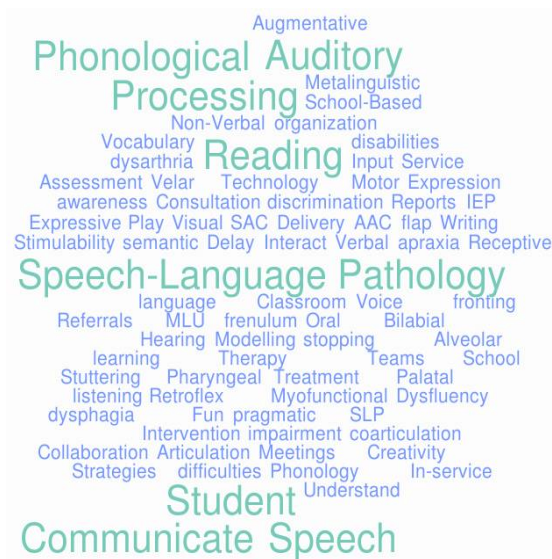# Speech-Language Pathology (SLP) Services

Handbook of Guidelines and Procedures

for Speech-Language Pathologists

PURPOSE

Speech-language pathology services are those services provided by speech-language pathologists designed to support students whose education is adversely affected by oral communication difficulties (reference: Ministerial Order 149/89, Support Services for Schools Order:
http://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m149_89.pdf *).*

I. GUIDELINES

A. GOALS AND OBJECTIVES OF THE SPEECH-LANGUAGE PATHOLOGY SERVICES ARE TO:

- Identify, assess, evaluate and write reports for those students referred for speech-language services.

- Establish service delivery programs that best meet the needs of students.

- Plan, develop and provide various types of services related to students' communication skills.

- Communicate and document speech and language needs and specifics of service provision to principals, school based teams, and the District Principal responsible.

- Consult with, involve and provide information to parents regarding the needs of their child, the services being provided, and ways in which parents can support speech and language development at home.

- With parental consent, consult and collaborate with outside agencies regarding the needs of students and the services being provided.

B. JOB DESCRIPTION AND QUALIFICATIONS

Please refer to the Job Description Handbook on the Hub:
https://www.surreyschools.ca/careers/jobdescriptionhandbook/Pages/speechlangpathologist.aspx.

C. SPEECH-LANGUAGE PATHOLOGIST (SLP) SERVICES

The SLP is an individual with special training in speech and language development. Communication skills are known to be important prerequisites for learning.   Through the provision of speech and language support, SLPs help students with communication difficulties be more successful academically and socially. Effective communication skills help children make sense of their world, express themselves and learn more effectively. Whether service is direct or indirect, the SLP is viewed as the facilitator in the student's environment to enhance communication, skill development and learning. SLPs work collaboratively with school staff, families and outside professionals.

Some students have difficulty with language, placing them "at risk" for failing to meet curriculum expectations. These students may or may not be identified as students with special needs. SLPs identify students with speech and language difficulties through informal and formal evaluation across all environments. SLPs support students with speech and language difficulties and help teachers,

other school professionals and parents understand these students communication strengths and needs, and the interventions that may be utilized to address these.

A student with a speech and/or language difficulty will be most successful when the many individuals involved in that student's life participate in the intervention process. Improvement in communication skills must be a focus in both the home and school environments. It is unrealistic to expect improvement in a student's speech and language skills when support is in an isolated environment for a short time each week. Success can be attained when the many people involved with the student, especially the parents, provide daily support. The SLP's role is to facilitate the intervention plan. This plan typically involves helping the parents and teachers understand specifics about the student's difficulty, setting achievable goals, establishing steps for improvement, providing materials for helping the student, demonstrating techniques for interacting with the student and strategies and problem solving if difficulties occur. Students with a supportive learning team often show remarkable gains, and improved communication for the student affects school success which often improves the student's confidence and self-esteem.

