

## REFERRAL PROCESS

While we want to make the referral process simple, we also need to ensure that all pre-referral steps have been taken. As a result, two fundamental questions are:

- ♣ Has the Classroom Intervention Team met with the parent/guardian and worked on the case?
- ♣ Has the student received Instructional Support Services?

**The Description of the Attempts to Resolve section must be completed.**

In our efforts to promote consistency of support service delivery, we will be utilizing the **Request for a Referral Form on the following pages for all services**. More simply, related service evaluations will be accessed on the same form as a complete psychoeducational evaluation. The intent of this practice is:

- ♣ To reduce paperwork.
- ♣ To promote a single point of entry.
- ♣ To monitor our capacity to deliver in a timely way.
- ♣ To avoid micro-managing the work of service providers.
- ♣ To emphasize, that by regulation, all referrals for special educational services require a reason for referral and a comprehensive description of attempts to resolve.
- ♣ To ensure that parents/guardians have been informed about all evaluation requests by the referring party.

The request for a referral will then be reviewed by the Psychologist and the Director of Instructional Support. If eligible, the expectation is that the evaluation will be completed within 30 school days.

The evaluator will access the required information and make an appropriate recommendation. If mandated services are recommended, the evaluator will be expected to address three questions:

1. Is the service provided in conjunction with academic classes to assist students with their disability in the total educational program?
2. Are the knowledge and the skills provided in the service not typically included in the subject area curriculum? Are the specific skills nonetheless needed for the student to benefit from classroom instruction?
3. Are the goals and objectives of this service specified in the Individual Education Plan (IEP)?

A Committee on Special Education (CSE) meeting will be established to review the findings of the evaluation.

If the Committee on Special Education mandates a service, the type, frequency and duration of the service is included on an Individualized Education Plan (IEP). An inherent expectation is that all service delivery is designed to move the student to self-reliance.