STEP Form 5\)](#).



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The STEP Meeting

1. **STEP Coordinator** sends out a [Notice of Support Team Education Plan Meeting \(Sample Completed STEP Form 2\)](#) to all.
2. **STEP Coordinator** obtains and organizes the following information:
 - a. [Parent Questionnaire \(STEP Form 3A\)](#)
 - b. Student Questionnaire ([STEP Form 3B](#), [3C](#), [3D](#), or [3E](#))
 - c. Teacher's [Classroom Support Log \(STEP Form 1\)](#) & Student Work Samples
3. **STEP Coordinator** facilitates the STEP Meeting, and helps the team, which includes the student's teachers, to create a STEP Plan.
 - a. [STEP Meeting Agenda \(STEP Form 4\)](#)
 - b. [STEP Plan \(Sample Completed STEP Form 5\)](#)

The STEP Follow-up

1. **STEP Coordinator** fills out the [Teacher Summary and STEP Intervention Checklist \(STEP Form 10\)](#) and provides a copy to the student's teacher.
2. **Teacher(s)** record their use of the agreed upon strategies and adjustments in the [STEP Progress Log \(STEP Form 7\)](#).
3. **STEP Coordinator** along with the **Guidance Counselors (if a school site has counselors)** monitors the student's progress and checks-in periodically with the student, parent, and teachers.
4. **STEP Coordinator** schedules and facilitates a Follow-up STEP Progress Meeting as needed:
 - a. **STEP Coordinator** invites all (as needed) to the follow-up meeting.
 - b. **Teacher(s)** share their [Progress Logs \(Sample completed STEP Form 7\)](#) and Samples of Student Work.
 - c. **STEP Team** discusses the student's progress and makes adjustments to the STEP Plan ([STEP Form 5](#)) as needed.
5. **STEP Coordinator** forwards the STEP Plan ([STEP Form 5](#)) to new teachers annually.
6. **Teacher(s)** continue to maintain [Progress Logs \(Sample completed STEP Form 7\)](#)
7. **STEP Coordinator** monitors the student's progress and facilitates STEP Plan Follow-up Meetings as needed.

Requests for a Public-School Assessment or Information from A Medical Provider

1. **STEP Coordinator** will provide the [Parent Request for Assessment From Public School \(STEP Form 8\)](#) to a parent who wants to request that their child be assessed by the public school.
2. **STEP Coordinator** will provide to the parent the [Authorization to Release/Exchange Confidential Information \(STEP Form 11\)](#) in cases where the school needs to communicate with a medical provider.



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The STEP Complaint Process

1. The **principal** will provide the parents/guardians with a copy of the archdiocesan pamphlet [Procedural Safeguards for Students with Disabilities and Their Parents or Guardians \(STEP Form 6\)](#) and a copy of [Disability Discrimination Complaint \(STEP Form 12\)](#).
2. The **parents/guardians** must submit [Disability Discrimination Complaint \(STEP Form 12\)](#) to the **school principal** and send a copy to the **archdiocesan compliance officer** at the Department of Catholic Schools within fifteen (15) days following the creation of the STEP plan or of the event that is the subject of the complaint.
3. The **principal** will conduct an investigation as promptly as possible. The **principal** will advise the parents/guardians in writing of the outcome of the investigation and his or her decision within 20 days of the submission of the parent/guardian written complaint. The principal should use the [Disability Discrimination Complaint/Minor Adjustment Evaluation \(STEP Form 13\)](#) to evaluate the parent/guardian complaint to determine whether the relief requested by the parents/guardians can be provided in keeping with the school's mission to serve children with varied learning needs.
4. If the parents/guardians disagree with the decision of the principal, the **parents/guardians** may submit a [Request for Review of the Decision \(STEP Form 14\)](#) within ten (10) days of the principal's written decision. The request must be sent to the assistant superintendent at the Department of Catholic Schools assigned to the school.

