

IDENTIFICATION, ASSESSMENT & PLANNING – PSYCHOEDUCATIONAL ASSESSMENTS	No.: C-332
	Effective: Dec. 10/91 Revised: July 15/05; June 9/22 Reviewed: June 9/22

ADMINISTRATIVE REGULATIONS

1.0 PROCEDURES

- 1.1 The teacher, student or parent identifies the student as experiencing academic challenges. Challenges with socio-emotional functioning and behaviour may also be of concern.
- 1.2 The teacher assesses the difficulties, sets instructional objectives involving appropriate strategies and materials, consults with parents/guardians, and varies instructional and environmental strategies.
- 1.3 If instructional objectives are not achieved at the classroom level, School-Based Team is consulted in order to develop and implement systematic and targeted interventions, including alternative classroom strategies. School-based resources could include:
 - a. Learning Assistance
 - b. Educational Assistance
 - c. Socio-Emotional/Behavioural Support
 - d. Counselling Support
 - e. English Language Learner Support
 - f. Na'tsa'maht Support
- 1.4 If instructional objectives are not reached at the school level after implementing systematic and targeted interventions, and more specialized services and expertise are required, the School-Based Team appoints a case manager in order to access district-based resources.
 - 1.4.1 Depending on the nature of the concern, the school-based case manager may choose to consult with district-based resources including:
 - a. Inclusion Coaches
 - b. Curriculum Transformation Coordinators
 - c. Speech-Language Pathologist/Assistive Technology Support
 - d. Occupational Therapist
 - e. Physiotherapist
 - f. Teacher of the Visually Impaired
 - g. Teacher of the Hearing Impaired
 - h. School Psychologist/Registered Psychologist
 - i. School-Based Social Worker
 - j. Mental Health Clinician
 - k. Hospital/Home-Bound Teachers
 - 1.4.2 Parents/guardians are informed of the concerns, and written consent to refer for district services is obtained.

- 1.5 Should the School-Based Team determine that further information regarding learning strengths and needs is required to inform instructional planning, the School-Based Team consults with the School Psychologist/Registered Psychologist regarding next steps. Should a Psychoeducational Assessment be recommended:
- 1.5.1 Parents/guardians are contacted:
- a. They are informed of the school's concerns, the interventions attempted, and the desire to refer for a district Psychoeducational Assessment.
 - b. The assessment process is carefully explained.
 - c. Written consent is obtained.
- 1.5.2 The case manager ensures that all pertinent information is collected and submitted with the referral to the School Psychologist/Registered Psychologist, along with the consent form.
- 1.6 School Psychologist/Registered Psychologist completes the Psychoeducational Assessment:
- a. According to the priority indicated by the School-Based Team.
 - b. Using tests that are appropriate to the referral question.
 - c. After ensuring the student and family have an appropriate understanding of the reason for the assessment and the procedures that will be involved.
- 1.7 Following the assessment:
- a. The School Psychologist/Registered Psychologist meets with the family and school team to discuss the test results and the implications for planning and supports for the student.
 - b. Assessment results and recommendations are shared with the parents/guardians, student (if appropriate), and the school team.
- 1.8 In the event that copies of the Psychoeducational Assessment are provided to agencies or individuals outside the school district, prior written parental/guardian consent is obtained.
- 1.9 School and district personnel ensure that assessment information is handled in a confidential manner.
- 2.0 Currently, individuals employed by the Board of Education are members in good standing of College of Psychologists of British Columbia and/or the British Columbia Association of School Psychologists. School Psychologists are qualified in the following areas:
- cognitive assessment.
 - psychometric principles.
 - academic assessment and intervention.
 - social, emotional, behavioural assessment and intervention.
 - professional ethics (for psychology or school psychology).
 - Consultation.
 - typical and atypical child development.
 - psychopathology and diagnosis.