

## APPENDIX 1

### School District of Mystery Lake: Coordinated Referral Process

#### Classroom Team (Classroom Teacher, Parent/Guardian and Student)

- The classroom teacher is responsible to use a variety of instructional and assessment strategies to measure student progress on regular curricular outcomes. The parent/guardian is responsible to bring any concerns they may have to the attention of the classroom teacher. The student is responsible to do the best they can to both meet curricular outcomes and communicate any challenges they are having to the classroom teacher and to their parents. It is important to note that a classroom teacher may make an informal referral to the Resource Teacher or a member of the Clinical support team prior to making a formal referral to a School Administrator.

#### Instructional Support Team (Classroom Teacher, Resource Teacher, Counsellor, School Administrator, Parent/Guardian and Student)

- A classroom teacher who has a concern(s) about a student's progress, that they believe may require additional supports, can make a referral to the School Administrator. The School Administrator is responsible to receive, process, investigate and forward referrals to the Instructional Support team. The School Administrator is also responsible to call and chair the Instructional Team meetings, if the situation warrants. The classroom teacher must provide evidence of failed programming and classroom interventions to date. Depending on the nature of the concern, either the Resource Teacher and/or Counsellor will review all available information, conduct assessments as required with the informed consent of the parent/guardian and discuss findings/identified needs with members of the Instructional Support team. The Instructional Support Team will develop a course of action and identify additional supports if required. The Parent/Guardian is responsible to provide informed consent and to become an active and supportive member of the Instructional Support team. The student is responsible to cooperate to the best of their ability with the Instructional Support Team.

#### Pre-Referral and Formal Referrals to the Clinical Support Team and/or an Outside Organization/Agency

- If the Instructional Support team requires additional information or believes that a formal referral may be required, the team may decide to delegate one member to contact the Clinical Support team or an outside organization/agency representative for an informal, pre-referral discussion. This informal discussion may focus on the identified concern, the child's needs and whether a formal referral may be required. No commitments for additional supports or services can be made during the pre-referral process. The information gathered by the delegated team member should be shared at an Instructional Support Team meeting and used to make decisions about programming and services. A **Formal Referral** to the **Clinical Support Team** or to an **outside organization/agency** can only be made by the Coordinator of Special Services. Comprehensive documentation is required to process a formal referral.

#### Coordinator of Special Services

- The Coordinator of Special Services is responsible to coordinate and process all formal referrals. The processing of referrals involves a review of all documentation and consent forms to ensure completeness, validity and reliability. Documentation may include both archival and recent data. In addition, the Coordinator of Special Services is responsible to confer with Clinical Support team members and/or outside organization/agency representatives to discuss what an appropriate assessment would involve, the timeline, and to report this information to the Instructional Support team. The Coordinator of Special Services is also responsible to help make appropriate programming and clinical assessment decisions.

#### Dispute Resolution Process (An Overview)

- Parents and school division staff should work together to arrive at reasonable solutions to concerns that may arise with respect to planning an educational program for a student with special needs. If a dispute arises, the parties have three options available: (a) Resolution at the School Level (b) Resolution at the School Division level and (c) Resolution at the Manitoba Education, Citizenship and Youth level.

#### Resolution of Disputes at the School Level

- This step of the dispute resolution process is informal and involves a discussion among the parents and the teacher or other in-school personnel and the student (where possible). If a reasonable and acceptable solution is not found the next step is to hold a meeting that involves the parent(s)/guardian(s), the classroom teacher, the school administrator and the student (where possible). If the issue cannot be resolved at the school level the next step is a letter to the Coordinator of Special Services providing details of the dispute.

#### Resolution of Disputes at the School Division Level

- Once a letter is received from the school, the Coordinator of Special Services will review the case and look for solutions to the issue. This review will include a consultation with stakeholders, a review of current and archival documentation and the preparation of a written response.
- If issue is still not resolved, the next step is to forward the dispute to the Assistant Superintendent of Programs for review.
- If a reasonable and acceptable solution is still not found, the next step is to request a formal review by the School Board. School Boards have an obligation to inform parents of their rights to appeal decisions which significantly affect their child's education. The School Board makes the final decision and must advise all parties in writing.
- If the issue cannot be resolved at the School Division level, the next step is to make a formal appeal to the Minister of Education Citizenship and Youth.

#### Resolution of Disputes at the MECY Level

- Manitoba Education, Citizenship and Youth (MECY) released a document entitled Appropriate Educational Programming in Manitoba: A Formal Dispute Resolution Process. In summary, this process includes the following steps: (1) a letter is received by the Minister of Education from a parent/guardian (2) the need for a review is determined (3) a Review Coordinator is assigned (4) a Review Committee is appointed (5) a review is initiated which includes three phases: preparation phase, investigation/hearing phase and a reporting recommendation phase. (6) Further appeal in writing to the deputy minister within 30 days of a decision may be initiated by a parent/guardian. The decision of the deputy minister is final but does not preclude an application for judicial review.

# APPENDIX 2

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