

## The Referral Process: Actions and Responsibilities

Actions	Teacher	Special Education Resource Teacher	Administrator	Support Staff	Parent/Guardian Communication
<b>Classroom Interventions</b>  <b>Goal:</b> <b>Student is successful as a result of program interventions specific to individual needs</b>	<ul style="list-style-type: none"> <li>assesses student performance</li> <li>develops and implements a growth plan with student and parent(s)/guardian(s)</li> <li>sets small achievable goals for 6 week period</li> <li>assesses student growth</li> <li>implements adjustments</li> <li>consults with SERT (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>works in collaboration with teacher (if requested)</li> </ul>	<ul style="list-style-type: none"> <li>works in collaboration with staff</li> <li>provides learning and resources for staff (if requested or as needed [one or the other])</li> <li>ensures parent(s)/guardian(s) engagement in process</li> <li>ensures support focus uses student strengths</li> </ul>	<ul style="list-style-type: none"> <li>consults</li> </ul>	<ul style="list-style-type: none"> <li>teacher describes in-class program adjustments and encourages input</li> <li>teacher consults with parent(s)/guardian(s) about student's progress and results of interventions</li> </ul>
<b>In-School Team Meeting (ISTM)</b>  <b>Goal:</b> <b>An effective action plan is developed to ensure student success</b>	<ul style="list-style-type: none"> <li>requests ISTM</li> <li>highlights areas of strengths and interests</li> <li>identifies the area(s) of concern</li> <li>shares information from various assessments</li> <li>reports on results of interventions</li> </ul>	<ul style="list-style-type: none"> <li>generates consent forms in SSNET</li> <li>initiates ISTM Record in SSNET</li> <li>is an active member of the problem solving team</li> <li>recommends strategies, interventions and resources</li> <li>supports the teacher in gathering further assessment information</li> <li>administers appropriate assessment tools as recommended by the team</li> <li>shares assessment results</li> </ul>	<ul style="list-style-type: none"> <li>ensures that ISTMs are held as required</li> <li>appoints chairperson</li> <li>promotes a collaborative approach to problem solving</li> <li>focuses discussion on needs of student relative to the Ontario Curriculum</li> <li>has an awareness of a range of available resources to support the teacher's programming needs</li> <li>ensures parent(s)/guardian(s) are invited to In-School Team</li> </ul>	<ul style="list-style-type: none"> <li>consults</li> <li>observes</li> </ul>	<ul style="list-style-type: none"> <li>signs and returns consent forms</li> <li>contributes further information and/or concerns</li> <li>attends and participates in ISTM</li> </ul>
<b>Referral to an Individual Placement and Review Committee (IPRC)</b>  <b>Goal:</b> <b>The Identification, Placement &amp; Review Committee determine the student's identification and placement</b>	<ul style="list-style-type: none"> <li>attends and participates as requested</li> </ul>	<ul style="list-style-type: none"> <li>attends and participates as requested</li> </ul>	<ul style="list-style-type: none"> <li>invites parent(s)/guardian(s) to participate in the IPRC using the letter of invitation</li> <li>provides copy of <a href="#">Parent/Guardian's Guide</a> including SEAC information</li> <li>explains IPRC process to parent(s)/guardian(s)</li> <li>discusses updated In-School Team Record and recommended identification and placement</li> <li>see <a href="#">IPRC Section of the Special Education Plan</a></li> </ul>		<ul style="list-style-type: none"> <li>provides any written information to the school principal for the IPRC to review and consider</li> <li>completes, signs and returns the letter of invitation</li> <li>attends and participates in the IPRC</li> <li>signs and returns statement of decision</li> </ul>