

**ADMISSIONS: STUDENTS REQUIRING INSTRUCTIONAL SUPPORT**

Schools in the diocese should seek to serve as broad a range of students as they are able to do so. This includes students who may require some measure of instructional support. It will be necessary to evaluate each student who seeks admission to determine if the school program will be able to effectively serve the student and his or her family. Schools are encouraged to utilize the support services available through the state and federal educational programs designed to assist students attending parochial schools.

In determining whether a school is able to meet the needs of prospective students, it is necessary to review all academic records, including psychological reports. Schools must balance the needs of a student against the resources available to the school and the student. The school should admit only a student who clearly would be effectively served by the programs available to the school.

The following guidelines will be observed in the consideration of students requiring instructional support:

1. Parents are to provide to the school all relevant data on the child, including complete transcripts, psychological evaluations, any existing learning plans, discipline and attendance records, and other evaluative materials.
2. Students will be accepted on a probationary status only, pending a review of materials and an evaluation of their performance at the school. The probationary period may extend throughout the school year.
3. Based on the identified student needs, reasonable and appropriate accommodations may be made for the student. Students may be either:
  - a. A student requiring accommodations in the regular classroom, with no adjustments to the curriculum.
  - b. A student who requires modifications to the curriculum. Modifications will be considered after a written evaluation has been received and accepted by the school.
4. All students requiring instructional support are to be reviewed on a periodic basis to determine if the school continues to offer the necessary supports for the student.
5. Students with exceptional social or emotional needs must be evaluated by the school to determine if that child can be served appropriately by the school within the existing programs.
6. Students who require more intensive assistance may need to be served in other educational settings where the necessary resources are available.
7. Students who have been accepted at a school, and later exhibit indications of needing instructional support, are to be evaluated according to these guidelines.

Approved:  
January 1, 2006

KCR/Bishop of Harrisburg