EDUCATIONAL AND OTHER ASSESSMENTS

When learning difficulties become evident to the teacher, the parent is contacted to obtain their input in relation to understanding the child's learning needs. The classroom teacher as well as the special education teacher in the student's school may administer academic assessments to assist in determining the specific learning strengths and needs of the student.

Further consultation with Special Services central staff may be required. A meeting is scheduled where the student's strengths, needs, interventions, and monitoring that have been documented are presented for consultation and consideration for any additional services that may be required.

If a referral to a Special Services central staff is required, the principal obtains and documents consent of the parent. This enables staff to provide a range of services and/or assessments.

PARENTAL CONSENT

Referrals for educational, psychology, speech-language, functional behaviour and audiological assessments are accompanied by permission forms signed by the parent. Services offered by psychology, speech-language pathology, behaviour analyst, social worker and audiology staff require informed consent under the Health Care Consent Act, 1996 and Personal Health Information Protection Act (2004). To ensure that the parents are fully informed of the service to be provided to their child, the parent is contacted prior to the initiation of service to obtain this consent. For social work intervention, the principal obtains written consent from the parent. If abuse is suspected, the Child Abuse Protocol with regard to consent is followed. Social work staff follow up with the parent to clarify the service that can be offered.

COMMUNICATION OF RESULTS TO PARENTS

Parents are invited to a meeting at the school to receive the results of the assessment(s) that are documented in a Referral Final Report. If required, an interpreter is provided. The written report is prepared for inclusion in the OSR. Parents receive a copy of this report.

SHARING INFORMATION

The permission form that is signed by the parent prior to assessment includes permission to share information with the teacher, the principal, and other appropriate school personnel. At the time of the feedback interview, this process of sharing information is reviewed with the parent or student. Information is shared with outside agencies only with the informed consent of the parent and Personal Health Information Protection Act (2004).

PROTECTING PRIVACY OF INFORMATION

With the informed consent of the parent, the final report is placed in the OSR, and is accessible to appropriate school personnel in accordance with the Education Act.

The Psychology and Speech-Language Pathology, Behaviour Analyst, Social Workers, and Audiologist staff store all documents related to the referral final report and the report in discipline specific file systems in accordance with the Regulated Health Professions Act (1993) and the Personal Health Information Protection Act, 2004.

Position	Qualifications	Supervisor	Assessment tools used	Average wait times for assessments to be conducted and criteria for managing waitlists (if they exist)
Assessment & Programming Teachers (APTs) and Programming & Assessment Teachers (PATs)	• Members of Ontario College of Teachers (OCT) • Special Education Specialist,	Senior Manager of IPRC and Assessments	Academic Assessments • Literacy Assessments • Mathematics Assessments • Classroom Observations	
Autism Support Teachers	• Members of Ontario College of Teachers (OCT) • Special Education Specialist	Senior Manager of Autism	Academic Assessments • Literacy Assessments • Mathematics Assessments • Classroom Observations	
Behaviour Analysts	• Minimum of Master's Degree • Registered with the College of Psychologists and Behaviour Analysts of Ontario	Senior Manager of Autism	Functional Behaviour Assessments	
Deaf and Hard of Hearing Teachers	• Special Education Specialist • Members of Ontario College of Teachers (OCT) • Post-Baccalaureate Diploma as a specialist in teaching students who are deaf or hard of hearing. • Additional Qualification (AQ) Course – Teaching Students who are Deaf or Hard of Hearing	Senior Manager of Speech-Language Pathology	Academic Assessments • Literacy Assessments • Mathematics Assessments • Classroom Observations	
Psychologist, Psychological Associates, Psychoeducational Consultants	• Minimum Master's Degree • Registered with the College of Psychologists and Behaviour Analysts of Ontario	Senior Manager of Psychology	Psychological Assessments	Average 12-24 months. Senior Manager oversees the centralized prioritization of the wait list.
Social Workers	• Minimum of Master's of Social Work Degree • Registered with the College of Socal Workers and Social Service Workers	Senior Manager of Social Work	• Social-Emotional Scales • Suicide Risk Assessments • Risk Reviews	Average 3-5 weeks. Senior Manager oversees the centralized prioritization of the wait list.
Speech-Language Pathologists	• Minimum of Master's of Health Science in Speech – Language Pathology. • Registered with the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO)	Senior Manager of Speech-Language Pathology	Speech-Language Assessments	Average 6-12 months. Senior Manager oversees the centralized prioritization of the wait list.