

Section B - Standard 14

Early Identification Procedures and Intervention Strategies

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As stated in [Policy/Program Memorandum 11 | Education in Ontario: policy and program direction | ontario.ca](#), boards must have in place procedures to identify each student's level of development, learning abilities, and needs, and they must ensure that educational programs are designed to accommodate these needs and to facilitate each student's growth and development. Each board's special education plan must explain these procedures for school staff and for parents and other members of the public.

The Kawartha Pine Ridge District School Board endeavours to deliver Special Education services to allow students to benefit from a range of services in keeping with the Board's program vision, as outlined in Standard 1. We believe all students can learn, and that early intervention is critical in supporting student success. This belief guides the Board's approach to the education of students who have special needs. The education programs for these students must be sensitive to the individuals' strengths and learning needs, as well as the lived experience of each student.

The Kawartha Pine Ridge District School Board (KPRDSB) is committed to providing a wide range of programs to assist students. These programs include early identification of learning needs, appropriate teaching strategies, materials to support programs, ongoing assessment, in-service to appropriate personnel, and communication with parents/guardians and students.

The Principal's Role in Early Identification

As students with special needs enter our schools, it is important that the school administration be well prepared to respond to those needs with advanced planning. The school administrator is responsible for classroom assignments, Education Worker allocation (if required), Individual Education Plans and Safety Plans.

First-hand knowledge and understanding of students with special needs is invaluable to school administrators in successfully planning for the entry of special needs students. Entry meeting(s) with parents/guardians will gather the required information for a smooth transition into school and will help to establish a valuable partnership in the student's education.

The Principal:

- will arrange to conduct the first observational visit or facilitate a staff member to conduct the observation to gather critical data (see Appendix A, High Needs Intake Transition Form)
- will gather information necessary to aid placement decisions if student is transferring from another school (either inside or outside KPRDSB)
- is the key decision maker when deciding classroom placements, creating supervision schedules, making appropriate requests for, and allocation of, Education Workers
- may reasonably delay entry for admissions during the school year so that information can be gathered, allowing for the most effective placement decisions to be made, and allowing time to make changes to the physical and learning environments based on student needs
- will work with the Special Education Resource Teacher and classroom teachers to identify and prioritize the students who require intervention support and will notify

parent(s) /guardian(s) of these students about the intervention support, monitoring the intervention support, and oversee the creation and implementation of the Individual Education Plan for students as may be necessary

- will use data gathered through coordination with agencies such as local children’s treatment centres, the Ontario Early Years Centres, Public Health Units, and other regional children support agencies

The Teacher’s Role in Early Identification

The Teacher will:

- use the Supporting Students Checklist – Learning for All to inform next steps for supporting student needs
- review all High Needs Intake Transition Forms and parent/guardian questionnaires
- follow up with previous intervention and supports provided by other services
- in-service parents/guardians at a Kindergarten information session, where applicable, about early literacy research and the role of the parent/guardian
- collect baseline data on students
- monitor and record change over time in students’ learning
- report to parents/guardians
- request that parents/guardians have an updated vision/hearing assessment completed for the student, as appropriate
- program according to each student’s needs
- be aware of all available resources for early intervention
- use a variety of strategies to assist in the development of literacy and Math
- participate in ongoing professional development
- consult with the Special Education Resource Teacher and/or system-level K-12 Program Department supports, and Special Education Department supports, as appropriate, regarding individual learning concerns
- refer students with social/emotional/behavioural needs to Special Education Department central staff, as appropriate, such as Behaviour Support Assistants and Mental Health Clinicians
- administer the Speech Screening Tool, Language Checklist, or Augmentative and Alternative Checklist, as appropriate, for students with speech and/or language needs
- assist in creating an Individual Education Plan as appropriate, in consultation with the Special Education Resource Teacher, the Principal, and the parent(s)/guardian(s)

The Parent’s/Guardian’s Role in Early Identification

The Parent/Guardian will:

- attend a Kindergarten information session, where possible and as appropriate
- complete parent/guardian questionnaires and provide all relevant and requested information to school personnel about the student’s history and individual needs which could impact on learning
- communicate regularly with school personnel and alert staff to any changes in the student’s development that may impact on learning

- participate in case conferences, if required
- provide informed consent, as appropriate, for school staff to speak with other professionals also working with the student
- participate in the development of an Individual Education Plan, if required
- arrange for updated vision/hearing/medical/Occupational Therapist/Physiotherapist, etc.assessments, as appropriate

Policies and Procedures on Screening, Assessment, Referral, Identification, and Program Planning for Students Who May Be In Need of Special Education Programs and Services

The Kawartha Pine Ridge District School Board offers a range of services to support the needs of all learners.

