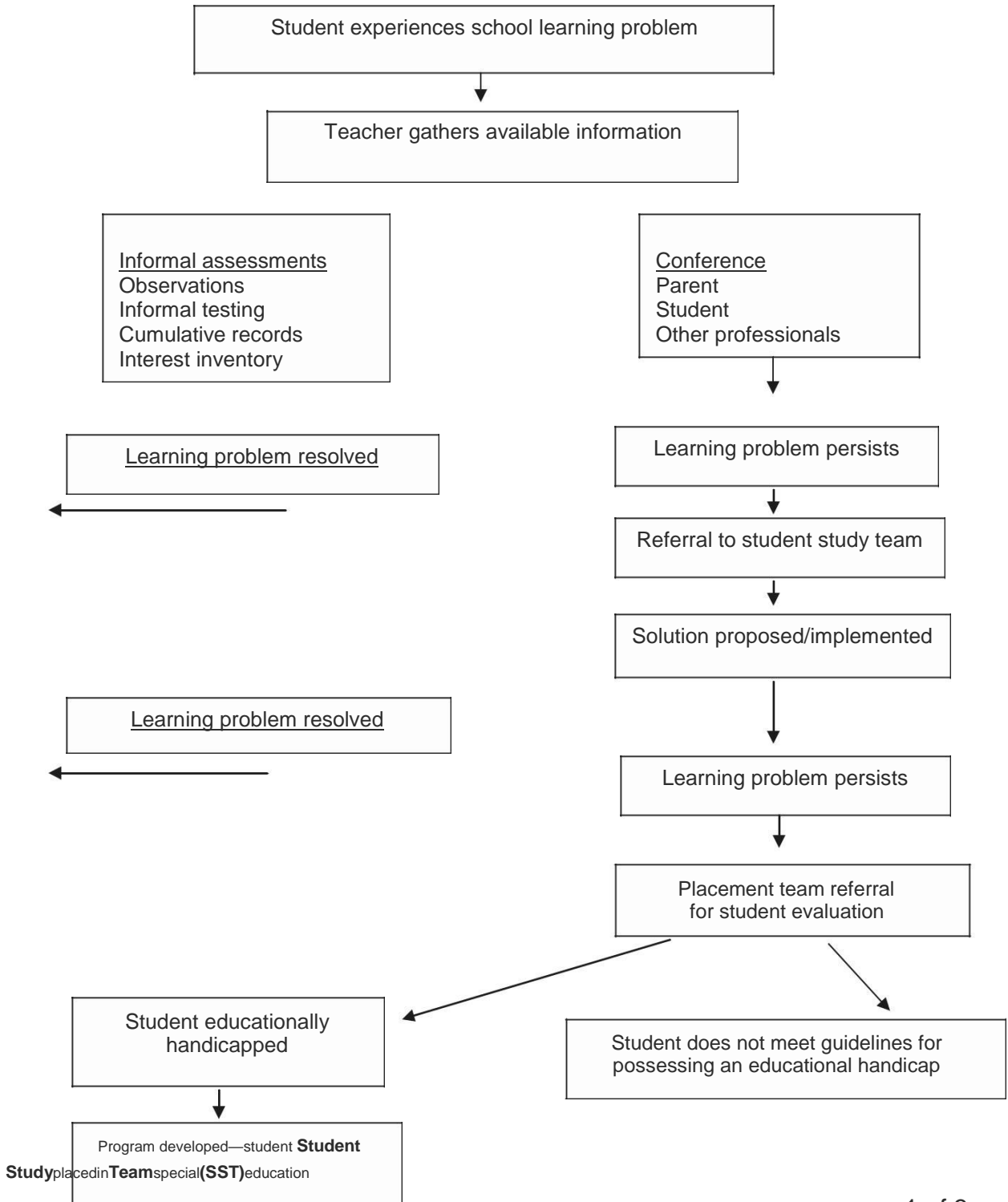


Special Instructional Programs and Accommodations (Referral Procedures)

LEARNING PROBLEM REFERRAL PROCESS CHART



The Student Study Team has the primary responsibility of helping teachers resolve problems in the classroom. This team approach to classroom problem-solving represents an attempt by school personnel to meet the program needs of both students and staff promptly and efficiently. Strategies generated by the SST will be implemented, monitored and evaluated.

The major strengths of the SST will be:

- Flexibility of operation
- Increased support for and involvement by classroom teachers
- Efficient pre-referral screening for special education
- Circumvention of lengthy special education evaluation process
- Provide support for teachers to individualize instruction
- Provide resources for students not appropriate or not eligible for special education services

Team composition will include a building administrator, guidance counselor, minimum of two classroom teachers, special education representative/consultant and other district professionals as needed (psychologist, speech therapist, reading specialist, occupational therapist, Title I, ESL, etc.).

All special education referrals will flow through SST. In addition, students who have been tested and are found not to be educationally handicapped should be returned to the SST level for interventions. SST will function throughout the school year and will coordinate all referrals and interventions outside of special education. Students moving to the district who are already identified as special education should not be referred to SST.

Referral sources may include parents, school staff, health agencies and courts or policy.

Reasons for referrals may include:

- Work habits
- Classroom behavior
- Social/emotional/adjustment problems
- Reading/math/language problems
- Medical problems
- Home/community issues
- ESL issues
- Homework issues
- Physical/motor problems

Possible interventions include:

- Classroom modifications
- Behavior management plans
- Possible notification of parents (phone or writing)
- Possible setting up of parent meeting
- Counseling
- Homework plan
- Academic screening
- O.T., speech, reading screenings
- Title I, O.T., speech, reading services for uncoded students
- Completion of referral paperwork for special education testing
- Recommendation to refer to outside agencies
- Classroom observation by a team member

SST referral process

The referral process will begin with a short written summary of observation submitted to the committee chairperson who shall be designated as the building counselor assigned. This summary will consist of:

- A description of the performance desired of student A
- list of the student's strengths and weaknesses
- A description of what the teacher has already done to resolve the problem
- Any relevant background information and test results

This written referral will be reviewed by the team members prior to the meeting to allow more time for the team problem-solving process. This will also allow team members to clarify certain statements on the referral or to obtain additional information.

Approved: May 1995
Revised: December, 2005