



Standard 15

Educational and Other Assessments



KAWARTHA PINE RIDGE
DISTRICT SCHOOL BOARD

Kawartha Pine Ridge District School Board

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1-877- 741-4577

Standard 15 Educational and Other Assessments

QUALIFICATIONS OF STAFF AND ASSESSMENTS BEING CONDUCTED

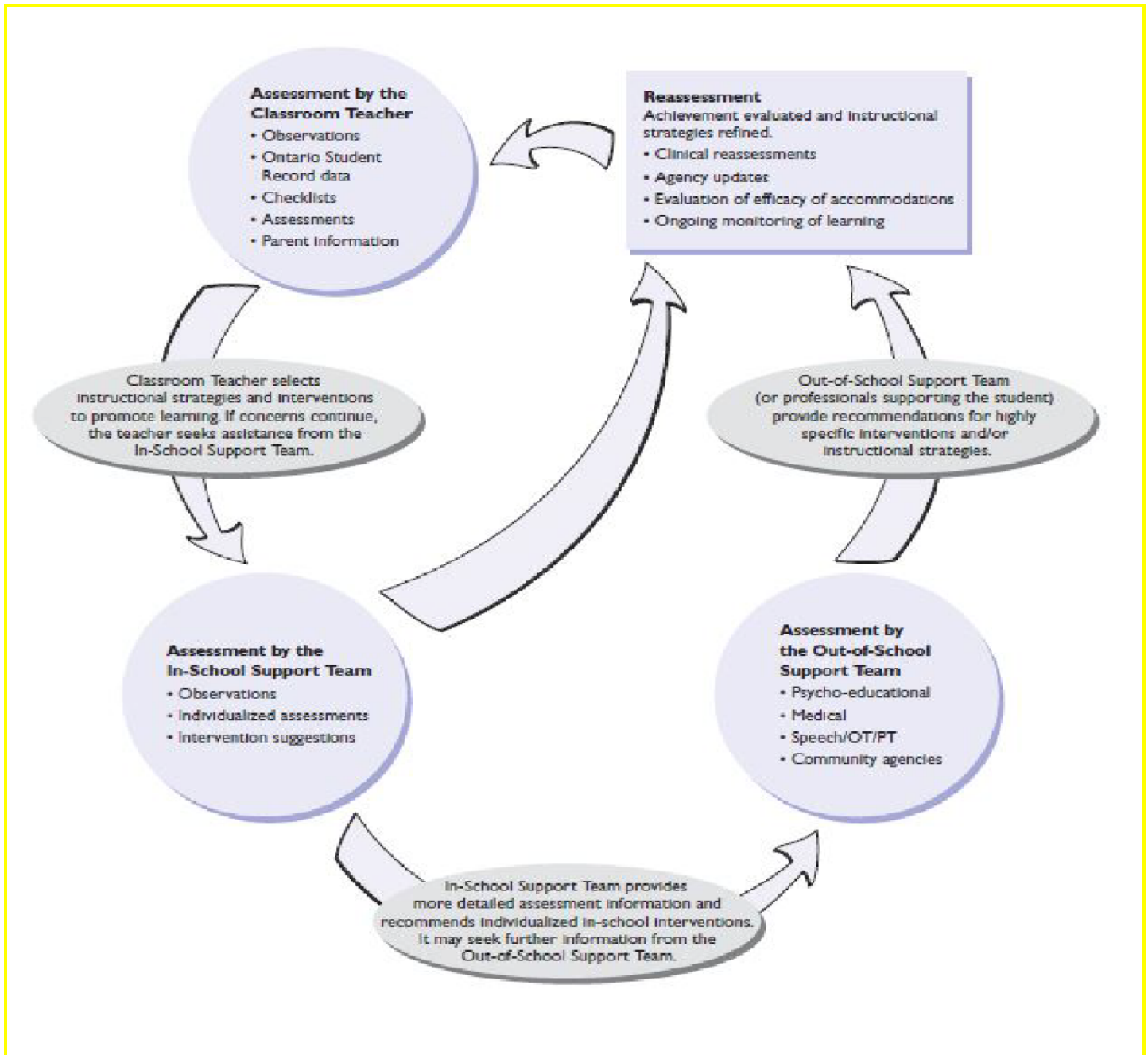
The Kawartha Pine Ridge District School Board believes that student success is achieved through a continuous cycle of assessment. Assessment informs and drives effective instruction for all students.

The following table is taken from page 31 of the Ministry of Education's [Growing Success](#) (2010) document and describes the purposes of assessment, the nature of assessment for different purposes, and the uses of assessment information.

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p><i>Assessment for learning</i> "Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there" (Assessment Reform Group, 2002, p. 2)</p>	<p><i>Diagnostic assessment:</i></p> <ul style="list-style-type: none"> Occurs before instruction begins so teachers can determine students' readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences. 	<p><i>The information gathered:</i></p> <ul style="list-style-type: none"> Is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate goals.
	<p><i>Formative assessment:</i></p> <ul style="list-style-type: none"> Occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practising skills. 	<p><i>The information gathered:</i></p> <ul style="list-style-type: none"> Is used by teachers to monitor students' progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.
<p><i>Assessment as learning</i> "Assessment as learning focuses on the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves." (Western and Northern Canadian Protocol, p. 42)</p>	<p><i>Formative assessment:</i></p> <ul style="list-style-type: none"> Occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher. 	<p><i>The information gathered:</i></p> <ul style="list-style-type: none"> Is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.
<p><i>Assessment of learning</i> "Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures." (Western and Northern Canadian Protocol, p. 55)</p>	<p><i>Summative assessment:</i></p> <ul style="list-style-type: none"> Occurs at or near the end of a period of learning and may be used to inform further instruction. 	<p><i>The information gathered:</i></p> <ul style="list-style-type: none"> Is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning based on established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents/guardians, teachers and others.