Students having significant communication needs may receive the support of an SLP. Speech and language needs may manifest as nonverbal or minimally verbal. This may include students who:

- ❖ have an autism spectrum disorder
- ❖ have a neurological condition
- ❖ have a physical disability
- ❖ have an intellectual disability
- ❖ have other genetic or metabolic conditions
- ❖ are deaf or hard of hearing
- ❖ are deafblind

- ❖ have speech sound delay/disorders
- ❖ have language delay/disorders
- ❖ have language-based literacy difficulties
- ❖ have auditory processing difficulties
- ❖ have a social communication disorder
- ❖ have fluency disorders
- ❖ have voice disorders

D.   FORMS OF SERVICE DELIVERY

SLPs in the district provide a wide range of services, and many factors are considered when planning service delivery.

Tier 1:

CLASSROOM-BASED SUPPORT

This service provides information and teaches strategies about communication and/or learning to a whole class of students in which there are students with communication difficulties.

IN-SERVICE

This type of service involves the SLP providing professional development to school or district staff through presentations or workshops.

Tier 2:

OBSERVATION/SCREENING

These services provide information about a student to a teacher and parent. Information from an observation or screening is conveyed through written documentation. Parent consent is required prior to a student being screened.

CONSULTATION/COLLABORATION

This service provides formal consultative information with educational staff, parents, and outside agencies to problem solve and plan for a student's intervention. Team meetings based at the school and individual educational plan meetings for students provide opportunities for collaboration and planning based on the case history of the student, review of the file, information presented at team meetings, and/or previous assessment results. Consultative information is documented in written form if the student has been referred for SLP services.

Tier 3:

ASSESSMENT AND REPORT WRITING

This service provides detailed information to parents, teachers and other personnel regarding the students' communication skills and includes recommendations to address concerns. Parent consent is required prior to a student being assessed.

DIRECT INTERVENTION

This service is provided directly to a student individually or in small groups. Sessions may be scheduled on a regular or periodic basis. When direct intervention is provided, daily support of the communication program, particularly by parents, is critical to the student's success. Home practice materials and demonstration lessons are provided to parents when requested.

E.   SPEECH-LANGUAGE ZONES

Speech-language pathology services in Surrey Schools encompass school-based SLPs, and Augmentative and Alternative Communication Consultant (AAC) SLPs.

1.   SCHOOL BASED SPEECH-LANGUAGE PATHOLOGIST (SLP)

School based SLPs are organized geographically into "zones", each of which is served by multiple SLPs. Each "zone" includes a hub, which is located in one of the schools in the zone. The hub provides office space as well as storage for materials and records. Each hub has a representative, who liaises with the District Principal and disseminates information to the hub members. School based SLPs primarily provide service for elementary age students. In unique circumstances, secondary level students may also be referred for SLP support.

2.   AUGMENTATIVE AND ALTERNATIVE COMMUNICATION CONSULTANT (AAC) SLPS

The AAC SLPs are based in one hub along with AAC support workers. Each AAC SLP is assigned to one of the District's geographical zones. They serve non-verbal or minimally verbal students from Kindergarten through Grade 12.

3. **FAST FORWORD (FFW)**

FFW is a daily intensive program used to improve students' language and literacy skills. Licenses are assigned to schools and it is implemented as part of learning support for students who qualify.

F.   YEARLY TIMELINE FOR SCHOOL-BASED SLP SERVICES

The following is a guideline for the provision of speech-language pathology services. SLPs encountering unusual circumstances that necessitate timeline flexibility should review the situation with the District Principal, Student Support. SLPs who are new to the department are encouraged to reach out to their Hub colleagues for support.

1. **SEPTEMBER - FIRST WEEK OF THE SCHOOL YEAR**
   - Department meetings with the District Principal, Student Support to plan for the school year;
   - Consultative time to review the files; if a student has moved, then their speech-language file should be transferred to the SLP at their new school;
   - Review new and established records to determine priorities and service delivery; and,
   - SLPs meet with the principals of their assigned schools to:
     a) introduce themselves and discuss scheduling priorities;
     b) discuss and coordinate appropriate space for service provision; and,
     c) discuss the role of the SLP within the school-based team, as well as the names and schedules of its members, as well as referral procedures etc.

