

SECTION C-4

EDUCATIONAL
AND
OTHER
ASSESSMENTS

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To provide details of the Board's assessment policies and procedures to the Ministry of Education and to make parents aware of the types of assessment tools used by the school board, the ways in which assessments are obtained by IPRC's and the ways in which assessments are used.

Assessment tools and the qualifications of categories of staff who conduct the assessment and/or provide diagnoses; that is, staff who are governed by the Education Act; the Regulated Health Professions Act, 1993; the Health Care Consent Act, 1996; or other legislation, as appropriate (the board must specify which legislation applies)

Special Education Teachers: (Education Act)

All Special Education teachers must have Special Education Course Part I as a minimum qualification. Special Education Teachers are encouraged to obtain their Specialist Certificate in Special Education. Teachers obtain the role of SERT based on their classroom experiences (different divisions). SERTS are considered "Master Teachers".

Academic Assessments:

Observation Checklists, Grade appropriate teacher designed tests, Brigance Comprehensive Inventory of Basic Skills Revised 2010, Benchmarks, Prime Math, OWA, CASI.

Speech and Language Pathologist: (Education Act) (Regulated Health Professionals Act)

Board employees' qualification is MSLP – member of College of Audiologists and Speech Language Pathologists, Ontario (CASLPO).

Assessments Used for a Speech and Language Assessment:

- Clinical Evaluation of Language Fundamentals 4 (CELF4),
- Clinical Evaluation of Language Fundamentals Preschool Version 2 (CELFP2)
- Goldman-Fristoe Test of Articulation 2 (GFTA2)

Coordinators of Special Education – Special Education: (Education Act)

Qualifications:

Coordinators of Special Education have a Special Education Specialist as a minimum qualification. Experience as a Special Education Teacher and experience teaching at all grade levels is required. Leadership skills are essential.

Consultation, gathering information, observation and informal assessment and occasionally formal assessments are carried out. Some examples are:

- General Brigance Inventory of Basic Skills Revised 2010
- General Brigance Inventory of Basic Skills Revised 2010 Math
- General Brigance Inventory of Basic Skills Revised 2010 Language Arts
- Prime Math

Educational Psychologist: (Regulated Health Professions Act, The Psychology Act)

In 2009-2010, the board contracted a psychologist from Ottawa to administer Psycho-ed. Assessments. These assessments are directed to the following populations: Learning Disability, Mildly Intellectual Deficit, Developmental Disability, Gifted and students who may be diagnosed with Attention Deficit Disorder.

The number of assessments allotted to each school is based on the school's current student population.

Students are referred to this consulting psychologist as a result of having followed the board screening procedures.

Behavioural Psychologist - Contracted Board Psychologist: (Regulated Health Professions Act, The Psychology Act)

In 2016-2017 the Board entered into an agreement with a behavioral agency. There are two kinds of services being access through this company

- Board certified Behaviourist: assists the staff with setting up behavioural programs;
- Psychologist: These assessments are directed towards the following populations: Autism, behavior, mental health.

ABA Consultant: (Education Act, PPM 140)

General qualifications for the position of ABA Consultant: University Degree (Psychology, Behavioural Science) preferred Masters (Education, Psychology, Behavioural Science), clinical experience – minimum 5 years, knowledge of the educational system.

Direct observation of students with ASD within the school environment and provide behavioural strategies to the school team. Support with the development of behavioural intervention plans (determine the function of the behaviour, develop learning plans for replacement behaviours, establish data collection methods, review data, adjust plans as needed). Provide training/education to staff and parents, related to ABA principles and the use of these principles within a school environment.

Some examples of Assessments are:

- FBA (Functional Behaviour Assessment);
- ABLLS (The Assessment of Basic Language and Learning Skills);
- AFLS (The Assessment of Functional Living Skills).

Provincial Schools Consultation Services Consultants

Provincial Assessment Teams: (Education Act) Students who have severe Learning Disabilities, Deaf/Hard of hearing and Blind Low Vision are referred to this service. The visiting consultant will visit a school to assist the staff in developing more extensive programming, answer questions, offer suggestions of resources and/or assist staff in completing the extensive application and explain the application procedure to staff.

Private Assessment Teams:

Parents will often exercise the right to have student assessments completed by private and/or public institutions. Examples: CHEO, Psychologists; Psychiatrist.

Community Care Access Centre: (Acts: Regulated Health Professional Act 193, Bill 173, an Act Respecting Long Care Term)

Qualifications:

- ✓ Occupational Therapy – B.Sc.in O.T.
- ✓ Physiotherapy – B.Sc. in O.T.
- ✓ Social Work – M.S.W.

- ✓ Speech & Language – M.S.L.P. – member of CASLPO
- ✓ Nursing – RN or RPN

Section 23: Children’s Mental Health Services Act Family & Children’s Services Act Professional Health Services Act

Qualifications:

- ✓ Section 23 School
- ✓ Family & Child Therapist – B.S.W.
- ✓ Child & Youth Worker
- ✓ Child and Youth Worker Diploma (or equivalent two year diploma)
- ✓ Manager of Day Treatment Services – minimum B.S.W. with experience

Columbus House

Provides a Parent Support Program for teens, mothers and their children. Employee’s qualifications – Early Childhood Diploma from a recognized College.

Family and Children’s Services – Family and Children’s Services Act

Child Protection Workers or Social Workers are located in some area schools. Qualifications (MSW or BSW).

Average waiting times for assessments to be conducted and the criteria for managing waiting lists if they exist:

Waiting times vary depending on which type of assessment is required. In-house academic assessments by the Special Education Teacher can be conducted immediately. Schools are allotted a specific number of psycho-end assessments per year.

Average waiting times for the behavioural and educational psychologists varies according to the present caseload and the priority of the case. In the case of psycho-ed. Assessments contracted, a set yearly schedule for schools is produced in September and January.

While students continue to attend school, suggestions and resources are given to the homeroom teacher by the Special Education Teacher, and/or Coordinator of Special Education to deal with the difficulty the student may be having.

An acknowledgement that requirements for obtaining parental consent are met prior to conducting the assessment

Please refer to the Section on Early Identification Procedures and Intervention Strategies for the board's requirements for obtaining parental consent.

An explanation of how results of an assessment are communicated to parents.

Please see Section Early Identification Procedures and Intervention Strategies and IPRC Process and Appeals Section for a detailed explanation.

An explanation of how the privacy of information is protected

Depending on the type of assessment, privacy of information is explained in the following manner:

If a psychologist is involved, he/she will explain at the beginning of the meeting to the parent the privacy guidelines that a psychologist is bound by. In the case of all other assessments carried out by school personnel, parents are given a copy of the report and one other copy of the assessment is placed in pupil's OSR documentation file. In the case of a SEA claim, parents are required to complete the confidentiality form that gives written permission for ministry auditors to review the child's SEA Claim File.

Additional copies of the assessment are not permitted to be made without the expressed written consent of the parent.

A description of protocols for sharing information with staff and outside agencies is taught to each new SERT when beginning the position.

Staff do not transit or receive information concerning Special Needs students without written parental consent:

There are other forms within the Special Education Manual for transmitting or receiving information with parental permission from an agency and to an agency.