Continuous Cycle of Assessment

The information gained from the continuous cycle of assessment provides a more in-depth knowledge of the student's learning profile. This information guides instruction and the most effective strategies to support the child.



(Adapted from *Education for All*, 2005, page 20)

Linking Assessment with the Tiered Approach:

The [Tiered Approach](#) is a model used as teachers plan to meet the needs of each learner in their class, and it is described in the Ministry document [Learning for All](#) (2013). Further, KPRDSB has developed the *Supporting Students Checklist – Learning for All* (see Appendix 14) for guidance in implementing each tier of support.

Tier 1:

Planning for instruction and assessment begins by knowing the learner. Information must be gathered around a student's strengths, needs and interests to ensure we are addressing each student. Principles of [Universal Design for Learning \(UDL\)](#) and [Differentiated Instruction \(DI\)](#) will help guide the teaching-learning cycle to ensure we address the learning needs of each student. The social, emotional and academic learning skills continuum is an essential underlying component of academic success. Teachers use the *Supporting Students Checklist – Learning for All* (see Standard 14) to track interventions.

Tier 2:

As the teacher observes, differentiates, and uses assessment strategies throughout instruction, there will be some students who will require planned interventions based on the analysis of student achievement. An Individual Education Plan (IEP) is usually developed and results are monitored. Teachers will use the classroom data and curriculum-based assessment, along with the IEP, to support the discussion at In-School Team meetings. If required, the school team, including the teacher(s), education workers, administration, parents/guardians (or their permission to discuss the student with professional staff), and appropriate members of the regional Special Education support team (System Principal of Special Education, Instructional Leadership Consultant, Behaviour Support Assistant, Board Certified Behaviour Analyst, Psychology or Speech professional, Mental Health Clinician), will have a case conference to plan, monitor and determine the duration of strategies, resources and/or interventions. An outcome of the IEP may be to adjust the interventions, which could include additional In-School Team meetings.

Recommendations from the In-School team could include:

- adjustments to program and/or classroom environment and/or organizational structures in the school;
- review and analysis of classroom assessment data and curriculum-based assessment;
- use of tracking sheets or checklists to gather further information and data;
- further assessment; and/or
- referral to Professional Services staff.

Tier 3:

A smaller percentage of students will require more intensive supports and services. The Kawartha Pine Ridge District School Board uses a multi-focus team approach to address more intensive student needs (i.e. learning, behaviour and/or social emotional needs not being met through interventions attempted at Tiers 1 and 2). Special Education Services staff will be invited to a Multi-focus Team (MFT) meeting, based on the areas of concern which may include:

- Vision
- Hearing
- Listening
- Oral Language
- Motor Skills
- Behavioural/Social Skills
- Emotion Regulation/ Coping Skills
- Attention/Concentration
- Academic Processing Skills
- Cognitive Problem Solving
- Functional Living Skills

If the MFT meeting determines that external (to the Board) supports should be consulted in order to best serve the student, then a Multi-disciplinary Team (MDT) meeting will be called, to include the school team, the central Board team, the external professionals, and the family. Parent/guardian consent is required for both the Multi-focus and Multi-disciplinary team meetings.

Professional Assessments

When a teacher, in collaboration with the in-school team, becomes aware that an individual student is experiencing significant difficulty meeting curriculum expectations, and all strategies outlined in the *Supporting Students Checklist – Learning for All* have been implemented, they may require additional information obtained through a focused assessment. All school requests for professional services assessments must be presented through an MFT meeting for approval (see Appendix A). The summary chart below provides specific information regarding the types of assessment that may be accessed:

Professional Services Staff	Qualifications	Types of Assessments: Intelligence, Academic Achievement, Neurological Processing, Social/Emotional Functioning Testing:
Psychological Services		
School Psychologists and Psychological Associates	<ul style="list-style-type: none"> ● Ph. D. or Master’s degree in Psychology ● registered with College of Psychologists of Ontario in the area of school and/or clinical psychology 	<ul style="list-style-type: none"> ● mental health ● cognitive functioning ● academic skills ● processing deficits ● social - emotional functioning ● behaviour ● adaptive functioning ● neuropsychological functioning ● language processing ● autism
Speech-Language Services		
Speech and Language Pathologists	<ul style="list-style-type: none"> ● Master’s degree in Speech & Language Pathology ● licensed by the College of Speech/Language Pathologists and Audiologists of Ontario 	<ul style="list-style-type: none"> ● language comprehension (listening, vocabulary, grammar, following directions) ● language expression (speaking, voice, fluency, articulation) ● written language (reading, writing) ● pragmatic language (social interaction and language applications) ● phonological awareness ● augmentative communication ● speech production
Communicative Disorders Assistants	<ul style="list-style-type: none"> ● Communication Disorders Assistant Post-Graduate Certificate ● Work under the clinical supervision of a Speech and Language Pathologist 	<ul style="list-style-type: none"> ● language comprehension (listening, vocabulary, grammar, following directions) ● language expression (speaking, voice, fluency, articulation) ● written language (reading, writing) ● pragmatic language (social interaction and language applications) ● phonological awareness ● augmentative communication ● speech production

Attendance & Counselling Services

Mental Health Clinicians	<ul style="list-style-type: none"> ● Bachelor of Social Work or Master’s of Social Work (or equivalent) registered with the Ontario College of Social Workers and Social Service Workers, and the College of Registered Psychotherapists of Ontario 	<p>With the appropriate consents:</p> <ul style="list-style-type: none"> ● Psychosocial assessment to determine counselling goals ● review of records, including attendance patterns, and behaviour logs ● consultation with school staff ● clinical interview with student ● consultation with other professionals within and outside the Board ● observation of the student in class and elsewhere ● review of the student’s work ● informal tools (e.g., drawings, notes) ● measures to assess (e.g., psycho/social functioning, mental health, family functioning, social history, crisis) ● “person in situation” evaluation ● intervention recommendations to family and student ● crisis assessment ● violent threat-risk assessment
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Applied Behaviour Analysis

