



Assessment (Referrals)

Administrative Procedure 3.B.050

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

Legal Reference:

- *The Education Administration Act (Manitoba)*
 - *The Public Schools Act (Manitoba)*
 - *Individual Education Planning: A Handbook for Developing and Implementing IEP's, Early to Senior Years (Manitoba Education and Training)*
 - *Reporting on Key Competencies in Mathematics, Reading Comprehension, Expository Writing, and Student Engagement with School in the Middle Year (Manitoba Education, Citizenship and Youth)*
 - *Reporting on Student Progress and Achievement: A Policy Handbook for Teachers, Administrators, and Parents (Manitoba Education and Training)*
 - *Towards Inclusion: A Handbook for English as a Second Language Course Designation, Senior 1-4: A Resource for Senior Years Schools (Manitoba Education and Training)*
 - *The Freedom of Information and Protection of Privacy Act (Manitoba)*
 - *The Personal Health Information Act (Manitoba)*
 - *Manitoba Pupil File Guidelines (Manitoba Education, Citizenship and Youth)*
 - *Manitoba Transition Planning Process Support Guidelines for Students with Special Needs Reaching Age 16 (Children and Youth Secretariat, et al.)*
-

Date Adopted: September, 2012

Date Amended: March, 2019

In accordance with *The Public Schools Act*, The School District of Mystery Lake has an obligation to conduct regular assessments of student learning and to report to parents at the regular reporting periods.

Teachers use assessment 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. Assessment methods should be appropriate for and compatible with the purpose and context of the assessment.

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.

A. School divisions shall:

1. Use the information gathered by the classroom teacher as the first source of information regarding student learning (MR 155/05)
2. Use assessment results to guide programming decisions for the student (MR 155/05)
3. Ensure 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. Use qualified professionals and other service providers and involve parents to complete specialized assessments when appropriate (MR 155/05)
5. Ensure that school teams, including parents when possible, are responsible for developing student-specific outcomes where indicated by the assessment process (MR 155/05)

B. School division policy on specialized **assessment** should:

1. Include written procedures for referral of students who require specialized assessments, including parent and student input, teacher observation, formal and informal assessment measures and assessments by school team members and other members of support services.
2. Outline the process for informed consent and parental consent for information sharing.
3. Direct staff to prioritize referrals for specialized assessments based on needs or requirements.
4. Provide timelines on specialized assessments, including timelines for follow-up meetings, reporting or results and written reports.
5. Direct staff to ensure that assessment results are written and interpreted for parents in a way that is clearly understood, keeping in mind the parents' language and literacy needs.
6. Comply with the expectations outlined by the standards and guidelines set by professional organizations for their members.

7. Provide direction on using assessment results to make programming decisions, develop IEPs and assign support.
8. Identify a process for using assessment data to evaluate individual progress and programming decisions for students with exceptional learning needs.

Principals are responsible for:

1. Ensuring that a student is assessed as soon as reasonably practical 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.