



Preparing Today's Learner for Tomorrow

Administrative Procedure 5110

Student Services Referral Procedures

Board Governance Policy Cross Reference: [1, 12, 13](#)

Administrative Procedures Cross Reference:

[Appropriate Educational Programming and Inclusion](#)

[Clinician Referral Procedures](#)

[Intake Procedures](#)

[Specific Duties of Learning Support Teachers](#)

Form Cross Reference:

Legal/Regulatory Reference:

[Standards for Appropriate Educational Programming in Manitoba \(gov.mb.ca\)](#)

[Manitoba Regulation, 155/2005](#), sections 9-21 (Appropriate Educational Programming)

[Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools](#)

[Supporting Inclusive Schools \(Manitoba Education\)](#)

[School Support - Program and Student Services | Manitoba Education and Early Childhood Learning \(gov.mb.ca\)](#)

The Interlake School Division (ISD) recognizes that today's classrooms reflect our diverse communities and include a combination of student needs, learning styles and cultural backgrounds. The Division is committed to the rights of all students to participate in educational programming that, within available resources, will maximize the opportunity for students to achieve their individualized learning outcomes. The following procedures will be used to refer a student for student services programming.

1. The classroom teacher will identify students exhibiting academic, emotional, behavioral, or physical difficulties in the classroom and initiate Tier 1 intervention strategies. These strategies are well-planned, differentiated, and grounded in research. Teachers can leverage resources such as [Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools](#), [Supporting Inclusive Schools](#) or seek guidance from the learning support teacher through informal consultations.

2. The classroom teacher will provide a time span of approximately four weeks to observe and monitor the impact of the intervention(s) on the child's performance. The interventions, their duration, and outcomes should be documented in CLEVR using the Student Intervention Plan (SIP). This documentation serves as the initial step in referring to the school's Student Services Team (SST) if necessary.
3. After the four-week period, the classroom teacher will assess the effectiveness of the intervention strategies and decide whether a formal referral to the school's Student Support Team is warranted.
4. If a formal referral is pursued, the classroom teacher must establish contact with the parent/guardian, documenting the interaction in CLEVR.
5. Once the parent/guardian has been notified, a formal referral to the Student Services Team (SST) should be submitted. This referral, the second step in the Student Intervention Plan (SIP) in CLEVR, is completed by the classroom teacher with SST support if required.
6. Upon SST review of the referral, the following steps will be taken:
 - a) SST will designate a case manager.
 - b) Collaborating with the SST, additional Tier 1 assessments and intervention strategies will be implemented for four weeks, with pre-and post-data formally recorded in the assessment section of the SIP in CLEVR.
 - c) Based on assessment data, an Adapted Learning Plan (ALP) and/or a Student Intervention Plan will be created, documenting successful Tier 1 strategies. The plan involves input from the case manager, classroom teacher, and, when appropriate, the student and parents/caregivers.
 - d) Annually, the ALP and SIP will be revisited with new classroom teacher(s) to ensure appropriate educational planning. When assessment data and teacher observations indicate academic adaptations are no longer required and Tier 1 interventions are sufficient, the classroom teacher and case manager will determine if an ALP is still appropriate.
7. Students not succeeding with Tier 1 intervention strategies will be referred for further testing or to a clinician.
8. Following diagnostic testing, Tier 2 supplementary intervention strategies and/or Tier 3 intensive interventions will be implemented and the plan will be communicated by the case manager using the SIP and/or ALP in CLEVR.
9. The classroom teacher and case manager will execute the SIP and/or ALP and report progress to parents/guardians.
10. If diagnostic testing reveals significant cognitive or intellectual disabilities or substantial learning gaps, the Student Specific Planning process will be initiated using [School Support - Program and Student Services | Manitoba Education and Early Childhood Learning \(gov.mb.ca\)](#).

11. Student specific plans will be created for students who meet criteria within CLEVR software. Clinical diagnostic assessments will be used, when appropriate, to determine the type of plan best suited to student needs. Available student specific plans include:

- Individualized Education Plans
- Student Intervention Plans
- Curriculum Modified Plans
- Adapted Learning Plans
- Self-Regulation Plans
- Personal Transportation Plans