Board Certified Behaviour Analyst	<ul style="list-style-type: none"> ● Master’s Degree in Psychology/Behavioural Sciences 	<ul style="list-style-type: none"> ● Functional Behaviour Assessment ● Behaviour Analytic Assessment
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Educational / Academic Testing

Classroom & Special Education Teachers/Early Literacy Teachers	<ul style="list-style-type: none"> ● Bachelor of Education Degree or Equivalent ● Registered with the Ontario College of Teachers ● Special Education Additional Qualifications - minimum Part I 	<ul style="list-style-type: none"> ● An assortment of Educational Assessment Tools including among others: <ul style="list-style-type: none"> ○ Running Records ○ First Steps Continuum ○ Comparisons to the Ontario Curriculum & Exemplars ○ Wechsler Fundamentals ○ Leaps and Bounds Math assessment ○ Prime Math Assessment ○ KPR Multiple Choice Math Assessments ○ KPR Math Assessment Process Tasks ○ ONAP ○ PM Benchmarks ○ Reaching Higher - Literacy Continuum ○ Phonological Awareness Profile ○ Rosner ○ K-Primary Assessment (KPR) ○ DRA, GB+ FSL Assessment ○ CASI
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Average Wait Time, Consent, Communication, and Privacy

A variety of factors are used to prioritize referrals from each school, such as:

- Nature of referral
- Age of student
- Urgency for assessment results
- Time since previous assessment
- Lived experience of the student

Psychological Services

Average Wait Time for Psycho-Educational Assessment

To ensure equity of access to assessments, all referrals for psycho-educational assessments come centrally through the MFT meeting at the school. Assessments are prioritized based on the overall needs in the system, and they are allocated according to the principles of equitable and inclusive education. Psychological professionals will provide consultation as needed to schools in the meantime.

Informed Consent

In order for Psychological Services staff to be involved with students, written, informed consent is obtained from the parent(s)/guardian(s), or student (where the student is 18 years of age or over). The informed consent procedure begins when the school staff sends home a parent consent form, "Consent for Psychological Assessment" (Appendix B) for signature. Accompanying this form is the brochure "Information for Parents about Psychological Services" (Appendix C), which provides information required for informed consent. Once consent is obtained Psychological Services staff begin the assessment procedures. This informed consent procedure is in keeping with the requirements of the *Psychology Act* (1991), *The Regulated Health Professions Act* (1991), the *Standards of Professional Conduct* of the College of Psychologists (1995), the *Canadian Code of Ethics for Psychologists* (1991) and the *Municipal Freedom of Information and Protection of Privacy Act* (1990).

Sharing Information

With Parents:

The results of the assessment are discussed in a face-to-face meeting with the parents/guardians and usually with school personnel. A copy of the psychological report prepared about the student is given to parents and, unless the parents direct otherwise, to the school principal.

With Physicians, Agencies, etc.:

Parents/Guardians can complete a consent form, "Consent to Release Information" (Appendix D), authorizing the release of information to third parties. No information is released, orally or in written form, without this authorization. If third parties request information from Psychological Services, a Consent to Release Information signed by the parent/guardian or adult student is required.

Communication of Diagnosis

The scope of practice of psychology as defined within the *Psychology Act* (1991) includes "the diagnosis of neuropsychological disorders and dysfunctions and psychotic, neurotic and personality disorders and dysfunctions". The *Regulated Health Professions Act* permits members of the College of Psychologists of Ontario to perform the "controlled act" of "communicating a diagnosis". The Regulations under the *Psychology Act*, as well as the *Standards and Guidelines* of the College, place additional conditions on who may provide these services. If a learning or mental health diagnosis results from the psychological assessment, the School Psychologist or Psychological Associate will communicate directly with the parent/guardian to explain the results.

Privacy of Information

Reports from Psychological Services are provided to parent(s)/ guardian(s), the school principal (for sharing with appropriate school staff and for filing in the documentation folder of the Ontario Student Record), and to others

only with the expressed written consent of the parent(s)/ guardian(s). A copy of the psychological report is also filed in the confidential and secure Psychological Services file, along with any psychological assessment data and case notes. These latter files are accessible only by Psychological Services staff, and must be kept for 10 years following the date of the last contact with the student, or until the student is 31 years of age, whichever is later.

Speech-Language Services

Average Wait Time for Language Assessment

To ensure equity of access to assessments, all referrals for language assessments come centrally through the MFT meeting at the school. Assessments are prioritized based on the overall needs in the system, and they are allocated according to the principles of equitable and inclusive education. Speech and Language professionals will provide consultation as needed to schools in the meantime.

Informed Consent

As a regulated health profession, Speech-Language Pathologists follow the expectation of the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO).

The general practice of Speech-Language Pathologists employed by the Kawartha Pine Ridge District School Board is to become involved with students after receiving the Consent for Speech-Language Pathology signed by a parent/guardian or student who is over the age of 18 years (see Appendix E). This procedure is consistent with the *Code of Ethics of the College of Speech-Language Pathologists and Audiologists of Ontario (CASLPO)*, (1996); the *Consent to Treatment Act*; the *Regulated Health Professions Act*, 1991 (July 1996); the *Personal Health Information Act* (2004); and in the *Municipal Freedom of Information and Protection of Privacy Act* (1989).

Sharing Information

Speech-Language Pathologists may share assessment information with school staff, parent(s)/guardian(s), and/or students in a variety of ways:

- face-to-face meetings
- telephone conversations
- written reports

The Parent(s)/Guardian(s) or student 18+ completes a consent form authorizing the release of information to third parties, if such action is required. The form also enables information to be sent to the school board from outside agencies to assist the Speech-Language Pathologist working with the student.

