



## **Step-By-Step Procedural Document**

This document outlines the formal referral, testing, diagnostic and intervention procedures at LDAEIC Erdiston.

### **Quick Reference Guide**

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## **Section 1: Referral Procedures**

The referral process has THREE (3) general categories of steps:

Outgoing Referral Steps (**for Schools**)

In-coming Referral Steps (**at Centre**) and,

Referral Confirmation Steps (**for Schools**)

Outgoing Referral Steps (**for Schools**)

**Step 1 (Instructions for Teachers)** Carefully and confidentially identify students with literacy challenges during literacy and language instruction. Make preliminary observations. In addition, keep a record of specific literacy challenges (e.g., collect the scores from reading assessments over time). Wherever possible, converse with the child's previous teachers to gain a greater insight into the problem/problems presented. This is extremely important given that *the case/cases (student/students) should be reading two or more levels behind his/her/their reading age/ages to be eligible for diagnostic assessment.*

**Step 2: (Instructions for Teachers)** Once there is sufficient evidence indicating the presence of a challenge or challenges, complete an official LDAEIC Erdiston Anecdotal Form. The teacher completes ONE (1) form for each child. There is also the LDAEIC Erdiston Informed Consent Document to be completed and signed by the parent(s)/guardian(s) of the child/ward. The LDAEIC Erdiston Anecdotal Form and the LDAEIC Erdiston Informed Consent Document are available from Principals and will be made available in downloadable format on the website of the Erdiston Teachers' Training College.

**Step 3: (Instructions for Teachers)** Next, present the completed official LDAEIC Erdiston Anecdotal Form and the LDAEIC Erdiston Informed Consent Document to the parent(s)/guardian(s) for his/her/their inspection, analysis and signature(s). Ensure that both documents have been returned and that each one has been signed by the parent(s)/guardian(s) of the child/ward.

**Step 4: (Instruction for Teachers)** Submit the completed *LDAEIC Erdiston Anecdotal Form* and the *LDAEIC Erdiston Informed Consent Document* to Principals or Heads of Department.

**Step 5: (Instructions for Principals or Heads of Department)** Ensure that the completed forms are sent to LDAEIC Erdiston under confidential cover in a sealed envelope. The envelope must be addressed as follows:

**PRIVATE AND CONFIDENTIAL**

*The Assistant Administrator,  
LDAEIC Erdiston,  
The Erdiston Teachers' Training College  
Pine Hill,  
St. Michael*

**In-coming Referral Steps (at Centre)**

**Step 6:** LDAEIC Erdiston shall acknowledge receipt of all completed LDAEIC Erdiston Anecdotal Forms and LDAEIC Erdiston Informed Consent Documents via email.

**Step 7:** All information on the forms shall be processed under strict confidentiality protocols (e.g. numeric anonymization) by the Assistant Administrator.

**Step 8:** The Assistant Administrator and Trained Assessors enter into discussions about a tentative testing date and time.

**Step 9:** The Assistant Administrator writes the Ministry of Education requesting the release of Trained Assessors on the specific date and time discussed.

**Step 10:** The Ministry of Education contacts the Assistant Administrator and Principals of Schools (to which the Assessors are assigned) confirming release.

**Step 11:** The Assistant Administrator notifies Trained Assessors about students to be tested. The agreed upon dates and times are recorded.

**Step 12:** The Assistant Administrator forwards finalised dates and times to Principals by formal letter under confidential cover.

**Referral Confirmation Steps (for Schools)**

**Step 13: (Instructions for Principals)** Receive the finalised testing date and time via formal letter following completion of testing preparations at the Centre.

**Step 14: (Instructions for Principals)** Forward the information to Heads of Departments, Teachers and Parent(s)/Guardian(s).

**Step 15:** Parent(s)/Guardian(s) bring children to the Centre on testing day.

## **Section 2: Testing and Diagnostic Procedures**

Testing and Diagnostic Steps (at Centre):

- Step 1:** The Parent/Guardian pays a fee of \$100 to the accounts section at Erdiston College before testing. *Note: As of January 2022, the fee has been discontinued. Services are for free (please see Q&A Sheet, Question 9, page 5).*
- Step 2:** All students and parents/guardians are greeted in the designated waiting area.
- Step 3:** Each student is escorted to the LDAEIC Centre and into the prepared testing environment.
- Step 4:** Each student is introduced to his/her assigned Trained Assessor.
- Step 5:** Each student is tested using a battery of diagnostic instruments by his/her assigned Trained Assessor.
- Step 6:** After the testing event, each student is escorted back to his/her parent or guardian in the designated waiting area.
- Step 7:** The Trained Assessor who administered the tests, commences the analysis of the test results.
- Step 8:** After the results have been analysed, the Trained Assessor writes a formal Diagnostic Report which details the problems presented. Recommendations for remediation are also included in the report.
- Step 9:** Based on the problems presented and the recommendations made, an Individual Education Plan (IEPs) is developed outlining the most effective research-based intervention strategies to be used.
- Step 10:** The Diagnostic Report and the Individual Education Plan are presented to the Assistant Administrator for processing under strict confidentiality protocols (e.g. numeric anonymization).
- Step 11:** The Assistant Administrator forwards the Diagnostic Report and the Individual Education Plan to the Administrator for vetting and approval.
- Step 12:** The vetted documents are returned to the Assistant Administrator for dispatch to Principals under confidential cover.

## **Section 3: Intervention Procedures (at Schools)**

- Step 1:** An official Post-Diagnostic Assessment Meeting to discuss the results of the tests is convened between the relevant stakeholders from the Centre and key representatives of the client/case.

**Step 2:** The Principals of schools receive the documents (The Diagnostic Reports and The Individual Education Plans).

**Step 3:** The Principals deliver the documents to Teachers.

**Step 4:** Teachers meet with parents to appraise them of the results of the assessment.

**Step 5:** Each Assessor meets with each child's Teacher at a designated time to discuss the results of the assessment, the IEP, and the proposed intervention strategies.

**Step 6:** The Teacher implements IEP with support from personnel at ETTC.

\*End of Document\*