

[Policy Home](#)[Section I Index](#)**SPECIALIZED ASSESSMENT PROCEDURES****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.

**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 Schools, Standards for Student Services*, Manitoba Education, Citizenship and Youth, 2006.

**REFERRAL PROCESS FOR SPECIALIZED ASSESSMENT**

Once 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 a member of the in-school planning team to the parent(s)/guardian(s) or adult student in a clear language to ensure that they have a good understanding of the process and expected outcomes.
- (b) The School Clinician Request for Assistance form shall be completed by the in-school planning team, after direct consultation with the necessary clinician(s).
- (c) The School Clinician Request for Assistance form must be signed by parent(s)/guardian(s) or adult student prior to any interviewing or testing of the student. Specialized assessment cannot be initiated if the parent(s)/guardian(s) or adult student refuses consent. Written documentation of the refusal to consent shall be filed in the Pupil File.
- (d) Once consent has been obtained, the School Clinician Request for Assistance form is sent to Division office to be approved by the Student Services Coordinator.

- (e) Upon approval from the Student Services Coordinator, a copy of the request form is given to the appropriate clinician.
- (f) Timelines will be identified by the Student Services Coordinator and the professional conducting the specialized assessment and communicated to the school. Timelines will be subject to change based on Division priorities.

### **PRIORITIZING REFERRALS**

- (1) Referral for specialized assessment will be prioritized by the Student Services Coordinator in collaboration with the individual(s) responsible for conducting the specialized assessment.
- (2) Specialized assessment will be completed as soon as reasonably practical. Appropriate programming will continue while the student is waiting for specialized assessment.
- (3) When required, divisional emergent issues will take precedence-this will be determined by the Student Services Coordinator.
- (4) Direct referrals for specialized assessment from physicians, other professionals and outside agencies will not be accepted. Specific requests from parent(s)/guardian(s) or adult student will be addressed based on the above procedures.

### **INTERPRETATION TO PARENT(S)/GUARDIAN(S)/ADULT STUDENT**

Specialized assessment results will be interpreted by a qualified professional.

The school will make every effort to assist the parent(s)/guardian(s)/adult student to clearly understand the assessment information and facilitate participation in the development of a follow-up plan.

### **SPECIALIZED ASSESSMENT REPORTS**

- (1) 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.
- (2) 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.
- (3) A copy of the specialized assessment report will be:
  - (i) provided to the parent(s)/guardian(s) and/or adult student;
  - (ii) stored in the Student Services/Support file.
- (4) Results from specialized assessment will be released to individuals or agencies outside the school system according to *Manitoba Pupil File Guidelines*.