



REFERRAL PROCESS

Professionals from Complementary Educational Services provide an expertise which complements the knowledge-base available in the school. They offer support and guidance to the students with special needs, their families and the school staff. In collaboration with the school administration and teams, professionals participate in the assessment of needs, the development of intervention plans, and may participate in the implementation of these plans. Professionals also support school teams in their efforts to organize their services, to prevent difficulties, and to promote healthy development.

The Entry Point of Professional's Involvement in a Case.

- a. Include professionals whenever possible, for brain-storming solutions for "puzzling students" as a **pre-referral** procedure.
 - b. Professionals can be consulted on cases that have not been referred, and might finally not be officially referred to a professional.
 - c. If there is a need for further information on a student, an evaluation or a validation of special needs, make a referral **with** the professional, rather than **to** the professional.
 - d. In the event of emergencies involving students with whom professionals are collaborating with the school teams, consultation with those professionals on action plans is recommended.
- When a child is referred to professionals and there are several concerns in different spheres, the case can first be discussed with the different professionals needing to be involved according to the concerns identified.
 - It is important to consider the child's greatest difficulty. The child will then be directed to the most appropriate service.
 - Cases can also be cross-referred between professionals when there is a need for a different expertise to complete the evaluation.

If concerns are not observed at school, students should not be referred to school professionals.



Elements to Consider when Teachers have Concerns About Students

STEP 1:

- If a student is struggling, does this student have an Action Plan, an IEP, a confidential file or has the student already been referred to a professional?
- What interventions were tried to resolve the situation or help the student (support centres, engine rooms, self-regulation tools, accommodations, etc)?
- Have the parents been contacted and/or informed of their child's difficulties?
- If concerns and difficulties remain, should an Action Plan or IEP be created or updated?

The homeroom teacher/IEP mentor remains responsible for developing/updating student's IEP.

If teachers need support in creating the IEP, the Resource Teacher is available to help them upon request.

If you require a professional's name (and/or other teacher's name) on the IEP, please consult with them prior to finalizing the IEP and sending it to parents for signatures).

STEP 2 :

Based on the information obtained by consulting the Confidential File and/or IEP File have the recommendations been applied?

If not, implement recommendations. Keep track of progress. Give it time.

If a professional is currently involved with the student, consult them.

Please remember a student doesn't need to have a diagnosis to be entitled to accommodations.

Access to accommodations is based on the student's needs and the IEP team's judgement/recommendation(s).



STEP 3 :

If very limited progress is observed over time, consult with the Resource teacher and/or a professional about your concerns.

Consider setting up an AdHoc meeting as a school team (school administrator, teacher(s), resource teacher(s), professional(s), etc.) with or without parents to discuss the situation.

STEP 4 :

In consultation with the resource teacher, either:

- schedule an appointment by email with a professional to discuss the situation, or
- refer the case immediately by completing a *Referral Form* **and** contact parents to inform them of the referral. For older students, they must be informed of the referral.

* Please consult the school administrator to see if the child has already been referred.

At the meeting with the professional, after discussing the case, tips might be given to the teacher to try, or the professional might ask the teacher to complete a *Referral Form*.

STEP 5 :

When a *Referral Form* is completed, take the time to thoroughly complete all sections as this information is crucial to the professionals. If not, the form will be returned. Please focus on the area of most concern. Do not hesitate to consult the Confidential File again, if need be, to find all the information needed for the *Referral Form*. Do not forget to staple the Action Plan or IEP (and/or work sample, report card, etc) on the *Referral Form*.

The teacher must inform parents when their child is being referred.

The *Referral Form* should never be sent home.

Once completed, hand in the *Referral Form* to the Resource Teacher for their signature. The Resource Teacher will take it from there.



ANNEX 1

ROLES OF THE DIFFERENT PROFESSIONALS WHO ARE PART OF THE STUDENT SERVICES MULTIDISCIPLINARY TEAM

Psychologists

School psychologists apply their expertise in mental health, development, learning and behaviour to help promote student success. More specifically, we provide evaluation services for students in academic difficulty, make recommendations for intervention and offer brief counselling as well as prevention and promotional services. With a goal of helping students reach their full potential, we work in collaboration with families, teachers, administrators, other professionals from our school board as well as external agencies.

Psychoeducators

Psychoeducators detect, evaluate, help and guide students experiencing social maladjustments. They create conditions conducive to the development of their autonomy by intervening on the attitudes and behaviours adversely affecting their learning and social integration and or by supporting the school team in doing so.

A psychoeducator provides coaching, guidance and support to school teams and to parents by supporting the implementation of the IEP (individual education plan) and the IP (intervention plan), participating in Ad Hoc meetings, supporting school administrations in the validation and coding process and can be called upon to offer training to school teams and colleagues.

A psychoeducator plays an active role in promoting violence prevention programs through Safe School Assessments and other school projects. They work in collaboration with external psychosocial agencies (CSSS, hospital, CALAC, etc.) and are sometimes part of external and internal committees.

Speech-Language Pathologists

School-based speech-language pathologists have expertise in both typical development and disorders of communication, as well as assessment and intervention for these areas. Our scope of practice includes different activities to promote effective communication, both within the oral and written modalities, for all our students with special needs (be it with at-risk students or with students who have a declared handicap code). Understanding that most learning disabilities are actually language based, a Speech-Language Pathologist can greatly contribute to the overall support system for those students in need. You can thus call upon us to help support your school team, and students in the following situations:

- Assessment of Communication Skills (oral & written), which may involve: screening, identification, evaluation, and clinical conclusion, with the purpose of setting up an Intervention Plan, and Adaptations, when needed. Working with students in Kindergarten,



Cycles 1 & 2 is encouraged and prioritized so to ensure Optimal Learning occurs throughout the elementary years for our students with Communication / Language needs.