2. **SECOND AND FOLLOWING WEEKS OF SEPTEMBER**
   - Determine when school-based teams (SBT) meet. Arrange to meet with SBTs to discuss referral process and review of previous caseload. Establish school priorities.
   - Obtain class lists, staff lists, school map, program schedule (e.g. music, library, gym), printer codes, and photocopier codes.
   - Gather referrals and begin to evaluate students.
   - Begin to prioritize students to determine which students will receive service, and the nature of that service.
   - Establish a schedule, which indicates the day of the week that you will be at each school and distribute to the principal or designate and clerical staff.
   - Prepare appropriate materials.
   - Begin providing speech-language service for some returning students.
   - Begin to meet with parents and members of outside agencies.

3. **OCTOBER**
   - Continue providing service to students.
   - Participate in *IEP development*.
   - Provide the school with a list of students who need to be provided with an SLP MyEd BC code.

4. **NOVEMBER THROUGH LATE-MAY**

- Make changes to SLP services at each school as appropriate. Any necessary changes to the schedule that affect time at a school should be discussed with the affected principals.

- Attend SBT meetings when available/as required.

- File all written reports in the student's permanent record file.

5. **LATE MAY THROUGH JUNE**

- Speech-language service time may shift to students who require assessment and/or support in order to provide recommendations for programming and placement for the following academic year - particularly those transitioning to secondary school.

- Year-end reports are written.

- Student records are updated and organized.

- All formal service records are filed in the student's permanent file.

- Speech-language services list is updated and provided to the school principals and learner support teams (e.g., Kindergarten, elementary and secondary).

- Participate in transition meetings for students.

- Participate in IEP review meetings.

G. MEETINGS

SLP DEPARTMENT MEETINGS

1. *Department Meetings.* There are four *department* meetings held during the year. Each hub is responsible for coordinating the agenda, chairing, taking and distributing meeting minutes for one of the four meetings.

   All SLPs are expected to attend each department meeting.

2. *Committee Meetings.* Committees are formed within the department to achieve various purposes. When committees are struck, the mandate of the committees is established, volunteers sign-up, and a timeline for completion of work is established.

3. School based SLP hub meetings are held as required.

4. AAC SLP department meetings are held monthly.

SCHOOL MEETINGS

1. The *School-Based Team (SBT)* is a collaborative problem-solving team that works with classroom teachers to develop educational programs for students who may or may not have special education designations. The actions recommended through SBT may be academic or social-emotional, and are made through a Universal Design for Learning lens. SBT notes are taken, and actions are assigned to various school personnel. The SBT also works together to make decisions regarding case managers, referrals (e.g., SLPs, School Psychologists), resource allocation, requests for collaboration with district support personnel, etc.

2. *Individual Educational Plan Meetings.* SLPs may participate in IEP meetings for students who have been referred for service.

3. *Transition meetings.* SLPs may participate in transition meetings for students requiring continuation of speech and/or language services.

H.   ACCOUNTABILITY AND ADMINISTRATIVE FORMS

ACCOUNTABILITY

1. Schedule

Schedules should be set to minimize travel time and maximize service time to schools. Once a schedule is set, it needs to be shared with all schools and the District Principal of Student Support. Schedules may be shared by email and/or through Microsoft Outlook by the sharing calendars function. Schedules may vary throughout the year as needs change.

2. Documentation of Speech-Language Services

A list of all students receiving speech-language services is to be kept at the front of the speech-language files at each individual school (the list of students receiving AAC-SLP services is kept at the AAC Hub). These lists should:

- include each student's name, grade, area of need, type of service provided; and,
- be provided to school principals, learning support teams, and ISTs at the end of the school year in preparation for the following year.

PROCEDURES FOR USE OF ADMINISTRATIVE FORMS

1. Photocopying

Photocopying allotments are assigned to each SLP at each school. You will need to obtain the code from the school clerk.

2. Kilometerage (Mileage)

SLPs are reimbursed for costs of driving between schools incurred during the work day. SLPs should record pertinent information on the kilometerage reimbursement form. Per Board Policy, travel from home to a school or travel home from a school cannot be counted. Mileage forms are available on the Hub and must be filled out online, printed off, and signed. A separate form must be used and submitted for each month and sent in to Student Support by courier. **As per Board policy, reimbursement forms must be made within three months.**

3. Leave of Absence

The teachers collective agreement allows for various Leaves of Absences.   To apply for a:

- **short term leave of absence**, enter your absence electronically through Employee Self-Serve (Absence Entry): https://staff.surreyschools.ca/. The leave will be submitted to HR for approval.
- **long-term leave of absence** (maternity, parental, compassionate care, personal leaves etc.), you will need to submit a paper leave application to HR for approval. This form can be found on the HUB: https://www.surreyschools.ca/forms/Pages/default.aspx#k=#s=21.   The leave request should be signed by the District Principal, Student Support.

