



POLICY SECTION 1104: Referral Process for Students

POLICY

The Ahkwesahsne Mohawk of Education believes that interventions for students who exhibit behavioural or cognitive difficulties should begin in the classroom as soon as possible. The student's parent/guardian must be notified as soon as the classroom teacher has any concerns. If the difficulties cannot be addressed with classroom intervention, then the student may be referred for formal assessment and evaluation in order to provide the types of individualized services needed. In some cases, a referral may be initiated by the student's parent/guardian.

GUIDELINES

1. If a parent feels that their child is having difficulty in school, the first step should be to call the child's teacher and request a conference. If the teacher and parent agree that the problem is somewhat more severe, they may decide to begin the referral process.
2. Many times the teacher of the student will be the one to notice problems because they see children in a classroom/academic situation. Early notification to the parent about a child's potential problem is encouraged because it can prevent negative reactions to possible placements in special programs later on. Also, parental involvement especially with special needs students is crucial to student success.
3. The referral process begins with the teacher approaching the School Principal or the ISP Facilitator. Some classroom interventions are recommended.
4. If the issues continue, the school based intervention team will discuss the situation and make recommendations.
5. If none of the classroom interventions result in significant improvement, a formal assessment will be required.
6. The assessment should be completed as quickly as possible so that the student will get appropriate services as soon as possible. Formal identification of the student's special needs will be shared with staff and a meeting will be scheduled to discuss options.