Privacy of Information

Reports from Speech-Language Services are provided to parent(s)/guardian(s) or the student 16+, the school principal (for sharing with appropriate school staff and for filing in the documentation folder of the Ontario Student Record), and to others only with the expressed written consent of the parent(s)/guardian(s). A copy of the speech-language report is also filed in the confidential and secure Speech-Language Services file, along with any speech-language assessment data and case notes. These latter files are accessible only by Speech-Language Services staff, and must be kept for 10 years following the date of the last contact with the student, or until the student is 31 years of age, whichever is later.

Attendance and Counselling Services

Average Wait Time for Assessment

At any time, school staff can consult with Attendance and Counselling Services through Mental Health Clinicians. These queries are typically funnelled through a key contact school staff person. Counselling Services are prioritized by need. Critical incidents are immediate, crisis support is same day, urgent is within a week, and

other requests as scheduled.

Informed Consent

In most cases, informed, written consent is obtained from parent(s)/guardian(s) prior to meeting individually with a student. The informed consent is obtained when the parent(s)/guardian(s) or students 18+ signs the Attendance and Counselling Services Referral and Consent for Access to Student Records form (Appendix F). This informed consent procedure is consistent with the *Education Act*. During critical incidents, some crisis support situations and for attendance referrals, informed consent is not required.

Sharing Information

Attendance and Counselling Services staff may share student needs/service requirements and recommendations with school staff and parent(s)/guardian(s) in a variety of ways:

- face to face meetings
- phone conversations
- written reports
- case conferences
- secure e-mail
- school-based team meetings

The parent(s)/guardian(s) sign a release of information form authorizing the release of information to third parties, if such action is required.

Privacy of Information

A service summary is written for each student referred to Attendance and Counselling Services. This report is filed in the confidential and secure Attendance and Counselling files at the KPRDSB Board Office in Peterborough. These files are accessible only by Attendance and Counselling Services staff and are shared on a 'need to know' basis with signed parent(s)/guardian(s) consent. The files must be kept for seven (7) years following the day the student becomes 18 years of age.



Multi-Focus Team Consultation Pathway



The Multi-Focus Consultation Team is an interdisciplinary team composed of KPR central special education and professional services staff, in collaboration with school educational staff. The role of this team is to provide school support and consultation for those students with special education needs, to make recommendations regarding special education support, interventions, and academic modifications to grade level, as well as to vet and triage referrals for professional assessments (including Psychological assessments and Language assessments).

School determines need for student support

Teacher or parent identifies concern related to student achievement:

- Teacher recognizes a significant learning gap, unique pattern of learning, or significant concerns related to student achievement
- Teacher uses the [Supporting Students Checklist – Learning for All](#) to document assessment of student strengths and needs, and to review individual, instructional, and environmental interventions
- Teacher consults with parent/guardian and SERT to explore interventions, accommodations, differentiated instruction, review IEP if developed, and identify additional information required to support the student

If, after a period of time, school-based intervention is not successful in ameliorating student needs, school staff may choose to move to a Multi-Focus Consultation Team meeting

Documentation Completed

- School contacts parents/guardian to obtain informed [written consent](#) to make a referral to the Multi-Focus Consultation Team
- School SERT creates a referral in KPR Lite. This is where documented consent and any subsequent minutes or documentation will be attached
- School team submits the agenda for the Multi-Focus Consultation Team meeting, including documented consent and the completed Supporting Students Checklist, at least 1 week prior to the Consultation meeting


Consultation Meeting

- Multi-Focus Consultation Team membership should include School Administration, SERT, ILC, as well as the assigned Psychologist, Speech/Language Pathologist, Mental Health Clinician, and BSA. Other central or school-based supports, such as the classroom teacher(s), BCBA, Principal of Indigenous Education, EDI Department members if applicable, or SEA trainer should be invited when indicated.

- Multi-Focus Consultation Team meetings should occur no more than once per month at requesting schools and can occur virtually if indicated. Scheduling is to be arranged by the SERT or school administration
- The school's SERT will be responsible for chairing the meeting and ensuring that minutes are taken
- Multi-Focus Consultation Team meeting process:
 - SERT presents interventions already taken, and assessment results to the Multi-Focus Consultation Team
 - Multi-Focus Consultation Team recommends additional programming or environmental interventions
 - Consideration of **modifications to grade level** of student programming **must** be reviewed and documented through the Multi-Focus Consultation Team process (see KPR IEP Page 4 – Modified Below Grade Level guidelines)
 - The team collaboratively updates [Multi-Focus Team minutes](#) with intervention plan developed
 - Teacher/SERT and/or Administration will discuss the recommended intervention plan, which could include additional observation, further professional assessment, and programming recommendations, including program accommodations, alternate programs, and/or potential program modifications with parent/guardian. *Parents/guardians must be made aware of the impact on student pathways of any proposed program modifications to grade level.*
 - Once parents have been consulted in the recommended changes to the student's program, the school team updates the IEP
- Multi-Focus Consultation Team collaborates with the school team to develop and implement a plan for the student, including monitoring strategies. *Student program modifications to grade level should be reviewed by the MFT when students are transitioning*
 - *between divisions,*
 - *between elementary and secondary school,*
 - *and/or the data is indicating a change in baseline achievement.*
- Multi-Focus Consultation Team explores and recommends any additional referrals or consultation as required, based on intervention attempted to date
- Multi-focus Consultation Team may recommend additional assessment of the student through KPR's Psychology team, Mental Health Clinicians, Speech Language Pathologists, or BCBA's. If an assessment is recommended, the principal or professional staff member responsible for the assessment will contact the family to discuss the nature of assessment and to obtain informed consent to proceed with assessment. Assessments that are recommended through the Multi-Focus Consultation Team will be initiated through KPR Lite by the professional responsible for the assessment
- Minutes of the Multi-Focus Consultation Team meeting will be documented on the Multi-Focus Consultation Team Meeting Minutes form and will be uploaded to the Multi-Focus Consultation Team referral in KPR Lite by the SERT

