

SPECIAL EDUCATION PLAN

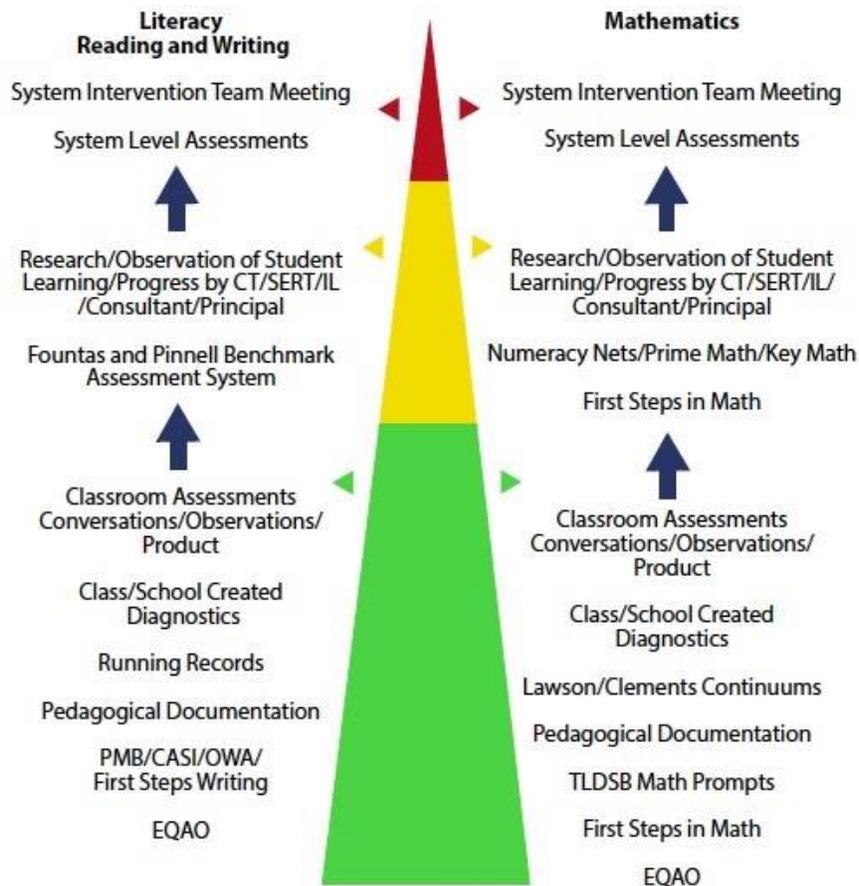
SECTION 8: Educational and Other Assessments

EDUCATIONAL AND OTHER ASSESSMENTS

Assessment is the process of gathering and interpreting information that accurately reflects the student’s demonstration of learning. We use a variety of classroom based and system based assessment to support student learning and achievement.

The goal of educational assessment is to improve student learning and achievement. Assessment is a daily part of classroom programs, and regular classroom assessment strategies will provide an important range of information on a student’s learning needs.

Tools to Support Identifying the Greatest Area of Need with Precision



For students who are experiencing learning difficulties, additional assessment beyond the classroom and/or school is sometimes needed to assist with the decisions about program directions, exceptionality determination, and placement decisions.

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GUIDING PRINCIPLES FOR SPECIALIZED ASSESSMENT

Specialized assessment for students with special needs should:

- Build on assessment information from the classroom;
- Provide additional information needed for programming;
- Utilize current assessment tools;
- Be conducted by appropriate professionals;
- Respect student needs.

REFERRALS FOR SPECIALIZED ASSESSMENT

Referrals for specialized assessment are considered by the system intervention team.

- Prior to conducting a specialized assessment, it is recommended that any medical issues are evaluated and treated by the appropriate medical professional (ex. hearing, vision, etc.);
- During the system intervention team meeting, the school must present evidence of interventions attempted to date (ex. including frequency, intensity and duration), student work samples, IEP and RTI plans. Upon review of this information, the system team may have new suggestions of strategies or interventions which are requested to be implemented before undertaking a specialized assessment, such as a psycho-educational assessment or a speech and language assessment.

It is essential to recognize that specialized assessments are intensive, and they are only approved after we have exhausted all programming and intervention options at the school level and we determine that the interventions are not yielding the expected response.

Written parent permission/ informed consent is required before any specialized assessments are administered.

TYPES OF SPECIALIZED ASSESSMENT CONDUCTED IN TLDSB

SPECIALIZED SERVICES STAFF	QUALIFICATION	TYPES OF ASSESSMENTS
Consulting Psychologist	<ul style="list-style-type: none"> • PhD in Psychology • Registration with the College of Psychologists of Ontario 	<ul style="list-style-type: none"> • Provides clinical supervision of Psychoeducational Consultants • May conduct comprehensive psychological assessments
Psychoeducational Consultant (Under the Supervision of the Consulting Psychologist)	<ul style="list-style-type: none"> • Master in Psychology or equivalent combination of education, training and experience 	<ul style="list-style-type: none"> • Cognitive functioning • Academic Achievement • Processing skills • Social Emotional Functioning • Adaptive Functioning
Speech and Language Pathologists	<ul style="list-style-type: none"> • Masters in Speech and Language Pathology • Registration with the College of Audiologists and Speech Language Pathologists of Ontario 	<ul style="list-style-type: none"> • Vocabulary • Auditory Processing • Receptive Language • Expressive Language • Written Language

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COMMUNICATION OF ASSESSMENT RESULTS

Upon completion of specialized assessment, the qualified professional will complete a written report to summarize the assessment results and list associated recommendations. The assessment results will be shared by a phone call with the parent/ guardian/student (if over 16) and/or a meeting at the school including school staff.

WRITTEN REPORT

- The original report will be stored centrally in alignment with the standards determined by the college governing the professional who wrote the report;
- A copy of the written report will be shared with the parent/guardian and student (if over age 16);
- With parent/guardian consent, a copy of the written report will be also be placed in the Ontario Student Record (OSR).

The written report will assist parent/guardian and school team to determine program planning at the school. The report may also assist to determine if a student meets board criteria for exceptionality and referral to Individual Placement and Review Committee (IPRC).

PROTECTION OF PRIVACY

Assessment reports and test protocols authored by Trillium Lakelands DSB staff are kept in alignment with requirements set out by TLDSB's records retention procedure, Privacy Information Management (PIM) procedure and the governing college of the qualified professional.

Assessment reports are available to parents, students over 16 years of age, and other authorized personnel.

Information is only shared with third party individuals with informed consent of the parent/guardian.

MANAGEMENT OF REFERRALS

Each year TLDSB Specialized Services Department Staff work with school staff to determine students who will receive Speech and Language and Psychoeducational Assessments throughout the school year.

Case management is determined by a number of factors and assessments are initiated and completed through a continuous intake process. The number of specialized assessments that can be conducted each year is limited, thus the Department of Specialized Services holds the responsibility to allocate support.