

Student Support Services Glossary of Terms

Comprehensive Assessment Team

- The comprehensive assessment team:
 - is identified by the service delivery team, through the referral process.
 - communicates in order to:
 - plan and discuss the assessment process
 - choose the lead assessor
 - determine team member responsibilities
 - determine deadlines for submitting an objective report of his/her findings to the lead assessor.
- Team members share pertinent information gathered through the file review, interviews and observations.
- Individual assessors are responsible for scoring the assessments they have completed and providing scores and observations to the lead assessor in a timely manner.
- Specialized assessments performed by itinerants for the visually impaired, deaf and hard of hearing, and speech language pathology, require a completed report. This report must be provided to the lead assessor and includes both scores and interpretation.

Crisis Situation

- Any event that is, or expected to lead to, an instable and dangerous situation affecting an individual, group, school, or community.

Gender Identity:

- A person's inner most sense of self as male or female, or as both male and female, or neither (regardless of sexual orientation).
- A person may express themselves (Gender Expression) as a gender different than their physical gender; or as neither male nor female.

Lead Assessor:

- Is chosen by the comprehensive assessment team.
- Analyzes and collates the findings of all team members to create a Comprehensive Assessment Report.
- Enters assessment findings in RTS.
- Meets with parents/guardians to discuss assessment results.
- Meets with the program planning team, provided there is an exceptionality present that requires individualized programming.

Pattern of Strengths

- Instead of a list of individual strengths, team members group individual student's strengths where possible into categories e.g., independence, communication, and problem solving.

Pattern of Needs

- Instead of a list of individual needs, team members group individual student's needs where possible into categories e.g., time management, organization, and written output.

Program Planning Team

- A program planning team may be initiated for a student with one or more exceptionalities.
- ***Parent/guardian involvement is a critical component of the program planning process. As such, parents/guardians are part of the program planning team*** along with classroom/subject teachers. If the student is developmentally and emotionally ready, he or she should also be invited to participate as a team member.
- Other members may include:
 - Administrator
 - guidance counsellor
 - educational psychologist/itinerant assessor/educational assessment specialist
 - speech-language pathologist
 - instructional resource teacher
 - other education professionals (such as itinerants for vision or hearing loss, etc.) as required
- The composition of the program planning team may vary. For students who require accommodations only, the team may be comprised of only the parents/guardians and classroom/subject teacher(s). For students requiring modified prescribed courses, alternate programs/courses/curriculum, the team will be more substantial.
- The role of the program planning team is to:
 - identify the student's strengths and needs.
 - make decisions regarding programming - including accommodations, modifications, alternate programs/courses/curriculum, instructional strategies, based on current formal and informal assessment data.
 - assign roles/responsibilities for program development and/or referrals to other professionals
 - discuss program delivery i.e. setting(s), personnel involved.
 - plan for periods of transition.
 - designate a contact teacher responsible for contacting team members to arrange meetings and to act as the first point of contact regarding

programming. The contact teacher will also ensure that copies of necessary documentation are collated, reviewed with parent/guardian, signed, distributed and the original document placed in the cumulative file.

- The program planning team will meet at least annually, with additional meetings as required.
- In preparation for a meeting, appropriate personnel will:
 - review student file(s)
 - ensure parents have access to the Department of Education's Parent Handbook
 - gather relevant information

Psychological Services:

- In the educational system of Newfoundland and Labrador, Psychological services refer to:
 - administering psychological and educational tests and other assessment procedures.
 - interpreting test and assessment results.
 - Writing comprehensive assessment reports or other reports describing the findings of their involvement.
 - obtaining, integrating, and interpreting information about a student's behaviour and conditions relating to learning.
 - consulting with program planning teams to discuss students programming needs, in light of psychological tests, interviews, and behavioral evaluations.
 - consulting on child development, parent training, and educational programs.

Sexual Orientation:

- The emotional/romantic and physical attraction felt by an individual towards members of the same sex (gay, lesbian), the other sex (heterosexual) or either sex (bisexual).