



Journeys Procedures for Referral Process

Committed to students, the DeForest Area School District offers the *Journeys* Program as one piece of a vibrant educational structure designed to support and encourage student achievement and potential attainment. Most students can develop their passions, gifts and talents through the learning opportunities provided in the rich and challenging classroom curriculum K-12, with the help and support of the highly trained district staff, and through the wide variety of enrichment activities offered within and outside of the school day. The purpose of the *Journeys* Program is to help collaboratively design educational responses for students who need, at different times and in different ways, something significantly beyond this rich, regular school program. A written referral to *Journeys* is a request for a formal process to review a student's exceptional educational need and to generate the design of options to best meet this need.

TEACHERS:

If you have a student you think may be significantly beyond the rich, regular school program,

1. Provide differentiation of curriculum and instruction within the classroom first
2. Confer with colleagues and building *Journeys* coordinator for additional ideas and strategies
3. Discuss student needs with *Journeys* coordinator
4. If all reasonable avenues within the classroom and grade-level structures are exhausted, please make a *Journeys* referral for additional support

If a parent makes a request for support through the *Journeys* Program,

1. Discuss the specific educational need of concern
2. Share/brainstorm ways you are or can address the educational need within the regular classroom
3. Confer with colleagues and building *Journeys* coordinator for additional ideas and strategies
4. If all reasonable avenues within the classroom and grade-level structures are exhausted, suggest parents complete a parent questionnaire form
5. Forward a completed Parent Questionnaire form to your building's *Journeys* coordinator

PARENTS:

1. Talk with your child's classroom teacher about your specific educational need of concern and discuss/brainstorm ways this need can be addressed with modifications made to the curriculum and/or ways your child is being taught
2. If you feel the additional need, share your concerns with building principal and/or counselor
3. If suggested by a teacher, principal or counselor, or if you feel your child's educational needs are significantly beyond what can be provided within the regular classroom structure, complete a parent questionnaire form and return it to your child's classroom teacher

STUDENTS:

1. Talk with classroom teacher about what you feel you need and discuss ways you can together create the challenge you feel you need
2. Talk with principal and/or counselor about any continuing concerns
3. If suggested by a teacher, your parent, principal or counselor, or if you feel you need further educational challenge, complete a self-referral form for *journeys* support and return it to your teacher

Journeys BUILDING COORDINATOR:

When informal requests are made for additional resources and ideas to offer more challenge for a particular student,

1. Talk with child's classroom teacher to gather information about the educational need being addressed
2. Gather resources and ideas from colleagues, department chairs, librarians, counselors, etc. To support the classroom teacher
3. Follow-up with classroom teacher to see if additional materials or brainstorming of ideas are needed

When a formal referral for *Journeys* support is made,

1. Talk with person making the referral to have a clear understanding of the student's learning profile, performance, educational need, and modifications that have already been investigated and tried
2. Send copies of referral to principal, classroom teacher, counselor to alert them that a formal referral has been made
3. If a parent questionnaire or self-referral is received, talk with classroom teacher about the student's learning profile, performance, educational need, and modifications that have already been tried
4. If a teacher referral is made, talk with parents and the referred student to gather further background information
5. Assess the student's skills
6. Analyze how well the current curriculum is matching the child's identified academic needs
7. If there is not a good match between a child's identified needs and the curriculum, brainstorm options with classroom teacher and other supporting staff (e.g., principal, counselors, department chairs, reading specialists, district *journeys* coordinators)
8. If it is apparent that a subject level or grade level acceleration is needed, make a request to the building principal for a stat2 conference
9. Develop a plan with options listed to meet the child's identified educational needs
10. Write assessment reports and journeys plan
11. Share reports and plan with parents and child (when appropriate) and decide on the best option.
12. If new programming is to be implemented, make preparations needed for that, including locating necessary resources.
13. Work with student on transition activities if needed, especially if student will be experiencing a new classroom placement for a subject.

14. Work with teachers on any planning that needs to be done.
15. Regularly contact teachers regarding student's progress and performance.
16. Carefully monitor the social/emotional adjustment of the child. Respond as needed
17. For some initial programming and in some areas, work with teachers on periodic reports.

Stat2 team:

1. Review information gathered on student
2. Seek other information as needed
3. Make recommendations
4. Review reports on student progress