Prior to Student with Special Needs Entering School:

Role	Action
Parent/Guardian	<ul style="list-style-type: none"> • enrolls their child with a special need in the school
Principal	<ul style="list-style-type: none"> • arranges for observation visit of student • oversees completion of “High Needs Intake Transition Form” (see Appendix A) as a result of observation visit • submits “High Needs Intake Transition Form” to the Instructional Leadership Consultant (ILC) for Special Education for their region • develops plan to successfully support student in the school setting, collaborating with school level and system level resources as appropriate

Early Literacy and Numeracy

Teachers monitor student progress toward curriculum expectations. There are approved diagnostic tools which assist them in this endeavour.

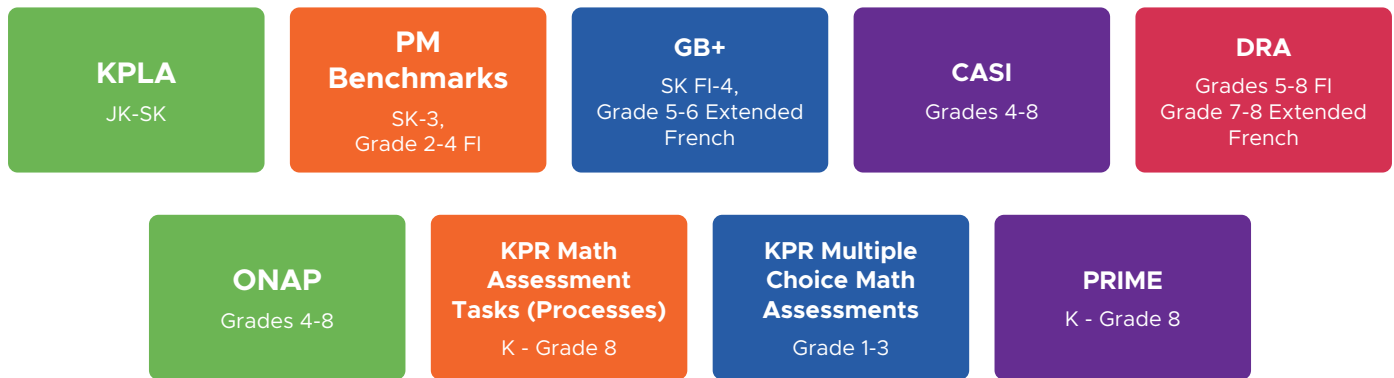
In 2013, the Ministry of Education released [Policy/Program Memorandum 155 | Education in Ontario: policy and program direction | ontario.ca](#). This PPM outlines that teachers, principals and school board staff share a collective responsibility and accountability for student achievement and, in their respective roles, exercise their professional judgement.

Expectations for roles, based on PPM 155, are described as:

- Teachers are expected to determine which student(s) will be assessed, the frequency, the appropriate timing and which diagnostic tool they will use.
- Principals are expected to work in collaboration with teachers to gather information about student learning.
- Boards are expected to develop a common understanding of the planning process and the need for student data and information that can inform actions taken to improve student learning.

What are the types of assessment tools/ strategies used to gather appropriate information about students in order to assist in the development of appropriate educational programs?

A wide range of assessment tools and strategies are used to help gather data to assist in the development of appropriate educational programs. These range from informal classroom observation by teachers and support staff to more formal standardized assessments.



In addition, teachers use:

- ongoing assessment for, as and of learning
- consultation with school staff, parent(s)/guardian(s), other professionals
- classroom observation
- portfolio collection of student work
- interview with student
- speech-language assessments
- Weschler Individual Achievement Test (WIAT)
- psychological assessments
- [Supporting-Students-Checklist---Learning-For-All.pdf \(kprschoools.ca\)](#)
- [Empower](#) comprehensive reading intervention program developed by SickKids Hospital in Toronto in all KPR elementary schools

Life Skills

A range of services are available dependent on the individual needs of the student requiring life skills programming. Students who require life skills training are provided with this either in regular classrooms or in specialized Learning and Life Skills (LLS) classes. Many students with developmental disabilities stay in regular classes up to grades 5 - 8 before entering LLS programs, but parents/guardians can choose to have their child placed in the LLS program in Grade 4.

