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# Student Support Referral Process

## PURPOSE:

Ensuring various levels of scaffolding are in place to assist students in achieving educational goals.

## Description:

Providing documentation to teachers of accommodations or modifications to the curriculum based on the diagnostic evaluations or Individual Plans of Students who qualify for Special Education services.

Providing direct support for students who require remediation.

**Students who require remediation are the at-risk students.**

**According to the U. S. Department of Education:** *At risk students are defined as those failing to achieve basic proficiency in key subjects or behaviors that can lead to failure.*

In partnership with classroom teachers the Office of Student Support

- Identifies students who may benefit from assistance. (At-Risk students)
- Establishes guidelines for differentiating the classroom curriculum.
- Offers remedial courses for students who are unable to maintain progress. (At risk students)
- Student support classes may also provide opportunities for students to work on homework and supplemental assignments to practice their skills.

There are 3 KEYS to successfully supporting our At-Risk and struggling students:

- Having data to support their need for support or evaluation
- Communications with parents, guidance counselors, principals, and student support specialist
- Keeping a positive attitude as we work through the process (which can take time)

## TIER 1 – IN CLASSROOM SUPPORT

Students present an academic or behavior concern.

1. Email concerns to: Parent, Principal, and Student Support Specialist

- Be detailed (facts) about what you are observing.
  - Include strengths for the students...”sandwich” – positive, concern, positive
2. Select 4 or more interventions from the intervention list and apply interventions for three to four weeks.
    - You may request meeting with Principal and Student Support to discuss and determine best strategies for specific student
    - Keep a record of all strategies tried and the outcome
  3. Create a folder for the collection of student data
  4. Email Parent, principal, and Student Support about your plan of action for in classroom support.
  5. Record intervention progress and its effectiveness with the student
    - Document and journal what you tried and how it worked
    - Save your student’s work samples in this folder
    - Positive or no results should be documented
  6. After the third or fourth week, email Parent, Principal, and Student Support about the results.
    - Provide work samples
    - Provide a record of what was tried
    - Provide documentation of accommodations that worked or didn't work.
    - Remember to sandwich – positive, concerns, positive when emailing parent

## **TIER 2 – ACADEMIC SUPPORT**

After TIER 1 is completed email Student Support informing the office that you are handing off your intervention folder and email parent notifying them that you are requesting Student Support Intervention.

1. Assessment – Student Support will at this time provide assessment to determine further strengths and weaknesses.
2. SS will notify the Principal, Parent, and Teacher of testing results to help guide your instruction for the student within the classroom.
3. After interventions by teachers and assessment from Student Support, a meeting will take place with: Educational Team: Teacher, Principal, Guidance Counselor, and Student Support Specialist to identify SS need and amount.
4. The Student Support specialist will contact parents about SS need/support following the meeting with the Educational Team.

## **TIER 3 – REFERRAL FOR EVALUATION (Private or HISD)**

After TIER 2 is completed and it is determined the student should have an evaluation

1. Student Support will then help the parent request an evaluation
  - A list of private diagnosticians and psychologists can be provided if the parent wishes to have their child evaluated by a private diagnostician.
  - Step by step instructions for parents requesting an evaluation for public school districts through HISD can be provided if the parent wishes to have their child evaluated by their local public school district.
2. All data and documentation of the steps leading up to this may be requested to assist in the evaluation process.
3. Additional observational forms may be needed by the diagnostician or public school. Should you be given forms to fill out – please do so as quickly and as accurately as possible.
4. Once testing results are received, the Student Support Office will create a document of the student's accommodations or modifications and will share them with the student's teachers and principals.