Central Review and Monitoring of Professional Assessments

- Central Review Team consists of Executive Officer of Professional Services, Senior Psychology and Speech Language Clinicians, Team Lead of Technology and Support Systems, Manager of Professional Services, and System Principals of Special Education
- Central Review Team will meet quarterly to review scope of Multi-Focus Consultation Teams, referrals for consultation, as well as to monitor the number of professional assessments recommended
- When there is disagreement with the recommendations made by the Multi-Focus Consultation Team, the Central Review Team will review the student's needs and the recommendations made, and will suggest a path moving forward
- In some situations, the Central Review Team may be requested to triage and assign referrals to expedite equitable service for students
- The Central Review Team will review system data on 1) assessment allocation, 2) reading disability interventions, 3) student program modifications



Personal Health Information

A Guide for Parents on How Your Child's Health Information is Collected and Used

EDUCATING FOR SUCCESS!

The Kawartha Pine Ridge District School Board is dedicated to helping all students meet with success in learning and in life. To help identify and meet students' needs, we have professional staff including psychologists and psychological associates, speech-language pathologists, social workers and social service workers.

To provide the best possible service to students and to the teachers who work with them, these professional staff often must collect personal health information. As required by law, this information is considered private and confidential. This brochure outlines how staff collect, use and share this information with one another, for the benefit of students. It applies to information that is collected either in writing or electronically.

Meeting legal requirements

The provincial Regulated Health Professions Act applies to everyone practising psychology and speech-language pathology. The Social Work and Social Services Act applies to all social workers. All professional services staff must meet the requirements set by law, as well as standards set by their regulatory colleges.

In addition, the Personal Health Information Protection Act, 2004, applies to all of these professionals, and to the individuals that they supervise. It outlines the rules they must follow for collecting, recording and using personal health information about students. This information includes the student's and parents' or guardians' names, address and phone numbers, as well as all information collected while providing service to the student and family.



Collection of Your Personal Health Information

In most cases, these professionals must have the parent's or guardian's written consent before they can collect information on students. Students who are 18 years or older can provide this written consent for themselves.

Our professionals normally collect the information directly from you, the parent or guardian, through an interview or a written questionnaire. With your written permission, they also may gather information already produced by others; for example, assessments already done on your child. The only times they may gather information without your consent is in urgent or emergency situations, when the information is needed to prevent possible harm.

Professional services staff collect only information they believe is needed to:

- provide the services that have been requested
- keep in contact with parents about the service being provided for their child, or to get consent in the future
- prevent or lessen harm to the student; for example, asking for an emergency contact
- share with teachers or other staff who are working directly with the student, or are responsible for the student; for example, the principal or vice-principal.

If the information is being collected for any other reason, such as research, you will be notified about that reason, and asked for consent.

As required by law and professional standards, these professionals must keep a record of all the service they provide, and of all contacts they have with the student and family. These records are the property of the school board; however, parents and guardians generally have the right to see these records. Please see the section on Right of Access, later in this brochure, for details.

Disclosing personal health information

Your child's personal health information will not be shared with anyone outside the school or the school board without your written consent, except in specific cases. Those exceptions are:

- if the person collecting the information has reason to suspect that the child is in need of protection, in which case the information will be reported to the Children's Aid Society
- where there is evidence the student may be at serious risk of harming himself or herself, or others
- where the student may have been sexually abused by another regulated health professional
- when a legal order requires the information to be produced
- if the regulatory college to which the staff member belongs asks to inspect records to make sure the professional is meeting all standards and requirements.



Right of access to personal health information

Parents and guardians who have legal custody of a student generally have the right to see personal health information gathered about their child. They also have the right to request copies of the information. There are a few exceptions to this right, particularly where the student would be put at risk if the information were shared.

If a student's record includes personal health information about another individual, that individual's information will be removed before being shared. In addition, raw data gathered during psychological or speech-language assessments will not be shared. Instead, the findings and conclusions from the raw data will be reported and shared.

Professional staff members do their best to ensure all personal health information they collect is accurate. If parents or guardians feel the information is inaccurate or incomplete, they may request that it be corrected. However, professional staff members are not required to change a record if the student, parent or guardian disagrees with an opinion or observation the professional made in good faith.



Further Information

This privacy statement meets the requirements of provincial laws, professional regulations and ethical standards. To see the detailed laws, regulations and standards, please visit the following websites:

The Ontario Ministry of Health and Long Term Care:

www.health.gov.on.ca

The College of Psychologists of Ontario: www.cpo.on.ca

The College of Audiologists & Speech-Language Pathologists of Ontario: www.caslpo.com

Ontario College of Social Workers and Social Service Workers: <http://www.ocswsw.org/>

You have the right to appeal if you are not satisfied with the way we have collected, used or shared personal health information; given you access to it; or responded to a request to correct inaccurate information. You may appeal to the Board's Freedom of Information and Protection of Privacy Officer, at 705-742-9773 or toll-free at 877-741-4577, ext. 2042.

In addition, you may appeal to the Information and Privacy Commissioner of Ontario, 2 Bloor St.E., Suite 1400, Toronto, ON M4W 1A8 • 1-800-387-0073 email: commissioner@ipc.on.ca • Website: www.ipc.on.ca



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Psychological Services for Students

Information for Parents and Guardians



EDUCATING FOR SUCCESS!

Sometimes, when a student is having difficulty in school, referral to Psychological Services at the Kawartha Pine Ridge District School Board may be helpful. Psychological Services may help teachers and other staff understand your child or teenager better, and help develop a program that best meets your child's needs.