4. Sick Leave

To report an absence due to illness, go to Employee Self Service: https://staff.surreyschools.ca/. As a courtesy, please also notify the individual schools that will be affected and the District Principal, Student Support.

5. *Referral for Speech-Language Assessment/Service*

The following should be submitted for speech-language assessment/service:

a) *Student Support Referral* (for referral to the Speech-Language Pathologist)

The referral form is completed by the student's case manager (e.g., the classroom teacher, Inclusion Teacher [IST/BASES], Learner Support Team Teacher). The referral must be signed by the school-based SLP regardless of the speech-language program that the student is being referred to.

b) *Consent for Speech-Language Pathology Services*

A parent information form must be attached to the consent form depending on the type of SLP service requested (e.g., school based, AAC or FFW). The consent form must be signed by the parent or guardian. In addition to this form, an SLP or AAC Parent Information form or brochure may also be included.

All forms are located on the Hub.

I. ORDERING LEARNING RESOURCES

Budget reports are emailed to the Hubs as they become available. The budgets are used for ordering supplies/resources. There are typically 3 ordering periods throughout the year:

June 15: Priority/must haves for the upcoming school year (e.g., protocols, tests, office supplies, toner, etc.).

November 1: Emergency or special circumstance ordering only.

Mid-February: Emergency or special circumstance ordering only.

*PRIOR signed PRE-APPROVAL (*blue *Request for Supplies* form*) MUST* be completed in full for ALL purchases and may be sent via courier or scanned and emailed. Ensure that ALL CURRENT ordering information (vendor name AND address, item number, quantity, name of product, cost, who the item is being ordered for, etc) is included on the request for supplies. A separate request form is to be completed for EACH VENDOR - please do not combine order requests for multiple vendors onto one form. (*NOTE:* anything you wish to order that is available only as software, must be identified as such. If the particular software is NOT on the approved district software list, there must be an application for approval of software submitted with your request).

J. PROFESSIONAL DEVELOPMENT

In order to practice as an SLP in British Columbia, speech-language pathologists are required to be certified by, and members of the College of Speech and Hearing Health Professionals of B.C. Each SLP is required to maintain their certification by completing 45 hours of continuing education credits in speech-language pathology over a three year period.

K. SUPPORT PERSONNEL AND OTHER SERVICES

SLPs work with other support personnel to assist with the development of student educational programs. Procedures to access these services vary. Examples of these support personnel include: Learner Support Team Teacher, School Counsellor, School Psychologist, Integration Support Teacher, Education Assistant/ABA Support Worker/EA-BT, Teacher of the Deaf or Hard of Hearing, District Deaf/Blind team, Teacher of the Blind or Visually Impaired, Occupational Therapist, and

Physiotherapist. For descriptions of, and how to access these services and other School District support personnel, refer to the *Guide to Inclusive Education for Surrey Schools*: *Embracing Diversity, Equity, and Inclusion:*

https://www.surreyschools.ca/departments/EDSC/Documents/Inclusive-Special%20Needs%20Education%20Resources/Guide%20to%20Inclusive%20Education%20for%20Surrey%20Schools.pdf

II. SPEECH-LANGUAGE SERVICES MANAGEMENT GUIDELINES

A. PROFESSIONAL GUIDELINES

1. TEACHERS' PROFESSIONAL GUIDELINES

SLPs employed in the Surrey School District are members of the Surrey Teachers' Association (STA) and the British Columbia Teachers' Federation (BCTF) as "associated professionals". As such, the Code of Ethics and Conflict of Interest Policies of the District, STA, and BCTF apply.