In general, in order to meet the admission requirements of the LLS program, students need to meet criteria for a diagnosis of developmental delay with intellectual functioning at or below the 2nd percentile. Following the Multi Focused Team Pathway, the student is presented at a Multi Focused Team meeting to request a psychoeducational assessment to determine eligibility for the LLS program. If the student has an assessment, it is reviewed by a KPRDSB Psychologist to determine eligibility. The special education resource teacher (SERT) will follow the Learning and Life Skills Program Requirements to submit an application. This requires parent/guardian and Principal signature on the Consent for Consideration of Placement form.

Once approved by the Special Education Department, the student is placed into an LLS classroom through the Identification Placement and Review Committee process.

Primary Communications Classes

The Primary Communication Class is a small class placement for students in Grades 1-3, who are experiencing significant challenges with communication and who, in spite of intensive support, intervention and/or appropriate accommodations and modifications, are not experiencing significant progress in the mainstream classroom setting. The program is designed for students who would benefit from repetition, prompting, reinforcement, and intensive instruction to gain skills that will allow them to be successful at school.

The goals of the program are:

- Acquisition of skills that allow students living with intense communication needs to learn effectively, socialize and communicate in school and in daily living environments.
- Providing a program and learning environment which minimizes triggers that can cause unsafe behaviours in school.
- Providing intensive support around the use of communication tools to increase independence in school and the community.

Programming includes opportunities for integration into same-age classrooms and into all school-wide activities, as appropriate and in accordance with the goals on the IEP. Students would remain in the program for a minimum of one year, or until they had the skills to return to the regular classroom setting, or alternative class placement where appropriate, and be successful in that placement.

Students are referred for consideration through KPRLite with support of the Speech Language Pathologist supporting the student or after following the Multi Focused Team Pathway and presentation at a Multi Focused Team meeting. If selected for placement in one of 8 Primary Communication Classes at a regional selection committee meeting, the Special Education Department sends an approval and placement letter to the school. The selection committee is considering students who have demonstrated the ability to engage in and make gains in their communication type, find success within the shared support model, class make up and current grade (time remaining to access the program). The school team then shares the PCC Brochure with parent(s)/guardian(s) and discusses placement for verbal acceptance of placement. The student is then placed in the PCC program through the Identification, Placement and Review Committee.

Speech-Language Screening Procedures

If a teacher or principal has concerns about a student's learning in the areas of speech and/or language, school staff may consider referring the student to Speech-Language Services. In order to begin the process, school staff complete the appropriate checklist: Speech Screening Tool, Language Checklist, or the Augmentative and Alternative Communication (AAC) Checklist. Original copies of Language Checklists and Speech Screening Tools are kept in the student's Ontario Student Record. The Speech-Language Pathologist and the Special Education Resource Teacher/Principal review the Language Checklists to determine the nature of the service to be provided. If further assessment is required for an individual student, the Speech-Language Pathologist provides the school with a 'Consent for Speech-Pathology' form. The school completes this form and obtains informed parental consent. The completed referral form is submitted to the Special Education Department for processing.

Mental Health Clinician / Attendance and Counselling Services

Requests for counselling referrals from students, parents/guardians or school staff are funnelled through the designated school contact to the assigned mental health clinician. Through this process, next steps such as phone contact, home visit, case conference, or community referral, may be recommended. Information gleaned from this contact informs the next step of service from Attendance and Counselling Services. Parent(s)/guardian(s) are included in the process as appropriate.

Behaviour Support Services

Students with behavioural needs have a range of support available to them. As always, support provided within the classroom setting is the first option considered. On those occasions when a student requires more intensive intervention, the Principal can request the services of a Behaviour Support Assistant (BSA), who is available to observe the student, attend case conferences, and to assist in the development of appropriate program interventions/ strategies for the student. These interventions may be outlined in an Individual Education Plan (IEP) or in a Safety Plan, which is reflected in the IEP.

Itinerant Teachers of Blind/Low Vision and Deaf/Hard of Hearing

These specialized teachers provide direct instructional support to students, as well as to their classroom teachers in the way of programming and equipment set-up.

