

Procedure Title	Speech and Language Services – Referral Process		
Date of Issue	January 17, 2018	Related Policy	
Revision Dates	June 28, 2023	Related Forms	AF 6913; AF 6914-I; AF 6914-II; AF 6914-III; AF 6990
Review Date	June 1, 2028	Originator	Administrative Council
References			
Policy/Program Memorandum #81 “Provision of Health Support Services in School Settings”; Audiology and Speech-Language Pathology Act, 1991, S.O. 1991, c. 19			

1.0 RATIONALE

- 1.1 Speech-Language Pathologists (SLPs) are professionals whose practice is controlled in Ontario by the Regulated Health Professionals Act and the Audiology and Speech-Language Pathology Act. SLPs are key members of interdisciplinary educational teams as they contribute specialized knowledge in speech, language and communication development and disorders.
- 1.2 Bluewater District School Board SLPs provide a wide range of services that promote student success and well-being by supporting speech, language and/or communication needs within the education setting.

2.0 PROCEDURE

2.1 TIERS OF SERVICE FOR SPEECH AND LANGUAGE

The steps to be applied to each individual situation, as outlined in sections 2.2 to 2.7, will vary depending on which of the following tiers of service is required:

a. Tier One

- i. No referral package required, contact SLP directly with questions
- ii. General “Good for All” strategies provided to classroom teacher for programming
- iii. Not student specific
- iv. SLP shares information with school staff on identification of, and interventions for, students with language disorders
- v. SLP shares information with school staff on the relationship between language/communication skills, and the development of literacy skills
- vi. Professional development presentations

b. Tier Two

- i. Referral package and parent consent required
- ii. An Individual Education Plan (IEP) is being considered, or in development
- iii. School has documented concerns; SLP can suggest strategies through consultation
- iv. SLP can observe in the classroom
- v. SLP can consult with teacher and other staff to facilitate capacity building

c. Tier Three

- i. Referral package and parent consent required
- ii. An IEP is being considered, or in development

- iii. Significant oral language concerns have been noted on the "Classroom Teacher Checklist"
- iv. Formalized assessment is warranted
- v. Direct service may be provided
- vi. Resource support is currently being provided

NOTE: Please refer to Appendix A for a visual representation of the following process (sections 2.2 to 2.7).

2.2 SCHOOL DISCUSSION

- i. Discuss School/Student Needs for speech and language consultation/assessment with school team for senior kindergarten (SK) and older aged children.
- ii. Classroom teacher completes "Classroom Teacher Checklist" using student's initials, to be shared with Learning Resource Teacher (LRT)/School Team and oral language concerns have been noted.

2.3 SPEECH–LANGUAGE PATHOLOGIST / LEARNING RESOURCE TEACHER DISCUSSION

- i. LRT discusses concerns/student profile, using the completed "Classroom Teacher Checklist", with Speech-Language Pathologist (SLP) and will consider which tier of service is most appropriate.
- ii. LRT talks to parent(s)/guardian(s) about referral to SLP services and sends administrative form AF 6913 "Consent for Referral to Speech and Language Services" home to be signed.

2.4 REFERRAL PACKAGE COMPLETION (LRT)

- i. LRT completes referral package with required documentation (i.e., signed AF 6913 "Consent for Referral to Speech and Language Services" (original), AF 6990 "OSR Summary", IEP, report cards) and sends the package to the SLP. A copy of referral package should be kept in the student's Ontario Student Record (OSR).
- ii. After reviewing the documents, the SLP will place the student on waitlist if referral is deemed appropriate.

2.5 PRIORITIZATION FOR SERVICES

- i. SLP will inform the LRT when a student is prioritized for services.
- ii. SLP will send the LRT the appropriate consent for service form (i.e., AF 6914-I, II, III).
- iii. LRT will inform the SLP when parent(s)/guardian(s) consent has been obtained.
- iv. SLP will schedule a visit date.

2.6 STUDENT CONSULTATION / ASSESSMENT

- i. SLP will obtain informed consent from parent(s)/guardian(s) as part of assessment process.
- ii. SLP will complete speech and/or language assessment, or consultation.
- iii. SLP will have discussions with school team/family.
- iv. SLP and LRT will schedule a feedback meeting (if appropriate) to discuss assessment results (invitation to attend will be sent to: administrators, parent(s)/guardian, classroom teacher, LRT, other team members deemed appropriate).

2.7 FEEDBACK MEETING

- i. SLP will discuss assessment/consultation findings and programming suggestions with the school team.
- ii. SLP will be available for consultation until discharge date (as noted on assessment report).

2.8 CONSULTATION FOR OUTSIDE AGENCY ASSESSMENTS

- i. When an outside agency (Private assessments or completed by another School District) speech and language assessment is received by the school team, the LRT will complete an AF6912 to share with the BWDSB SLP.
- ii. SLP will complete a review and determine if student meets the criteria for IPRC for Communication-Speech Impairment or Language Impairment if appropriate.
- iii. SLP will determine if further consultation is needed and indicate to LRT to follow Student Consultation procedure if required.

APPENDIX A: Referral Process for Speech and Language Services