This brochure answers questions parents ask most often about working with Psychological Services. Please read it before signing the consent form. It's important that you understand as much as possible about Psychological Services before you give permission for us to work with your child or teen.

Why did the school refer my child to Psychological Services?

By now, you probably have spoken with school staff about your child. The school would like to know more about the challenges your child is facing, and what is causing them. School staff members who work with your child want expert advice to help plan the best possible educational program, so that your child can learn and be successful. Psychological Services also can offer ideas and tips on how you can help support your child's learning at home.

Who will be seeing my child?

Psychological Services staff members are all highly trained professionals who care about children and youth. Each one has a Master's Degree or a Doctorate in education or psychology. The psychological assessment (testing) of your child will be completed or supervised by a registered member of the College of Psychologists of Ontario.

Why do you need my permission?

Ontario law states that a responsible person must give "informed consent" for any kind of psychological service, before it begins. "Informed consent" means you must understand the type of psychological service your child will receive, the expected benefits and risks, any possible side effects, other action you could take, and any consequences that would be likely if your child did not receive the psychological service.

This brochure provides the information you need. Please read it carefully. If there is anything you don't understand, or if you have other questions, please ask us before you sign the white consent form.

How old do you have to be to give consent?

For students up to 17 years of age, the parent or guardian must give written permission for their child to receive the psychological testing. In these cases, we take the time to speak with the student as well, to explain what the testing will include and to answer any questions.

Students who are 18 years of age or older may sign the consent form, if they are able to understand what will be taking place and give their informed consent. If there is any doubt that the student is able to understand and give permission, we will ask the parent or guardian to give written consent as well.

Can I change my mind after giving permission?

Yes, you can change your mind and take away consent. If you do change your mind, just call the principal or the Psychological Services staff member working with your child.

What kind of services will my child receive?

When you give your consent for Psychological Services to work with your child or teen, the type of service will depend on your child's needs. We may:

- watch how your child acts and works with others at school
- speak with you, others who care for your child or school staff
- complete an assessment (detailed testing) of your child
- make recommendations to school staff on how best to meet your child's strengths and needs.

The attached, white consent form describes what services will be provided specifically for your child. We also may speak with you further about any benefits or risks of receiving the service

What is a psychological assessment?

Once we have received your permission, we will begin to collect information about your child or teen from you, your child's teachers and your child. We may do this through interviews, by looking at your child's school record, by watching your child in the classroom, and by asking you, your child and the teachers to fill out questionnaires.

When we complete an assessment, we follow several steps:

1. We will meet with your child individually. Your child will complete psychological tests that measure things such as:

- academic skills, such as reading, writing and math
- intelligence
- ability to pay attention and memory
- “adaptive” skills (how well children can help themselves adjust to new situations)
- emotional well-being (your child’s mood, anxiety or sadness, for example)
- behaviour.

Your child may not be given all of these tests. The tests will depend on your child’s needs and the reasons for being referred to Psychological Services.

2. If your child has worked with other school board specialists, such as a speech and language pathologist or school board counsellor, we may review any reports they have completed as well.
3. If needed, we may ask your permission to contact others who have worked with your child, such as your family doctor, the Children’s Aid Society, or other professionals. We may review any other psychological assessments that have been done in the past.
4. We will review and “interpret” all the information we have collected. This means we will reach conclusions based on the results of your child’s testing. We will then meet with you and with school staff to discuss the results, and give recommendations to help your child.
5. We will prepare a written report that describes the results of the assessment and our recommendations. We will give you a copy of the report, and keep another copy in Psychological Services’ files for at least 10 years after the student leaves school.
6. A copy of the report likely will be put in your child’s Ontario Student Record (OSR) at school. Teachers and members of school staff who will be working with your child or teen will be able to read the report. Once the report is in the OSR, only the principal can remove it. You can ask the principal, in writing, to consider removing the report at any time.

What are the benefits of working with Psychological Services?

Our staff members have years of special training and education to help them identify a child’s specific strengths and needs related to learning, emotions and behaviour. We can help identify problems and challenges such as learning disabilities, developmental delays, levels of intelligence, anxiety, depression or serious behavioural problems. Once we better understand the challenges your child or teen is facing, we can make recommendations to help your child cope with school. We also can give you tips on dealing with behaviour problems or supporting your child. Any child or teenager who is having difficulties can benefit from our services.

What are the risks?

- When most children complete the assessment, they find parts of it challenging and interesting. A small number of children, however, become very anxious or distressed when completing the activities. We are well trained in helping children deal with this type of upset, and we will stop the testing until your child is able to continue. Please let us know about any concerns you have before testing begins.
- The assessment may lead to changes for you and your child. For example, we may find that your child or teenager has problems you did not expect. Knowing this information will help your child in the long run, but it can be upsetting at first for you and your child. It also may lead to some changes in your child’s or teen’s educational program.
- If we find your child has a problem such as difficulty paying attention, a learning disability, depression or low intellectual ability, a special education program may be needed. This could mean a change in timetable, or having to spend some working with a different teacher. Far less often, it could mean a change of school. Or, we could find that your child does not qualify for special education programming according to the rules set by the Ministry of Education. In that case, you would have to find other resources for your child.

Are there other ways to help my child?

Parents sometimes ask if there are other ways to get help for their child, without using the school board’s Psychological Services. You could choose to talk to your child’s or teen’s teacher, or ask for a teacher assessment only. Teachers are trained to measure children’s academic (learning) skills, and to help them with their courses. Psychological Services staff members, however, have the specialized training to identify what is causing your child’s problems.

If you would rather receive services from someone who does not work for the school board, you could work with a private psychologist or other practitioner. You would have to pay any costs involved, however. If you do have a private assessment done, please have the results sent to the school board, so that we can use the information to design a program for your child.

What if I have more questions?

