

4.3.1 SBT Referrals for Psychoeducational Testing

A psychological-educational assessment or “psych-ed” is a series of assessments conducted by or under the supervision of a registered psychologist that help identify a student’s strengths and needs. Psychoeducational testing can be requested for a variety of reasons but is primarily used to identify learning or intellectual disabilities. Each district determines its process for testing of this type using provincial guidelines. 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, and 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 described above 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.
- ***Note that stand alone Level B testing is no longer provided and is not required to refer for psychoeducational testing.***
- Note 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 elementary school to middle school or middle school to high school</i>
Not prioritized	<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](#).
- All requests for psychoeducational testing have requirements for supporting documentation. Please see below for this required documentation. **Note that the school psychologist will make the final determination re: what testing, if any, is appropriate, and may request additional documentation prior to testing.**

Required Documentation for Referrals for Psychoeducational Testing:

INCLUSIVE EDUCATION CLERICAL will print and include the following documents for all referrals (*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 and last as applicable
- ✓ Last two learning updates
- ✓ Any prior medical/professional assessments stored in Laserfiche
- ✓ ELP, ENP, FSA data, as available
- ✓ Graduation verification, as applicable

SCHOOL BASED TEAMS will submit the following information. Please carefully review the information below and ensure all required documentation is emailed to clerical.inc@sd8.bc.ca at the same time as the DBT referral. *Reminder to send any confidential professional reports password protected with the password sent in a separate email.*

Please notify Inclusive Education when all required documentation has been submitted and the referral file is ready for review. Once all required documentation has been submitted, school teams can expect to hear back from the district team within approximately two weeks.

If DBT approves the referral for psychoeducational testing, the file will be sent to the school psychologist for review. Prior to reviewing the file, a signed release of information will be sent to the school. *This document*



must be signed by both parents/guardians to provide permission for the school psychologist to review the student's confidential information and discuss it with the school team and any additional professionals, i.e. counselor, doctor, or pediatrician. Note that the form can only be signed by one parent if a copy of the legal documentation (i.e. court order) is submitted along with the release of information that demonstrates the signing parent has sole decision-making responsibility.

Note that the school psychologist will make the final determination re: what testing, if any, is appropriate, and may request additional documentation prior to testing.

REFERRAL FOR UPDATED ASSESSMENT FOR CLBC: *Grade 11 or 12 students who fit the [CLBC profile](#) and need an updated assessment to apply for CLBC supports.*

Please first submit a referral via the [DBT REFERRAL FORM](#) and then submit all required document listed below (as applicable) via email to clerical.inc@sd8.bc.ca

- 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 (i.e. documentation from CYSN)

REFERRAL FOR PSYCHOEDUCATIONAL ASSESSMENT: *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.*

Please first submit a referral via the [DBT REFERRAL FORM](#) and then submit all required document listed below (as applicable) via email to clerical.inc@sd8.bc.ca

<p>Evidence that SBT has used data to <u>understand and define need</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> ELP defines need <input type="checkbox"/> ENP defines need <input type="checkbox"/> Other standardized assessments (DRA, PM, WADE) define need <input type="checkbox"/> Classroom-based assessments and/or work samples define need <input type="checkbox"/> Learning update(s) defines need <input type="checkbox"/> Behavior tracking defines need <input type="checkbox"/> SBT notes define need <input type="checkbox"/> Attendance/enrollment history shows lack of instruction <u>not</u> a likely factor in student’s challenges
<p>Evidence that SBT understands <u>how to respond</u> to the need and is <u>implementing</u> those approaches</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Learning updates clearly document interventions and supports related to need <input type="checkbox"/> SBT notes clearly document RTI in relation to interventions and supports related to need
<p>Evidence that student is not responding to intervention</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment/RTI/SBT tracking indicates atypically or unexpectedly slow response to intervention