

## Individual Student Review Process

The Individual Student Review (ISR) process engages multiple professionals to identify the unique strengths and needs of students who are at considerable academic and/or developmental risk. At Saint Columbkille Partnership School, our mission is to connect at-risk students to tailored services that promote academic, social/emotional/behavioral, and physical development and alleviate barriers to learning. The ISR team is facilitated by the Student Support Coordinator, who presents a student for review to our Head of School, Assistant Head of School, Learning Resource Coordinator, classroom teacher, and the parent/guardian(s). **Any student who is presenting considerable academic and or developmental delay is an appropriate candidate to be reviewed by the ISR team.**

### Procedure:

1. To initiate this process, the referring adult (could be teacher, administrator, staff member, or parent/caregiver) will need to first complete the *Individual Student Review Referral Form*, which indicates the area of concern, found on the faculty portal.

**Note:** If a crisis situation, a member of the ISR team must be notified immediately! See below who should be contacted.

Behavior Areas	Grade PK - 4 - Katie Lamothe (Assistant Head of School PK - 4)  Grade 5 - 8 Keyon Hurd (Assistant Head of School 5 - 8)
Social and Emotional Areas	Melinda Bouras (Student Support Coordinator)
Health/Medical Areas	Sheila Quinn (Nurse)
Academic Areas	Kelly Myles (Learning Resource Coordinator)
Family Areas	Melinda Bouras (Student Support Coordinator)

2. Once the form is completed, it will be reviewed by the appropriate staff person. This person will meet with the teacher making the referral to determine next action steps (observation, parent meeting, meditation, etc)

3. After action steps have been taken, the classroom teacher, and/or the person making the referral, along with the appropriate staff person will meet to review specific areas of concern. A plan will be put in place to contact the student's parents/guardians. Information, i.e. observations and concerns, from parents/guardians will be noted. The student's profile will be reviewed and the decision will be made to pursue further assessments.

**Note: Teachers must never share a suspected diagnosis with a parent or advise intervention without going through this process.**

4. During the ISR meeting, the teacher/person making the referral and appropriate staff person will present the areas of concern to the group; team members will contribute additional information; and the team will provide suggestions and feedback regarding next steps.

5. At the end of the meeting a specific goal oriented plan will be created to support the student's strengths and areas of need including possible referral information for support services from within the school and/or within a community agency. If necessary, a meeting is scheduled with the parents/guardians.

**Note: For some students:**

- a) The team will reconvene at a later date if presented with additional concerns.
- b) If the team decides a student would benefit from **diagnostic** services to determine a possible disability (academic, psychological, speech, and/or occupational) an evaluation may be recommended.

Additional steps (if necessary): Facilitated by the Learning Resource Coordinator

1. If it is decided that additional information is needed to determine the nature of a student's problem and the components of an intervention, the team will meet with parents/caregivers to recommend the student receive a full evaluation. Evaluations may be conducted by the following: Learning Resource Coordinator, home school district, or by a referral made by the family to an appropriate outside agency, including but not limited to, Children's Hospital, Franciscan Hospital for Children, Boston Ability Center and/or Neuropsychology & Education Services for Children & Adolescents, etc.

2. The parents will receive information regarding the appropriate steps necessary before the evaluation begins.

**Note:** All public school districts must respond to request for evaluation and initiate the evaluation process within 30 school days of receipt of request. Outside agencies may have waitlists as long as several months and are not held to the same time constraints as public school districts.

3. If services are needed, the school district will write an Individualized Education Plan (IEP) or a 504 plan for accommodations. The plan will identify a specific area of disability and outline the specific services the public school will provide.

4. The Learning Resource Coordinator will schedule a meeting for the ISR team and parents to review the IEP or 504 plan and determine which services identified in the plan can be provided at St. Columbkille and (through negotiation) which services could be provided by the school district or outside service provider or agency.