- Supporting the school-team and the Board with the Validation process and Coding (MEES) for our students with severe Communication & Language Impairments (e.g.: ASD, Dysphasia, Verbal Dyspraxia, Social Communication Disorder).
- Intervention for oral and written communication disorders, which may involve: promotion, prevention, counseling, support / consultation to the school-team & to the parents.
- Participation in Ad-Hoc and IEP meetings for students with Communication & Language disorders (e.g.: language disorders, dysphasia, dyslexia, verbal dyspraxia, social communication disorders, ASD, etc.)
- Consultation with and cross-referral to other professionals

Occupational Therapists

For Whom? Students from kindergarten to grade 2 (and their teachers, SETs and HSAs)

Occupational Therapy (OT) supports students within the academic environment by addressing educational or functional goals. OT contributes to a range of outcomes including:

- **Skill development** to increase the student's ability to meet the expectations of the school program
- **Adapting the environment** to support the student's participation at school despite limitations imposed by a disability
- Removal of barriers (physical and attitudinal)
- Implementation of strategies
- Use of assistive technologies
- **Preventing developmental and/or functional delays** through early identification of difficulties and early intervention in the school-setting
- **Capacity building** to enable educators or educational assistants to administer procedures that support the student with skill refinement or maintenance of functioning

More specifically, staff members can ask for OT services if they observe students having difficulty in various activities, including:

- Routine: morning routine, end-of-day routine...
- Handwriting: letters/numbers printing, legibility, organization on a sheet of paper...
- Mathematics: leave trace of his calculation, organization...
- Arts: music, dance, nursery rhyme...
- Craft: cutting, colouring, pasting...
- Phys Ed: running, throwing, jumping, turning, kicking, climbing...
- Eating: snack, lunch...
- Transition: recess, changing room, moving from one activity to another, getting dressed/undressed...
- Play: Free play, recess, structured play, making friends...



- Hygiene: washing his hands, use of the toilet, toilet training...
- Availability for learning: emotion management, organization, management of sensory stimuli...

OT services will be organized in a tiered approach, meaning that they will mainly offer group services (e.g. in-class observation, stimulation activities, consultation with teachers) in order to promote the use of universal strategies that could help most children in the classroom (Tier 1). When needed, the occupational therapists will offer more individualized interventions (Tier 2 and Tier 3). Using such an approach will increase the efficiency of OT services by multiplying the number of students that will benefit from the OT expertise.

Re-Adaptation Officers

The re-adaptation officer provides education and information to students, parents and staff related to substance use, abuse and gambling. These services include promotion of health alternatives, group activities such as guest speakers, classroom visits, individual counseling, and assessment. The re-adaptation officer also links with different outside agencies to better service the students, parents or staff. The re-adaptation officer is located at the high schools but also available for the elementary schools (on-call basis).

At Sutton Elementary School, the re-adaptation officer is holding a role similar to that of a psychoeducator. However, a re-adaptation officer may not conduct assessments using standardized tools the way a psychoeducator can. Therefore, one of our psychoeducators will be assisting our re-adaptation officer in order for students to be assessed if needed.

Spiritual Care and Community Involvement Animator

The Spiritual Care and Community Involvement Animator aims to foster the students' autonomy and sense of responsibility, their moral and spiritual dimensions, their interpersonal relationships as well as their feeling of belonging to the school and the community. Activities may address issues pertaining to world view, citizenship and social responsibility. In accordance with the Education Act, this service is provided to preschool, elementary and secondary students. Activities facilitated by Spiritual Life Animators may include:

- Remembrance Day & other thematic activities
- Christmas Basket Campaign
- Digital Citizenship and Anti Bullying information sessions and awareness campaigns
- Literacy and Academic based initiatives
- Transition activities between Elementary & Secondary schools
- Community outreach & collaboration with community organizations
- Community Involvement: Getting students active and involved in their school community to engage students & motivate them to come to school
- Girls and Boys support groups
- Crisis intervention (grievance counselling)
- Individual counselling



Counsellors in Academic Training

Counsellors in Academic Training, counsel students on education and career goals. They provide information to student, parents and staff regarding career exploration and planning, education pathways and post-secondary programs. Working with students one-on-one or holding career guidance workshops in class, they use assessment tests and interviews to help students define their interest and identify their abilities. They provide support to students with course selection, academic pathways, graduation requirements, post-secondary applications, summer job search, résumé, financial assistance and attendance problems. They also coordinate 'drop-out prevention' and 'elementary-secondary transition' initiatives at the school. They participate in the multidisciplinary team with other student services professionals, school administrators and teachers and may provide individual counseling for students dealing with personal issues that impede their academic success.

Counsellors in Re-Education

Elementary: provides individual assessments to students experiencing learning, socio-emotional and/or behavioural difficulties, makes recommendations pertaining to the student's functioning at school, and will refer students and families to the appropriate external agencies. Counselors also offer consultations to individuals or groups, which include students, parents, teachers, and school administration. She can also plan, implement and deliver prevention programs (e.g. violence prevention).

Secondary: provides information and counseling to students, parents and staff regarding career exploration and planning, and post-secondary programs (including financial assistance, applications, etc.). She also provides support to students about course selection, graduation requirements, adult education, attendance problems, and personal development, as well as coordinating 'drop-out prevention' and 'elementary-secondary transition' initiatives at the school.

For more detailed information regarding which professionals are assigned to your school and their specific fields of expertise please consult the *Offers of Services* document that can be found on ETSB's EDU Portal at <https://portal.edu.etsb.qc.ca>