



4.8 SBT Referrals for Level B and Psychoeducational Testing

According to BC Inclusive Education A Manual Of Policies, Procedures And Guidelines 2024,

- Early identification is an essential element of successful program planning for students with disabilities or diverse abilities
- The school-based team should respond promptly to a teacher's request for a determination of the need for assessment, planning and intervention
- For most students, the identification/assessment phase begins in the classroom . . . including an in-depth, systematic classroom observation and evaluation and parent consultation, including discussing with the parent the appropriateness of a referral to a physician to exclude the possibility of a medical basis for the concerns.
- If these efforts prove insufficient to meet the student's educational needs the teacher should embark on a process of consultation and collaboration with the IST and/or school-based team
- When the school-based team decides it is necessary to gather additional information in order to provide appropriate instruction, a referral for psycho-educational assessment may be in order. *This step is taken only after there has been considerable pre- referral assessment and pre-referral intervention. Emphasis on school-based problem solving should lessen the number of referrals for testing.*



Process to refer a student for Psychoeducational Testing:

- School-Based Teams should ensure they have followed Ministry guidelines and have documented in-depth, systematic classroom interventions in collaboration with the classroom teacher and in consultation with the parent
- SBT notes should document that the school team has used assessment data (ELP, ENP, classroom-based assessments, behavior tracking, etc.) to identify the specific area of need and used appropriate, corresponding interventions over time- generally at least 3 months (i.e. ELP data indicates specific areas of needed support in literacy and the SBT notes reflect systematic interventions related to that need).
- Note the testing will be provided based on the following prioritized need:

Priority 1	<i>Students in grade 11 and 12 needing updated assessments for CLBC applications</i>
Priority 2	<i>Students in the year prior to transitioning from:</i> <ul style="list-style-type: none"> • <i>elementary school to middle school</i> • <i>middle school to high school</i>
Not prioritized for testing	<i>Students in K-3 and students who have arrived at SD8 within the last year</i>

- All requests/referrals for Psychoeducational testing can be submitted using the [DBT REFERRAL FORM](#).
- Please ensure required documentation is sent to clerical.inc@sd8.bc.ca
- Note that Inclusive Education clerical will print and include for DBT the following documents (the school team does not have to print/scan/email any of the following documents as they will be added prior to DBT review):



- ✓ IEP (as applicable)
- ✓ Attendance records for this school year
- ✓ Last two learning updates
- ✓ Any prior medical/professional assessments stored in Laserfiche
- ✓ ELP, ENP, FSA data, as applicable
- ✓ Graduation verification, as applicable

Please review the information below and ensure all required documentation is submitted to clerical.inc@sd8.bc.ca at the same time as the DBT referral:

REFERRAL REASON:	REQUIRED DOCUMENTATION:
<p>REFERRAL FOR PSYCHOEDUCATIONAL ASSESSMENT- CLBC</p> <p><i>Grade 11 or 12 students who fit the CLBC profile and need an updated assessment to apply for CLBC support</i></p>	<ul style="list-style-type: none"> ✓ Any medical or professional assessments/reports not stored in district Laserfiche (i.e. any reports obtained since the binder was last approved/reviewed at district) ✓ Any other notes or documentation that support the referral

<p>REFERRAL FOR PSYCHOEDUCATIONAL ASSESSMENT: NON-CLBC (ACADEMICS, BEHAVIOR)</p> <p><i>Students for whom the school team has provided and documented in-depth, systematic supports and interventions and are seeking additional information in order to provide appropriate instruction.</i></p>	<ul style="list-style-type: none"> ✓ <u>SBT NOTES</u> - at least three months of RTI tracking in relation to the area of concern (i.e. tracking of targeted literacy interventions if the area of concern is a potential LD in reading) ✓ Classroom work samples (i.e. a writing sample, classroom reading assessments, classroom math assessments) ✓ Any literacy or numeracy assessments completed apart from ELP, ENP, or FSA (i.e. the DRA or WADE) ✓ Behavior tracking and/or behavior plans, as applicable ✓ Any medical or professional assessments/reports not stored in district Laserfiche (i.e. any reports obtained since the binder was last approved/reviewed at district) ✓ Any other notes or documentation that support the referral
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Process to refer a student for Level B testing:

- A Level B assessment (i.e. the WJ-IV) is not a requirement for referral for Psychoeducational Assessment. (Level B testing is part of the Psychoeducational assessment process.)
- Level B testing can be conducted for students that have been in alternative school or homeschooled for an extended period of time to determine their academic skills in relation to age and grade level percentiles.
- School Teams can email requests for Level B assessment for students fitting this profile to the District Principal of Inclusive Education.