



POLICY:

REGULATION: JAA - Specialized Assessment

EXHIBIT:

Assessment begins with the classroom teacher. Teachers use assessments to determine how students are progressing and to guide and improve instruction for all students. Student assessment may take the form of teacher observation, portfolios, outcome rubrics, classroom testing and provincial assessments. For some students, where indicated, specialized assessments may be needed.

Seine River School Division recognizes that some students may require services beyond those available within the school. These services include specialized assessments and interventions. Specialized assessments provide additional information to support appropriate educational programming for students. Students will be referred for specialized assessments if information from school based assessments, differentiated instruction, adaptations and other school based interventions are found to be insufficient in assisting the student in achieving expected learning outcomes. Specialized assessments are conducted by qualified professionals (clinicians) 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.

Principals are responsible for ensuring that a student is assessed as soon as reasonably practicable and referred for a specialized assessment if the in-school team is unable to assess why a student is having difficulty meeting the learning outcomes and is of the opinion that the student cannot meet learning outcomes even with differentiated instruction and accommodations.

Assessment Information/Results:

1. Results of the information gathered by the classroom teacher is the first source of information regarding student learning (MR 155/05)
2. Assessment results guide programming decisions for the student (MR 155/05)
3. Qualified professionals who are designated by the school board or the principal conduct specialized assessments, interpret results, follow principles of fair assessment practices and provide parents and classroom teachers with programming recommendations (MR 155/05)
4. Qualified professionals and other service providers involve parents to complete specialized assessments when appropriate (MR 155/05)
5. School teams, including parents when possible, are responsible for developing student-specific outcomes where indicated by the assessment process (MR 155/05)

Classroom Assessment

- Fountas and Pinnell Assessment, Wechsler Assessment, Writing and Reading Continuums, Math Snapshots, Observations and Anecdotal Record Keeping will be used by the classroom teacher to gather information on all students within the classroom.

APPROVED: June 2013

REVISED:

SOURCE: *Appropriate Educational Programming in Manitoba: A Formal Dispute Resolution Process* (Manitoba Education, citizenship and Youth); *Working Together: A Guide to Positive Problem Solving for Schools, Families, and Communities* (Manitoba Education, Citizenship and Youth)

OTHER REFERENCE:



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- The Classroom Profile will be completed with the school support team to review assessment information, support programming and determine interventions to be used to support student progress.
- If a specific student concern has been identified the Resource Teacher and/or Guidance Counsellor will review the Pupil File to determine if any previous assessments have been completed.

Differentiated Instruction and Classroom Interventions

- The Classroom Teacher, in consultation with the School Support Team, will use new **differentiated instruction** strategies and classroom interventions as the first attempt to support student programming.
- If a student is presenting with concerns after the programming the new strategies and classroom interventions have been implemented a referral will be filled out to the School Support Team by the Classroom Teacher.

Referral to School Support Team

- The student may be identified during a classroom profile meeting, classroom support meeting or through consultations with the school support team at any point throughout the school year.
- Classroom teacher must complete the referral form and **must** include strategies and interventions tried within the classroom.
- Classroom teacher will contact the student's parents and inform them that a referral is being submitted to the school support team.
- New referrals and updates will be reviewed at the school support team meetings.

Determine and Complete Assessments

- Resource Teacher and/or Guidance Counsellor will determine the assessment to be completed. (See the School Support Assessment Checklist)
- The Resource Teacher and/or Guidance Counsellor will complete and interpret assessments and generate a report that includes recommendations within a **3-4 week** time period.
- The Resource Teacher and/or Guidance Counsellor may consult with clinicians to support interpretation and determine next steps.
- The Resource Teacher and/or Guidance Counsellor will review assessment report with the Classroom Teacher, parents and School Support Team.

Create and Implement Interventions (Plan for Student Success)

- The Resource Teacher and/or Guidance Counsellor will meet with the Classroom Teacher to create a **Plan for Student Success** that includes goals that are written as SMART goals so that progress can be measured and monitored.
- The plan will be implemented and monitored for a minimum of two weeks (depending on the intervention).

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- A review of student progress will take place and if the new strategies and interventions are not working then the School Support Team will consult with the clinicians.
- If the new strategies and interventions are working the School Support Team will continue monitoring the student progress. Once goals are met, the student is transferred, or there is no clinical involvement for a full year the case will be closed.

Pre-referral to Divisional Clinicians

- The School Support Team in collaboration with the Classroom Teacher will complete the pre-referral and submit to the divisional clinicians
- The School Support Team member will meet with the School Psychologist, Speech and Language Pathologist/Occupational Therapist/Social Worker to discuss the student profile.
- The Divisional Clinicians may suggest further school-based interventions or recommend a referral for Clinical Assessments.
- **A student entering kindergarten with previous clinical support will be identified upon school entry and the process will begin with the pre-referral.**

Referral to School Clinicians

- The School Support Team member will complete the referral and contact the parents to explain the referral process.
- The referral will be sent home for a signature from parent or guardian and submitted to the Student Services Team at division office.
- The clinician will review the referral and determine the assessments to complete according to the student profile and previous assessments completed by the School Support Team.

Assessment

- The clinician will determine the assessments that they will be completing and involvement may include observations, assessment, intervention and/or further referrals to outside agencies.
- The clinician will complete the assessment, interpret results, write a report that includes results and recommendations to support student programming.
- The clinician will meet with the school support team, classroom teacher, parents and student to interpret results and determine programming needs.

Referral to Community Services

- A referral may be initiated to Community Services as a recommendation as part of the assessment process or other reasons (ie Justice Involvement).
- The following Community Services are available, but not limited to: Children's disAbility Services, Community Mental Health, FASD Clinic, Family Doctor or Pediatrician, Anxiety Clinic, Parole Officer (when a student is involved in the Judiciary System), Children's Rehabilitation Centre.

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- When a student is being support by a community service they must become part of the student's planning team and involved in the planning for the student.

Creation of an ALP, IEP and Interventions

- Students who have had clinical assessments or assessments by community services must have an IEP. The IEP may reflect whether the student receives LII or LIII Special Needs Categorical Funding or adaptations, programming or interventions that are required to support the following; learning disabilities, communication disorders, visual or hearing impairments, Autism Spectrum Disorder, ADHD, Anxiety Disorders, OCD or other formal diagnosis or extended periods of transiency or absence.

Case Closure

- Once goals are met, student is transferred, or there is no clinical involvement for a full year, the student's case will be closed.

A flow chart describing this process is available in the Student Services Handbook.

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