Students with Autism Spectrum Disorder

School personnel can access support in working with students living with Autism Spectrum Disorder by a number of central Special Education staff. The Instructional Leadership Consultants (ILCs) and Behaviour Support Assistants (BSAs) have experience and expertise working in the area of Autism. They can further access the expertise of a Board Certified Behaviour Analyst (BCBA), a Speech-Language Pathologist and/or a Psychologist. The support that is provided will come from the appropriate discipline or mix of disciplines as determined by the individual needs of the student. Students with ASD are usually placed in regular classrooms. Students with ASD and having profound communication needs may be recommended for placement in a Primary Communications Class. If a student with ASD also has a developmental disability, they may qualify for placement in a Learning and Life Skills (LLS) program dependent upon a review of appropriate assessment data.

School-based Rehabilitation Services

School staff utilize the referral process to access School-based Rehabilitation Services (SBRS) through local Children's Treatment Centres for Occupational Therapy, Physiotherapy and/or the intensive support of a Speech-Language Pathologist for students according to the mandates of [Policy/Program Memorandum 81 | Education in Ontario: policy and program direction | ontario.ca](#)

For children who attend full time, the Board and Children's Treatment Centres, such as [Five Counties](#) or [Grandview](#), assume the responsibility for children with Speech and Language needs in accordance with *Interministerial Guidelines on the Provision of Speech and Language Services*. All students requiring Occupational and/or Physical Therapy are also referred to Five Counties or Grandview. Five Counties (Peterborough, Northumberland, Quinte West) or Grandview (Clarington) outline specific referral procedures on their respective websites.

What are the procedures for providing parents/guardians with notice that their child is having difficulty?

Ongoing communication with parents is one of the roles and responsibilities of teachers. Consultation with parents is to begin as soon as academic or behavioural difficulties arise.

In-School Conference

Teachers who observe social, emotional, or academic concerns or performance changes in a student, which have not been resolved through typical interventions such as discussions with the student and parents, will then request that an In-School Conference be held. This informal conference usually includes the principal, classroom teacher(s), the [Special Education Resource Teacher, and Education Workers, if applicable. Using the Supporting Students Checklist – Learning for All](#), school staff share their concerns, observations, and pertinent information about the student. Together they establish a list of strengths and concerns, develop strategies to assist the student in the areas of concern, and assess the student's performance. School staff communicate their plans with the parents/guardians.

Special Education Resource Teacher

The Special Education Resource Teacher(s) (SERTs) assigned to each school is/are available to consult with classroom teachers about resources and strategies which may be used to assist students. They will work with the classroom teacher and may make suggestions for programming, accommodations, modifications (except to grade level), alternative programming, and intervention strategies which will support the classroom teacher in providing appropriate programming.

Case Conference

If required, a Case Conference is offered following the In-School Conference. It involves the school administrator, parent(s)/guardian(s), possibly their support person, teachers and support staff. It may include community agency support staff, and central Special Education Department staff, as appropriate. This conference examines the interventions and strategies that have been implemented for the student and reviews progress to date, using the *Support Students Checklist – Learning for All*. Those involved may make further recommendations for accommodations, alternative programming, and modifications (except to grade level) to programming and may request further involvement and assessment by other agencies. The expertise of the Mental Health Clinicians, Psychological Services, Behaviour Services, BCBA's or Speech-Language Services for assessment and recommendations may also be requested. It may be recommended that a student be placed on an IEP.

Multi-Focused Team Meeting

The Multi-Focused Team Meeting takes place with parental permission, and is a meeting of the professional staff, internal to KPR and possibly external, who are involved in supporting a student. It takes place when the interventions to date have not been effective, and it is time to review the student's current strengths and needs. Subsequently, new recommendations will be made from this meeting for parental and school consideration. Only the multi-focus team can approve modifications to a student's grade level, or refer a student for a psychological or language assessment.

What are the procedures for notifying parents that their child is being considered for IPRC?

The discussion regarding considering a student for referral to an IPRC happens at the school level. The topic will be discussed formally during a Case Conference, to which parents will be invited. School recommendations, including proceeding to an IPRC, will be recorded in the Case Conference minutes. Parents will receive a copy of the minutes. The school staff will indicate, in writing, that parents have been consulted and are or are not in agreement with the recommendation to proceed to IPRC. Parents are consulted in the development of an Individual Education Plan (IEP), which is developed for a student if required regardless of whether or not the student is referred to an IPRC.

What are the procedures for notifying parents that their child is being considered for a special education program and related services if the child is not referred to an IPRC?

Parents will be invited to attend a Case Conference at which time school recommendations will be formally discussed and recorded. Parents will also be consulted in the development of an Individual Education Plan (IEP) that will meet the needs of the individual student.