Please call Psychological Services staff if you have any questions. We would be happy to help you. You may contact the staff member who will be working with your child as follows:

Name: _____

Phone: _____ ext. _____



KAWARTHA PINE RIDGE
DISTRICT SCHOOL BOARD

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1994 Fisher Drive, Peterborough, ON K9J 6X6
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www.kprschools.ca • kpr_info@kprdsb.ca

September 2013



Speech and Language Assessments

A guide for parents to provide informed consent

Parents/guardians, please read this guide **BEFORE** signing the accompanying consent form.

EDUCATING FOR SUCCESS!

This brochure is designed to help parents and guardians understand Speech-Language assessments in the Kawartha Pine Ridge District School Board.

Why is your child being tested?

You or school staff may have become concerned with how your child's speech, language or general communication abilities may be affecting school performance.

Why is your permission needed?

As regulated health care professionals and school board employees, Speech-Language Pathologists (SLPs) must comply with health care laws. These include the Regulated Health Professions Act, Audiology and Speech-Language Pathology Act, the Personal Health Information Protection Act and the Health Care Consent Act. Ontario law requires that a responsible person must give "informed consent" for any services provided by the SLP, before service begins. "Informed consent" means that you must understand what services we will be offering, the benefits, risks and any alternative courses of action.

For students under the age of 18, the Education Act requires that parents or guardians give written consent for our services.

If there is anything you do not understand or if you have any questions, please contact your child's principal before signing the consent form. You may withdraw your consent for Speech-Language services at any time by contacting the school principal or the SLP involved.

Who will complete the assessment?

The assessment and consultation will be completed by a Speech-Language Pathologist who is employed by the Kawartha Pine Ridge District School Board. All of our SLPs are registered with the College of Audiologists and Speech Language Pathologists of Ontario.

What is involved in a Speech-Language assessment or consultation?

1. After you give your consent, the SLP will begin to collect information from you, your child and his or her teacher. This may be accomplished through interviews, by looking at your child's Ontario Student Record (OSR), by observing your child in the classroom, or by completing an assessment (testing). This information is used to measure your child's language skills, in areas including:

- speaking
- listening/understanding
- reading
- writing
- ability to use augmentative and alternative communication methods for students who are not able to talk
- ability to communicate and interact with other children
- speech and production of sounds.

2. If necessary, we may ask you for written permission to contact other people who have been involved with your child. This may include your family doctor, Children's Treatment Centres or local Community Care Access Centres.

3. The SLP will review and interpret the information about your child. The SLP will write a report describing the assessment, the results and recommendations to help your child. You will have the opportunity to meet with the SLP and school staff to discuss this report.

4. You will receive a copy of the report. Additional copies will be kept in the Speech-Language Pathologist's file, your child's OSR (school record) and the central file at the Board Office. The report will be kept on file until your child's 28th birthday. Unless you request in writing to have the report removed, only the principal can remove it from the OSR.

Are there other ways to get Speech-Language assistance for your child?

If you wish, you can hire a private Speech-Language Pathologist to complete the assessment. Please note that you will be responsible for any costs involved. Some workplace benefit packages may provide partial coverage.

If you receive a private assessment, we recommend that you share the results with your child's school. This way, the information can be used to improve your child's educational program.

What are the benefits of a Speech-Language assessment?

Speech-Language Pathologists have specialized training in speech, language and communication.

- SLPs' assessments and consultations may identify your child's communication strengths, challenges and needs.
- SLPs can provide programming suggestions to the school, to help improve your child's communication skills and learning potential.
- SLPs may make recommendations for specialized equipment to assist your child at school.
- The SLP may refer you to other sources of help.

What are the risks?

Your child will miss some class time during the testing.

Some children may find the tests tiring or challenging at times. Our SLPs are well trained and will stop the testing if your child is unable to continue.

A Speech-Language assessment and consultation may identify some challenging areas for your child that you did not expect. In most cases, you will already be aware of some of these challenges. Although this new information may be upsetting for you and your child initially, it will help your child in the long run, as it may lead to the support your child needs.

Contacts

The following organizations also have information of interest:

College of Audiologist and Speech Language Pathologists of Ontario (CASLPO)
1-800-993-9459

Ontario Association of Speech Language Pathologists and Audiologists (OSLA)
1-877-740-6009

More information on Speech and Language Services is available in the Kawartha Pine Ridge District School Board brochures titled Speech and Language Services - Clarington, and Speech and Language Services - Northumberland and Peterborough Counties

For more information, please call the Speech-Language Pathologist or your child's school principal.



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Speech Assessments

A guide for parents to provide informed consent

Parents/guardians, please read this guide **BEFORE** signing the accompanying consent form.

EDUCATING FOR SUCCESS!

This brochure is designed to help parents and guardians understand speech assessments in the Kawartha Pine Ridge District School Board.

Why is your child being tested?

You or school staff may have become concerned with how your child's speech is developing. For example, your child may have difficulty pronouncing certain words or letters clearly, or with stuttering.

Why is your permission needed?

As regulated health care professionals and school board employees, Speech-Language Pathologists (SLPs) must comply with health care laws. These include the Regulated Health Professions Act, Audiology and Speech-Language Pathology Act, the Personal Health Information Protection Act and the Health Care Consent Act. Ontario law requires that a responsible person must give "informed consent" for any services provided by the SLP, before service begins. "Informed consent" means that you must understand what services we will be offering, the benefits, risks and any alternative courses of action.

For students under the age of 16, the Education Act requires that parents or guardians give written consent for our services.

If there is anything you do not understand or if you have any questions, please contact your child's principal before signing the consent form. You may withdraw your consent for Speech-Language services at any time by contacting the school principal or the SLP involved.

Who will complete the assessment?

The assessment and consultation will be completed by a Speech-Language Pathologist who is employed by the Kawartha Pine Ridge District School Board. All of our SLPs are registered with the College of Audiologists and Speech Language Pathologists of Ontario.

