

# REFERRAL PROCESS

## LEVEL B AND LEVEL C ASSESSMENT

### Process for Determining Level B and Level C Assessments

- Student not responding to Classroom Instruction (struggling in one or multiple areas)
- Classroom teacher implements Tier 2 classroom intervention strategies. The learning support teacher is involved supporting instructional strategies and/or classroom interventions that will be tried
- Progress is monitored over several weeks
- Student is discussed at Collaborative Response Meetings to determine if other strategies and accommodations can be tried and/or further assessment is warranted.
- Parents are contacted regarding concerns.\* and strategies that have been implemented. Parent consent form for Level B Assessment is explained and signed (*\* It is important to determine if there is a medical reason for the student struggling at school and find out if medical information is all up to date i.e. eyes, ears, other health service providers*)
- Learning Support Teacher provides Level B Assessment for student along with follow up meeting for the School Team (Parents, Teachers, Educational Assistants, and Administrators). Follow up meeting includes how the information from the assessment will be used to support the student in the classroom
- Learning Support Teacher sends the Level B Assessment to the Assistant Superintendent of Learner Services (Terri-Lynn Duncan) to determine whether to proceed with Level C Assessment
- Psycho-Educational Assessment Referral Package is completed and sent to the Assistant Superintendent of Learner Services for final approval and passed along to Registered Psychologist
- Learning Support Teacher sets up a Learning Team Meeting to discuss the results of the assessments and go over recommendations (*using the Recommendation Action Plan Form*)
- Learning Support Teacher communicates recommendations and follow up action plan to the Learning Team

*Due to reliability and validity, psycho-educational assessments are not typically completed for students until they reach grade three. If a learning difficulty has been diagnosed, a student should have a follow up assessment at the beginning of high school to gather updated information to determine supports required.*