

SPECIAL EDUCATION PLAN

SECTION 6: Procedures Prior to Referral to IPRC

Several steps for supporting individual needs can be taken prior to considering referral to an IPRC. Please consider the following flowchart:

ASSESSMENT, CONSULTATION AND PROGRAMMING FLOWCHART

The Purpose of Assessment is to Improve Student Learning



SPECIAL EDUCATION PLAN

SECTION 6: Procedures Prior to Referral to IPRC

Classroom Level

As special education needs emerge, one of the first levels of problem solving is the classroom program. In order to determine special needs, the classroom teacher gathers data from all involved stakeholders to assist in understanding the nature of special learning requirements. Increasingly, a wider variety of assessment measures are in common use. The following types of assessment strategies are a sample of the range of data that could be gathered to examine a student's learning:

- performance assessment tasks
- open ended questions
- journals
- teacher and parent observations
- conferencing/interviewing
- portfolios
- student self-assessment
- attitude and interest inventories
- portfolios developed for a variety of purposes also form a rich source of qualitative data on student achievement and learning preferences
- writing samples
- pictures
- observations
- learning styles

The Ontario Curriculum expectations provide standards and levels of achievement for evaluating student learning through the above methods. The range of information collected should provide a comprehensive examination of learning.

A thorough portfolio of informal assessment information should be gathered and used for programming and problem solving. The School Intervention Team should provide assistance to the classroom teacher regarding informal assessment practices.

The Trillium Lakelands DSB support document, "Guidelines for Assessment and Evaluation", gives further detailed information on recommended assessment strategies.

Referral to School Intervention Team

When it becomes apparent that a student's performance is significantly delayed or advanced, or that special learning needs are evident, additional informal assessment data may be needed in order to provide more in-depth information. Just as students with special needs require individualized programming, the individualization of assessment strategies to fit the learner's strengths and needs is of paramount importance. When it becomes apparent that specialized learning needs exist, a referral should be made to the School Intervention Team (SIT).

The SIT reviews student needs and suggests programming strategies and possible referral to central staff/an outside agency.



SPECIAL EDUCATION PLAN

SECTION 6: Procedures Prior to Referral to IPRC

Consultation or Other Services from the School Based Resource Team

As a result of a School Intervention Team (SIT) meeting, additional support through the School Intervention Team may be necessary in order to assist with curriculum differentiation and/or individual educational planning. The availability of SIT support is an important part of ensuring the academic and social success of students. SIT supports include:

- collaborative planning of learning experiences;
- the provision of resources;
- individual or small group programming;
- individual programming;
- observation
- information gathering using informal assessments;
- in-class programming;
- assistance with units focusing on differentiated instruction.

It is recognized that the identification of individual student needs and program differentiation requires input from the classroom teacher, the parent and the student (where appropriate).

Notifying Parents of Children’s Learning Needs

Parents must be informed at all stages of the process. In particular, written parental consent must be obtained before any formal assessment is requested by the school or undertaken. See “Parents’ Guide to Special Education”

Referral to Department of Specialized Services or Student Services

For some students with significant needs, a formal referral for an educational assessment or consultation with district Special Education or Student Services staff may be required. If a student is being referred to an IPRC, an educational assessment is required for consideration by the committee.

The assessment process is outlined in detail in Section 8 of this plan. Further information on assessment strategies and resources is available through your local school or the Department of Specialized Services.

SPECIAL EDUCATION PLAN

SECTION 6: Procedures Prior to Referral to IPRC

SPECIALIZED CONSULTANT REFERRAL PROCESS

