



Specialized Assessments Administrative Procedure 3.B.50

3.0 Programs and Services
3.B Student Services

Board Governance Policy Cross Reference: 1, 2, 3, 14, 16, 17

Legal Reference: The Public Schools Act (Manitoba); The Public Schools Amendment Act (Appropriate Educational Programming) S.M. 2004, proclaimed October 28, 2005; Appropriate Educational Programming Regulation 155/2005, Appropriate Educational Programming Regulation 155/05; Standards for Appropriate Educational Programming in Manitoba 2022.

Further Information: Standards for Appropriate Educational Programming in Manitoba 2023

Date Adopted: June 2009

Date Amended: July 2024

1. Teachers use assessment to determine how students are progressing and to guide and improve instruction for all students. Assessment methods should be appropriate for and compatible with the purpose and context of the assessment. Student assessment may take the form of teacher observation, conversations, portfolios, outcome rubrics, classroom testing and provincial assessments. For some students, where indicated, specialized assessments may be needed.
2. **Specialized Assessments** are conducted by qualified professionals on an individual basis to determine what factors are affecting the student's learning and what approaches would assist the student to meet the learning outcomes in the classroom.
3. The Division:
 - a. Provides direction on using assessment results to make programming decisions and assign support services.
 - b. Ensures that designated professionals conduct specialized assessments, interpret results, follow principles of fair assessment practices and provide parents and classroom teachers with programming recommendations. These professionals are required to comply with the expectations outlined by the standards and guidelines sent by professional organizations for their members.
4. The school-based student support teams:
 - a. Use the information gathered by the classroom teacher as the first source of information regarding student learning;
 - b. Use assessment results to guide programming decisions for students, develop SSPs and assign support services;
 - c. Include parents, and the student when possible, to be involved in developing student specific outcomes were indicated by the assessment process; and
 - d. Use assessment data to evaluate individual progress and programming decisions for students with special learning needs and abilities.

Referral Process

5. Referrals for specialized assessment occur with the following process:
 - a. Teachers try a variety of differentiated instructional strategies.
 - b. Parents are informed of the student's progress throughout this process.

- c. The school resource teacher observes the student in the classroom where indicated and may conduct further assessments at a school level to determine if other school level strategies or programming is required.
- d. Additional supports at the school level are leveraged, dependent on student needs.
- e. The school team, including the parents, meet to discuss the student's progress, the interventions and the discuss next steps.
- f. With parents' signed consent, referrals are completed and submitted to the division's student services administrator.
- g. Parents or other service providers are involved to complete specialized assessments where appropriate.

Timeline for Specialized Assessments

6. Students referred to the Division for specialized assessment are seen on a priority basis.
7. This length of time from referral to assessment varies, dependent on the number of students referred, the nature of the student learning need, and the level of urgency and available staff. Generally, clinicians meet with students requiring specialized assessments that school year.
8. Assessments may require a number of meetings with the clinician, depending on the age of the student and the length of the assessment. Reports are written within 2 months of the assessment, and communication with parents regarding these assessments occurs immediately following the completion of the assessment.

Communication with Parents

9. Schools communicate with parents/guardians regularly in the process of identifying the child's learning needs, the school's intervention and response, to obtain informed consent for a referral for specialized assessment and regarding the nature and timeline of the assessment itself.
10. Although staff will endeavor to first receive prior parental/guardian consent wherever possible, within the limits of what is reasonably required to provide services and support to the child's best interest, information sharing will occur with other agencies.
11. Upon completion of the specialized assessment, staff endeavor to write and interpret the assessment results with parent/guardian in a way that is clearly understood, keeping in mind the parents'/guardians' language, literacy and other needs.

Principal Responsibilities

12. The Principal is responsible for ensuring that:
 - a. A student is assessed as soon as reasonably practicable;
 - b. A student is referred for a specialized assessment if the in-school team cannot determine why a student is having difficulty meeting the curricular learning expectations;
 - c. A student is referred for a specialized assessment if the in-school team determines that differentiated instruction and adaptations are insufficient to assist the student in meeting the curricular learning expectations;
 - d. The student's parent/guardian (or the student, if 18+ years old) is informed before the student is referred for a specialized assessment, and no interviewing or testing as part of the assessment may occur without informed consent; and
 - e. The informed consent policy of the school division is followed.