

POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
SPECIALIZED ASSESSMENTS	IKAE

I. POLICY

The Louis Riel School Division recognizes that some students may require services beyond those available within the school, including specialized assessments. Specialized Assessment provides additional information to support appropriate educational programming for students. If information from school-based assessments, differentiated instruction, adaptations and other school-based interventions is found to be insufficient in assisting the student to meet expected learning outcomes, the Principal will initiate a request for service for specialized assessment.

II. GUIDELINES

1. DEFINITION

Specialized assessment refers to an individual student assessment completed by divisional personnel or community professionals that extends the information acquired by the in-school planning team through school-based assessment. The purpose of specialized assessment is to collect specific information regarding the exceptional learning needs of students across a variety of domains and contexts. Areas of specialized assessment may include exceptional learning, social/emotional, sensory, behavioural, physical, cognitive/intellectual, adaptive, communication or healthcare needs, and other factors relevant to student performance and learning.

2. PROFESSIONAL QUALIFICATIONS

Specialized assessment will be conducted by qualified professionals. Qualified professionals have the necessary education, training and experience to ensure that specialized assessments are completed in a competent and appropriate manner. Individuals conducting specialized assessment will comply with [Appropriate Educational Programming in Manitoba, Standards for Student Services](#), Manitoba Education, Citizenship & Youth, 2006.

III. PROCEDURES

1. REFERRAL PROCESS FOR SPECIALIZED ASSESSMENT

Principals are responsible for ensuring that a student is assessed as soon as reasonably practicable and for initiating a request for service for a specialized assessment if the in-school team is unable to assess why a student is having difficulty meeting the learning outcomes and

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is of the opinion that the student cannot meet learning outcomes even with differentiated instruction and accommodations. Once the principal, the in-school planning team and individual(s) responsible for conducting the specialized assessment have decided that specialized assessment is required, the following steps must occur:

- a. The need for specialized assessment must be explained by the principal or a member of the in-school planning team to the parent(s)/guardian(s) or adult student in clear language to ensure that they have a good understanding of the process and expected outcomes.
- b. The Clinical Services Request for Service Form shall be completed collaboratively by the in-school planning team and clinician(s), signed by the principal and forwarded to the Clinical Services office. (See [Request for Service Form](#) & associated procedures document.)
- c. Informed consent will be obtained by the principal or a member of the in-school planning team prior to any interviewing or testing of the student. Every reasonable attempt to obtain original written parent(s)/guardian(s) or adult student consent will be made. In the event original written consent cannot be obtained, digital consent will be accepted provided that this is documented clearly in the Pupil File including the date and signature of the person obtaining the digital consent. Specialized assessment cannot be initiated if the parent(s)/guardian(s) or adult student refuses consent. Written documentation of the refusal to consent or failure to respond shall be filed in the Pupil File.
- d. In situations of joint custody, both custodial parents must provide written consent for the assessment to proceed.
- e. Once consent has been obtained, the individual responsible for conducting the specialized assessment will contact the parent(s)/guardian(s) or adult student to explain the specialized assessment procedures.
- f. Appropriate timelines must be identified by the school team and the professional conducting the specialized assessment and communicated to the parent(s)/guardian(s) or adult student.

2. PRIORITIZING REQUESTS FOR SERVICE

- a. Requests for service for specialized assessment will be prioritized by the principal and the in-school planning team in collaboration with the individual(s) responsible for conducting the specialized assessment.
- b. Specialized assessment will be completed as soon as reasonably practical. Appropriate programming will continue while the student is waiting for specialized assessment.
- c. When required, divisional emergent issues will take precedence.
- d. Direct requests for service for specialized assessment from physicians, other professionals and outside agencies will not be accepted. Specific requests from parent(s)/guardian(s) or adult students will be addressed based on the above procedures.

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3. INTERPRETATION TO PARENT/GUARDIAN/ADULT STUDENT

Specialized assessment results will be interpreted by a qualified professional. The school will make every effort to assist the parent/guardian/adult student to clearly understand the assessment information and facilitate participation in the development of a follow-up plan.

4. SPECIALIZED ASSESSMENT REPORTS

- a. Specialized assessment reports will provide the parent(s)/guardian(s) or adult student and the in-school planning team with a summary of assessment findings and recommendations for programming. Recommendations may include other methods of differentiated instruction, assessment, adaptations and/or modifications to assist the student in meeting grade level or student-specific learning outcomes.
- b. In collaboration with the individuals providing the specialized assessment, the assessment data will be used to assist the in-school planning team with programming decisions and to monitor student progress. School teams, including parents when possible, are responsible for developing student-specific outcomes where indicated by the assessment process.
- c. A copy of the specialized assessment report will be provided to the parent(s)/guardian(s) and/or adult student and stored in the CLEVR Smart Solutions for Educators document management system.
- d. Results from specialized assessments will be released to individuals or agencies outside the school system only with signed consent from the parent/guardian or adult student. (See [Authorization for Exchange of Information](#) form.)

The Louis Riel School Division acknowledges the River East Transcona School Division as a source for the development of this policy.

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