2. SPEECH-LANGUAGE PATHOLOGISTS' PROFESSIONAL GUIDELINES

As noted previously, in order to practice in British Columbia, each SLP must be registered by the College of Speech and Hearing Health Professionals of British Columbia (CSHHPBC). Although it is not required as a condition of employment, many Surrey Schools SLPs are members of their provincial and/or national associations: Speech and Hearing BC and Speech–Language and Audiology Canada (SAC). These associations also have Canons of Ethics and other policies such as Co-Therapy Guidelines that apply to SLPs who are members.

3. GUIDELINES FOR SURREY SCHOOL DISTRICT SLPS ENGAGING IN PRIVATE PRACTICE

Any SLP who is employed by Surrey Schools and also engages in private practice must abide by Surrey Schools Conflict of Interest policy, uphold the code of ethics as outlined by the CSHHPBC, in order to prevent the actual, potential, or perceived conflict of interest. If there are any questions or issues surrounding the work outside of the regular work day, clarification can be sought by reviewing *District Policy #7213-Conflict of Interest-Employees* and *District Regulation #7213.1-Conflict of Interest-Employees*, contacting the CSHHPBC, and the District Principal, Student Support.

B. GUIDELINES FOR SPEECH-LANGUAGE SERVICES

ESTABLISHING SERVICE DELIVERY

Speech language pathology services should be designed to support students whose educational and/or social progress is adversely affected by communication difficulties, however, not all students with these disorders will require direct intervention by an SLP. The speech-language pathology services in a school district may include a full range of services encompassing prevention, identification and assessment, direct instruction for students (individually, in classroom settings, or in small groups as appropriate), consultation, collaboration with other educators regarding the student's needs in the classroom and other school environments, in-service training, information sharing with families and other service providers in public education. (BC Ministry of Education: Special Education Services: A Manual of Policies, Procedures and Guidelines.)

DETERMINING CASELOAD PRIORITIES

It is important for the SLP to achieve a balance between the high need for service, and a manageable number of students who may be serviced effectively. Service provision entails time spent evaluating and teaching the student, attending school team meetings, consultation with parents and teachers, IEP planning, program development and report writing. Obtaining a manageable workload is important.

IDENTIFICATION/REFERRAL

Students who may require speech-language pathology services are referred by a teacher or other professional to the SLP. A referral to the SLP requires completion of the *Student Support Referral form*, *Consent for Speech-Language Pathology Services (parent consent) form*, and applicable parent information form (e.g., school based, AAC, FFW).

If a teacher is concerned about a student or several students' communication skills, however, he/she does not know if a referral is appropriate, the SLP (with signed parent consent) may visit the classroom to observe and/or speak with the student. If the school staff is uncertain as to which type of SLP services to refer the student to, they should contact the school based SLP.

C.   REPORTS AND DOCUMENTATION

ALL REPORTS AND DOCUMENTATION REGARDING A STUDENT ARE SUBJECT TO THE PROVISIONS OF THE FOLLOWING:

➤ *Surrey Schools Records and Information Management Policy/Regulation 5701*: *https://www.surreyschools.ca/departments/SECT/PoliciesRegulations/section_5000/Pages/default.aspx*

➤ *Surrey Schools Student Records Policy/Regulation 9750*: *https://www.surreyschools.ca/departments/SECT/PoliciesRegulations/section_9000/Pages/default.aspx*

➤ *Freedom of Information and Protection of Privacy Act as governed by Surrey Schools Policy/Regulation 5700*: *https://www.surreyschools.ca/departments/SECT/PoliciesRegulations/section_5000/Pages/default.aspx*

1. *Referral to the Speech-Language Pathologist*

    See previous sections for referral process. If a student leaves the District and then returns at a later date, a new referral must be completed in order to receive speech-language pathology services.

2. *Consent for Speech-Language Pathology Services*

    For every year the student receives SLP service, documented parent consent is required.

3. *Cooperative Service Provision Agreement*

    This form must be completed if the student is receiving speech-language services in school and is also receiving SLP services through an outside agency.

4. *Assessment Protocols*

    Assessment protocols are kept in the SLP's file; they are not to be placed in student files.

5. *Individual Student Goals and Objectives*

    Speech-language goals and objectives, as well as session notes, should be kept in the SLP case file for each student. The format can be designed by the individual SLP. Records are maintained to follow a student's progress. Any type of service provided by the SLP should be recorded. This may include consultation, in-services and trainings, communication groups, meetings with parents, meetings with outside agencies, and classroom lessons.