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

High Needs Intake Transition Form

Print Form

This form is designed for you to fill in electronically. The fields expand to fit content.

Please save completed form and email to your ILC

This form is to be used: 1) for students entering KPR who need special consideration due to complex needs; 2) as a tool to support any transition planning for students with complex needs.		
Student Name:		Male: <input type="checkbox"/> Female: <input type="checkbox"/>
Date of Birth:		Age:
Home School:	Principal:	
Parent(s)/Guardian(s):		
Custody Status: Please select one from the following list		<input type="text"/>
Emergency Contact:	Phone:	
Address:	City, PC:	
Home Phone:	Work Phone:	
Community Services Involved (i.e. name, agency, etc.)		
Occupational Therapy (name below) <input type="checkbox"/>	Children's Mental Health (name below) <input type="checkbox"/>	Community Living (name below) <input type="checkbox"/>
Physiotherapy (name below) <input type="checkbox"/>	Psychologist or Psychiatrist (name below) <input type="checkbox"/>	Children's Aid Society (name below) <input type="checkbox"/>
Speech-Language Therapy (name below) <input type="checkbox"/>	Preschool/Resource Teacher (name below) <input type="checkbox"/>	Child Care Program (name below) <input type="checkbox"/>
Other: (Please list below) <input type="checkbox"/>	IBI or ABA <input type="checkbox"/>	Outside Counselling <input type="checkbox"/>

Professional Assessment/Report(s)			
Vision:	Agency/Practitioner	Date	Outcome/Recommendations
Hearing:	Agency/Practitioner	Date	Outcome/Recommendations
Other:	Agency/Practitioner	Date	Outcome/Recommendations
Other:	Agency/Practitioner	Date	Outcome/Recommendations
Parent Guardian Perspective			
Strengths		Needs	
Strategies			
Communication (i.e., speech, language, alternative communication, oral language, articulation, hearing e.g. history of infections and loss)			
Strengths		Needs	
Strategies			
Team Input for Student Success			
Physical Growth and Development (i.e., gross and fine motor, mobility in school environments, sitting and positioning)			
Strengths		Needs	
Strategies			
Medical (i.e., vision, hearing, medication, diagnosis, specific needs)			
Strengths		Needs	
Strategies			

Self-Help Skills (i.e., feeding, toileting, dressing, grooming)	
Strengths	Needs
Strategies	
Social/Emotional/Behaviour (i.e., self-regulation, interpersonal skills, emotional awareness and expression)	
Strengths	Needs
Strategies	
Learning Skills & Thinking (i.e., letters, numeracy, colours, reading, developmental)	
Strengths	Needs
Strategies	
Transition Behaviour (i.e., observable behaviours - acting out/withdrawal, activity to activity, home to school, person to person, strategies used to assist with transitions)	
Strengths	Needs
Strategies	
Other Information (i.e., culture, literacy, background, etc.)	

Plan of Action	Person Responsible	Timeline
Plan for School Visits	Date:	
Purpose:		
Participants:		
Plan for Case Conference	Date:	
Purpose:		
Participants:		
Equipment Needs? (i.e., mobility, toileting, feeding, technology, hearing aids, seating, property modifications)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
What equipment is required/will accompany the child?		
SEA <input type="checkbox"/> Non - SEA <input type="checkbox"/>		
Transporting of Equipment arranged through KPR Special Education Department <input type="checkbox"/>		
Summer Program Plans (Agency Support)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Please explain:		
Transportation	Special Transportation Required? <input type="checkbox"/>	
Type:	Application Complete <input type="checkbox"/>	
Follow-up Actions		
<p>Information Collection Authorization: This information is collected pursuant to the Board's education responsibilities as set out in the Education Act and its regulations. The information is collected for education purposes and is within guidelines set out in the Municipal Freedom of Information and Protection of Privacy Act, 1989. This information will become part of the Ontario Student Record and Special Education Services file and opportunities will be provided to update this information annually. Any questions with respect to this information should be directed to the Principal of the School to which you are applying/registered.</p> <p>Users: Supervisory Officers, Principals, Teachers and Special Education Services staff.</p>		<p>Kawartha Pine Ridge District School Board Special Education Services Department 1994 Fisher Drive, Peterborough, ON K9J 6X6 Phone: (705) 742-9773 Toll Free: (877) 741-4577</p>

Transition Form Completed by:	
Date:	
School/Agency:	
Contact Phone Number:	

Updated Sept 2017