

Title	PSYCHOLOGICAL ASSESSMENTS	Independent Procedure No.	9015
Department	LEARNING SUPPORT SERVICES		
Resource(s)	PSYCHOLOGICAL SERVICES	Effective Date	2000 March 22

Psychological Services staff provide a variety of services, including assessments, consultation, intervention, and staff development. This document outlines procedures for Psychological Assessment services only.

Psychological Assessments may include evaluations of cognitive functioning, processing deficits, learning styles, social-emotional factors, behavioural characteristics, and adaptive behaviours, and will include recommendations for programming.

- 1.0 The goal of a Psychological Assessment is to provide additional information about the factors impacting a student=s learning and academic achievement.
- 2.0 It is expected that school-based personnel will utilize all their available interventions to address a student=s needs prior to seeking assistance from system-based staff. Standardized academic assessments and follow-up intervention should be completed prior to a request for a Psychological Assessment regarding academic concerns. A recommendation for Psychological Assessment may be forwarded by the principal, when the school=s Program Development Team, in consultation with the Learning Coordinator - Special Education and Psychological Services personnel for the school, reaches the conclusion that all interventions to address the student=s needs and programs have been employed.
- 3.0 It is not possible or appropriate for every student with academic, social-emotional or behavioural difficulties to receive a Psychological Assessment. Only those with the highest priority will be able to be processed. Referrals from the Program Development Team are given high priority when the results will be used to evaluate significant learning, social-emotional, or behavioural issues to make more accurate recommendations for programming.
- 4.0 Referrals are given a lower priority or may be deferred in the following situations:
 - X where academic programming directions have already been clearly identified through academic, language or other assessments, or could potentially be assessed through other forms of assessment;
 - X an early Psychological Assessment of an ESL student may not be in the student=s best interest. Careful academic assessment and an extended period of close observation could give a better indication of potential and rate of learning. The most appropriate time for a formal assessment may be determined by the Psychological Services staff member in consultation with ESL staff and the Program Development Team;

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- X where another professional or agency is currently providing service for social-emotional, behavioural, or learning needs and it is best to avoid duplication of services;
- X reassessments will be considered only when there is insufficient information about a student to make programming suggestions, when a major program change is being considered or when there has been a significant change in the student=s performance;
- X for very young children (JK - Grade 1), assessments may not be of a standardized nature because of weaker test validity at younger ages.

- 5.0 Students will generally be assessed in the order in which referrals are received.
- 6.0 Psychological Services staff are responsible for communicating the Psychological Assessment results and recommendations to the parents/guardians, student (where applicable), and to the Program Development Team. Parents/guardians and the Learning Coordinator - Special Education will be provided with a copy of the report and a report will be provided for the OSR. Psychological Assessment reports are confidential and may be photocopied only with parental consent.
- 7.0 The Principal will be responsible for monitoring the implementation of the recommendations prepared as the result of a Psychological Assessment.