What is involved in a speech assessment?

1. After you give your consent, the SLP will begin to collect information from you, your child and his or her teacher. This may be accomplished through interviews, by looking at your child's Ontario Student Record (OSR), by observing your child in the classroom, or by completing an assessment (testing). This information is used to measure your child's speech skills in areas including:

- Articulation - the pronunciation of specific sounds or words
- Voice - the loudness, quality (hoarseness) or variety of high/low notes
- Stuttering - the repeating of sounds, words or phrases, or the blocking of air.

2. If necessary, we may ask you for written permission to contact other people who have been involved with your child. This may include your family doctor, Children's Treatment Centres or local Community Care Access Centres.

3. The SLP will review and interpret the information about your child. The SLP will write a report describing the assessment, the results and appropriate recommendations to help your child. We usually share this information with parents/guardians over the phone.

4. You will receive a copy of the report. Additional copies will be kept in the Speech-Language Pathologist's file, your child's OSR (school record) and the central file at the school board office. The report will be kept on file until your child's 28th birthday. Unless you request in writing to have the report removed, only the principal can remove it from the OSR.

Are there other ways to get speech assistance for your child?

If you wish, you can hire a private Speech-Language Pathologist to complete the assessment. Please note that you will be responsible for any costs involved. Some workplace benefit packages may provide partial coverage.

If you receive a private assessment, we recommend that you share the results with your child's school. This way, the information can be used to improve your child's educational program.

What are the benefits of a speech assessment?

Speech-Language Pathologists have specialized training in speech, language and communication.

- SLPs' assessments may identify ways to improve your child's speech.
- SLPs' assessments may lead to a home program to help your child pronounce words more clearly and confidently.
- The SLP may refer you to other sources of help.

What are the risks?

Your child will miss some class time during the testing.

Some children may find the tests tiring or challenging at times. Our SLPs are well trained and will stop the testing if your child is unable to continue.

A speech assessment may identify some challenging areas for your child that you did not expect. In most cases, you will already be aware of some of these challenges. Although this new information may be upsetting for you and your child initially, it will help your child in the long run, as it may lead to the support your child needs.

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May 2010



School Board Counselling Services



Please read this pamphlet before signing consent for Attendance and Counselling Services with the Kawartha Pine Ridge District School Board

EDUCATING FOR SUCCESS!

Many factors influence students' ability to benefit from their school experience. School Board Counselling staff can assist students, their families and school personnel to address issues that affect student success. This brochure is designed to help students, parents and guardians understand School Board Counselling Services in Kawartha Pine Ridge District School Board.

What types of services do School Board Counsellors provide?

- Consultation with school staff and families
- Assessment and treatment plans for students' attendance and counselling needs
- Crisis intervention with individuals, families and schools
- Assistance for students and families seeking access to services and resources within the education system and community
- Short-term counselling for specific concerns affecting students' well-being and progress, such as:
 - Mental health challenges (anxiety, depression, mood, etc.)
 - Suicide risk assessment and intervention
 - Critical school incidents
 - Self-harming behaviour
 - Eating disorders
 - Separation or divorce
 - Grief and loss
 - Substance use
 - Relationships
 - Bullying
- Attendance: School Board Counsellors support attendance for students from Grade 1 to Grade 8, by working with students, families and schools to support school attendance.

Who are School Board Counsellors?

All School Board Counsellors have a professional degree and specialize in work with children, youth and families. They provide a range of services for students, between Kindergarten to Grade 12.

What is the School Board Counsellor's role?

School Board Counsellors work collaboratively with students, families, school staff and community resources to assist students who face challenges.

Where are Counselling Services offered?

School Board Counsellors are assigned to various schools within an area and visit each designated school on a regular basis. Students referred for counselling are invited out of class to meet for sessions during allotted times. If school attendance is an area of difficulty, Counsellors may contact families outside of the school premises. We are also available to meet families and children in other locations upon request.

When should services be considered?

Parents and guardians may be concerned about issues that affect their child's or teen's educational success. These concerns may include bullying, absenteeism, risk of self-harm, intense sadness, unhappiness or worries, separation/divorce, loss of a loved one, significant change in behaviour, becoming withdrawn, sexuality issues, defiance at school or experiencing trouble with the law.

How are services initiated and carried out?

Step 1: The student, parent, guardian or staff member speaks to the Principal about a concern.

Step 2: The Principal contacts the School Board Counsellor to discuss a possible referral.

Step 3: The Principal contacts the parents or guardians of students under the age of 18 to discuss referral to the Counsellor. Written consent is requested before the Counsellor speaks with the student. Consent can be withdrawn at any time.

Step 4: Upon receiving written consent, School Board Counsellors contact parents or guardians and students to begin assessment interviews. The Counsellor outlines limits to service and confidentiality.

Step 5: Following the initial assessment, the Counsellor recommends a treatment plan with specific goals, to meet the student's and family's need.

Step 6: Once the counselling sessions are finished, the Counsellor makes recommendations to the family and staff, to help the student meet with continued success. Files are closed, securely stored and retained at the board office for at least seven years past the student's 18th birthday.



How confidential is counselling?

When a student meets with a School Board Counsellor, he or she is assured that the conversation is confidential, with certain boundaries. Both legally and ethically, there are limits to confidentiality. When students disclose information that puts either themselves or others at risk, we are obliged to report this to the appropriate adults to ensure there is an action plan to keep everyone safe.



Additional Supports

Kids Help Phone

www.kidshelpphone.ca

(Tel) 1-800-668-6868

Telehealth Ontario

www.health.gov.on.ca/en/public/programs/telehealth

(Tel) 1-866-797-0000

Canadian Mental Health Association

www.cmha.ca

211 Ontario

www.211ontario.ca

Mental Health Services and Support in Your Community

www.ementalhealth.ca



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