6. *Assessment Reports*

Reports are written following standardized assessment of any student. These reports include a statement regarding the reason for referrals, the referral source, tests administered, results and recommendations. Copies of the report are placed in the permanent file, the SLP case file, and sent to Student Support. Assessment results should be shared with parents in person; parents should also receive a copy of the report.

7. *Student Progress Report*

School based SLPs provide written progress reports for those students receiving regular intervention. These reports are to be filed in the student permanent file, the SLPs case file, and copies sent to parents and Student Support.

Reporting student progress to parents and teachers can take a variety of forms such as:

a) ongoing conferences with parents and teachers;

b) concise summary reports at the end of a cycle;

c) year-end reports;

d) collaborative reports; and

e) IEP meetings and reviews.

Written reports should include statements regarding services provided, goals, student progress, barriers to progress (if applicable), and recommendations.

8. *Documentation of Service*

All SLPs will maintain a list of students referred and identified with speech-language needs for each school. School based SLPs must provide copies of these lists to school principals, learner support teacher teams, and ISTs, in June.
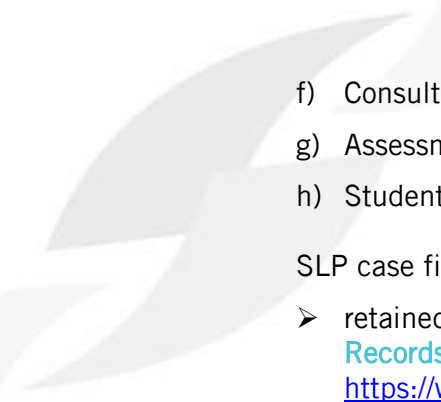
9. *Student Permanent Record File*

Permanent Record Cards are kept at the front of each student's permanent file which are maintained in the school office. These cards include a listing of schools the student has attended and year-end comments by the classroom teachers, including support services (e.g., SLP support) provided. This information is required for Ministry audits.

Permanent Student Record documentation for a student who has received, or is receiving, services may include:

a) Referral forms, School Information and signed parent consent form;

b) Assessments, other reports; and

c) Student Progress Reports.

10. *SLP case files for students receiving direct service generally include:*

a) Referral forms: School Information and signed parent consent

b) Case History/Background Information

c) Assessment Protocols

d) Individual Education Plan

e) Service Lesson Plans

f) Consultation/Collaboration Records

g) Assessment Reports

h) Student Progress Reports

SLP case files **must** be:

➢ retained as per Records Classification #11700-20 as per School District No. 36 (Surrey) Records Management Guidebook – Classification and Retention Schedule: https://www.surreyschools.ca/departments/RECS/About/guidebook/Pages/default.aspx, and

➢ destroyed and documented as per Records destruction procedures: https://www.surreyschools.ca/departments/RECS/About/guidebook/Documents/Records%20Mangament%20Guidebook%20-%20Operating%20Procedures.pdf

D. REFERRALS TO OUTSIDE AGENCIES

Referrals may be made by the SLPs to other professional services. The reason for referral should be discussed with the parent(s)/guardian(s) and may also be discussed with the school-based team. A referral from the student's family physician may be required.

Students may receive assessments from other agencies, which include speech-language and hearing evaluations. Parents often provide copies of assessment reports. If that is not the case, agencies generally release reports upon receipt of signed parent consent.

E. HEARING TESTING

If a SLP has reason to believe a student may have a hearing loss, they may request a hearing screening from the Audiology Clinic at the Health Unit.

FREQUENTLY ASKED QUESTIONS

1. *What if I have a private practice in Surrey?*

   Please refer to Board Policy #7213 and its associated Regulations regarding Conflict of Interest.

2. *What if a parent wants a private SLP to also work with one of my students?*

   Both SLP's need to sign a *Cooperative Service Provision Agreement* (co-therapy agreement) - available on the Hub.

