

<b>Psycho-Educational/Psychological Assessment of Individual Students</b>	
<b>Adopted:</b> April 21, 1987	<b>Last Reviewed/Revised:</b> June 20, 2023
<b>Next Scheduled Review:</b> 2025-2026	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-89 Psycho-Educational/Psychological Assessment of Individual Students</a> <a href="#">VI-48 Protocol with External Agencies For The Provision Of Services By Regulated Health Professionals, Social Service Professionals, And Paraprofessionals (PPM 149)</a> <a href="#">VI-54 Equity and Inclusive Education</a> <a href="#">II-45 Equity and Inclusive Education</a>	

## Purpose

The Halton Catholic District School Board (HCDSB) recognizes its responsibility to guarantee to parents/guardians adequate care and attention when administering individual psychological/psycho-educational assessments to students, especially in such areas as the protocol of parental/guardian involvement, the qualifications of those conducting the assessment, the confidentiality of assessment results, and the monitoring and management of appropriate wait-times.

## Application and Scope

This policy applies to students of the Halton Catholic District School Board and the Administration and Special Education Staff involved in determining the learning profiles and programming needs of students through psychological/psycho-educational assessment.

## References

[Education Act](#)

[HCDSB Special Education Annual Plan](#)

[Personal Health Information Protection Act \(PHIPA\)](#)

[PPM No. 8 – Identification of and Program Planning for Students with Learning Disabilities](#)

[PPM No. 59 - Psychological Testing and Assessment of Pupils](#)

[PPM No. 149 -Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Services Professionals, and Paraprofessionals](#)

[Psychology Act](#)

[Regulated Health Professions Act](#)

[Standards of Professional Conduct, College of Psychologists Ontario \(2017\)](#)

## Principles

- HCDSB staff is committed to conscientious wait-time monitoring and management, with the consideration of equitable and well-timed access to psycho-educational/psychological assessments across the HCDSB.
- Assessments require explanation of the reasons to parents/guardians through the principal/designate\*\* and permission in writing, followed by Informed Consent through Psychology Staff.
- The results of the assessments and recommendations will be provided to the parents/guardians by psychology staff.
- It is a fundamental consideration to be able to assure those concerned, that assessments are conducted competently and only by appropriately qualified personnel.
- The planning, administration and interpretation of the assessment must be made carefully, recognizing the student's individual accessibility needs, culture and linguistic background. The review of the process and analysis of the assessment will be guided by an anti-racist and anti-oppressive framework.
- The Principal and psychology staff will take necessary precautions to protect the confidentiality and privacy of any assessment information.
- Since it is recognized that the assessment and results are for the educational benefit of the student, the principal shall inform specific personnel as required and direct appropriate programming.
- Psychological reports may be placed, with parental/guardian consent, in the Ontario Student Record folder and psychological files. Psychological files are stored and retained in accordance with the Personal Health Information Protection Act, Standards of Professional Conduct and HCDSB Retention Schedule.

*\*\* designate under this policy refers to the Vice-Principal, Department Head of Special Education, or Special Education Resource Teacher*

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
Chair of the Board