FORMS

1. **Consent for Speech-Language Pathology Services:**
   https://www.surreyschools.ca/departments/EDSC/About/Documents/STUDENT%20SUPPORT%20-%20FORMS/Consent%20for%20Speech-Language%20Pathology%20Services.pdf

2. **Consultation/Collaboration Reports**
   https://www.surreyschools.ca/sites/9B702LDUIG/Lists/SharedDocuments/SLP%20GROUP%20internal%20forms/SLP%20Consultation%20Record%20-%20Rev%20Jul%202015.pdf

3. **Cooperative Service Provision Agreement**
   https://www.surreyschools.ca/departments/EDSC/About/Documents/STUDENT%20SUPPORT%20-%20FORMS/Cooperative%20Service%20Provision%20Agreement.pdf

4. **Delegation of Duties:**
   https://www.surreyschools.ca/sites/9B702LDUIG/Lists/SharedDocuments/SLP%20GROUP%20internal%20forms/SLP%20delegation%20of%20duties%20resources%20materials.pdf

5. **Kilometerage** (Mileage) **Reimbursement Form - (title: *Local Travel Expense Claim Kilometerage Reimbursement*):**
   https://www.surreyschools.ca/forms/Pages/default.aspx

6. **Leave of Absence Form:**
   https://staff.surreyschools.ca/

7. **Referral to Student Support for Speech-Language:**
   https://www.surreyschools.ca/departments/EDSC/About/Documents/STUDENT%20SUPPORT%20-%20FORMS/STUDENT%20SUPPORT%20REFERRAL.pdf

8. **SLP Service Summary file note:**
   https://www.surreyschools.ca/sites/9B702LDUIG/Lists/SharedDocuments/INTERNAL%20FORMS%20-%20SLP%20DEPT/SLP%20Service%20Summary%20-fill_save.pdf

9. **Student Support Forms:**
   https://www.surreyschools.ca/departments/EDSC/About/Pages/default.aspx?RootFolder=%2Fdepartments%2FEDSC%2FAbout%2FDocuments%2FSTUDENT%20SUPPORT%20%2D%20FORMS&FolderCTID=0x012000EEFA9D78E235014CADC9E84BD9963AE5&View=%7B07A0C7EE%2D5407%2D42D4%2DA566%2DF1A310FFF76D%7D

RESOURCES

- Guide To Inclusive Education for Surrey Schools: Embracing Diversity, Equity, and Inclusion
  https://www.surreyschools.ca/departments/EDSC/Documents/SPECIAL%20EDUCATION%20GENERAL%20Information/Guide%20to%20Inclusive%20Education%20for%20Surrey%20Schools.pdf

- School District No. 36 (Surrey) Policies and Regulations:
  https://www.surreyschools.ca/departments/SECT/PoliciesRegulations/Pages/default.aspx

- School District No. 36 (Surrey) A & B Memos:
  https://www.surreyschools.ca/departments/SECT/ABMemos/Pages/default.aspx

- School District No. 36 (Surrey) Records Management Services:
  https://www.surreyschools.ca/departments/RECS/About/guidebook/Pages/default.aspx

- School District No. 36 (Surrey) Student Support Website:
  https://www.surreyschools.ca/departments/EDSC/About/Pages/default.aspx

- School District No. 36 (Surrey) SLP Teams Site:
  https://teams.microsoft.com/l/team/19%3a1bb343147dd9472a8be2e860f451b8f8%40thread.skype/conversations?groupId=4d79b3a8-75f1-428e-b13f-6e6bb3927332&tenantId=08b4e9cf-8113-420d-ba07-52f7d4df8acd

- School District No. 36 (Surrey) Weekly Memo webpage:
  https://www.surreyschools.ca/sites/EJ9MABL95J1/Pages/default.aspx

- School District No. 36 (Surrey) Parent Information Brochures/newsletter inserts:
  https://www.surreyschools.ca/ParentServices/ParentInfoBrochures/Pages/default.aspx

- Surrey Teachers Association Collective Agreement:
  https://www.surreyschools.ca/employeeessentials/AgreementsHandbooks/Teachers/Pages/default.aspx

- Freedom of Information and Protection of Privacy:
  http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/96165_00

- Speech and Hearing BC:
  https://speechandhearingbc.ca/

- Speech-Language & Audiology Canada (SAC):
  http://www.sac-oac.ca/about-sac/about-sac

- College of Speech and Hearing Health Professionals of British Columbia:
  http://www.cshhpbc.org