

Section B - Standard 14

Early Identification Procedures and Intervention Strategies

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As stated in [Policy/Program Memorandum 11: Early Identification of Children's Learning Needs](#), 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 (KPR) 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 – Model for Special Education](#). 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 KPR 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 a student's 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 allow for gathering the required information for a supported 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 KPR),
- is the key decision maker when deciding classroom placements, creating supervision schedules, 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 (SERT) 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 (IEP) for students as may be necessary, and

- will use data gathered through coordination with agencies such as local children's treatment centres, the EarlyON Child and Family Centres, Entry to School programs, 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, and
- assist in creating an IEP as appropriate, in consultation with the SERT 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 IEP, if required
- arrange for updated vision/hearing/medical/occupational, and 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

KPR offers a range of services to support the needs of all learners.

Prior to Student with Special Needs Entering School

Role	Action
Parent/Guardian	• enrolls their child with a special need in the school
Principal	• arranges for observation visit of student, • initiates a high needs intake meeting and complete the high needs intake form, as a result of observation visit, • submits “high needs intake transition form” to the instructional leadership consultant (ILC) for special education for their region, and • 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: Diagnostic Assessment in Support of Student Learning](#). PPM 155 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 resources are used to help gather assessment for learning that informs intentional and culturally relevant and responsive instruction for every learner. These assessments include evidence informed tools that support the collection of classroom observations, conversations and products of growth in student learning related to their individual goals aligned with the Ontario Curriculum. KPR educators can access Readers Now/ Lecteurs Maintenant and the KPR math square for access to these resources.

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 Fundamentals – Academic Skills,
- psychological assessments,
- [Supporting-Students-Checklist—Learning-For-All](#), and
- [Empower](#) comprehensive reading intervention program developed by SickKids Hospital in Toronto in all KPR elementary schools.

Learning and Life Skills (LLS)

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 remain in regular classes up to Grades 5 to Grade 8 before entering LLS programs, however parents/guardians may have an option to have their child placed in the LLS program in Grade 4 based on availability.

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 second percentile. Following the multi focused team (MFT) pathway, the student is presented at a MFT meeting to request a psychoeducational assessment to assist in determining eligibility for the LLS program. If the student has an existing psychoeducational assessment completed by a psychological clinician external to the board, it is reviewed by a KPR psychologist to determine eligibility. The special education resource teacher (SERT) will follow the LLS 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 offered a placement into an LLS classroom through the identification placement and review committee process (IPRC).

Primary Communications Classes (PCC)

The primary communication class (PCC) is a small class placement for students in Grades 1 to Grade 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 significant communication needs to learn effectively, socialize and communicate in school and in daily living environments.
- Providing a program and learning environment which minimizes provocations 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 have developed 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 MFT pathway and

presentation at a MFT meeting. If selected for placement in one of eight PCCs at a regional selection committee meeting, the Special Education Department sends an approval and placement letter to the school. The selection committee considers 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 offered a placement within the PCC program through the IPRC.

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. There are a number of services that speech-language pathologists provide to students. Services may include speech-language consultation (focusing on a student's ability to understand words and sentences, their ability to communicate with others, literacy skills, and their ability to use augmentative and alternative communication methods), and/or language assessment that will assess a number of areas as deemed appropriate (including vocabulary, receptive language, expressive language, and written language), and/or speech assessment.

To make a referral to speech-language consultation and speech assessment services, please consult directly with the speech-language pathologist assigned to the school. They will provide a referral package which may include 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 (OSR). To request a language assessment, the student will be presented at the school's MFT meeting.

Mental Health Clinician / Attendance and Counselling Services

Requests for school-based counselling services may come from a variety of sources, including students, parents/guardians, community partners or school staff. These requests are funnelled through the designated school contact to the assigned mental health clinician (MHC). Upon receiving a referral for mental health supports, the MHC will determine the appropriate service intervention. This may include parent consultation, school consultation, case conference, community referral, individual or group intervention. Parent(s)/guardian(s) are included throughout the intervention 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 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 (ASD)

School personnel can access support in working with students living with autism spectrum disorder (ASD) by a number of central special education staff. The instructional leadership consultants (ILCs) and BSAs have experience and expertise working in the area of ASD. They can further access the expertise of a registered behaviour analyst (RBA), 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 PCC. If a student with ASD also has a developmental disability, they may qualify for placement in an 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: Provision of Health Support Services in School Settings](#).

For children who attend full time, the Board and children's treatment centres, such as [Five Counties Children's Centre](#) or [Grandview Kids](#), 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 Children's Centre or Grandview Kids. Five Counties Children's Centre (Peterborough, Northumberland, Quinte West) or Grandview Kids (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 SERT, 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 (SERT)

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, 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, RBAs 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 (MFT) Meeting

The multi-focus consultation team is an interdisciplinary team composed of KPR's central staff working in collaboration with school administrators and teams. The role of this team is to provide consultation for students with special education needs at an individual, instructional and environmental level. The consultation team may make recommendations with regard to individual support, intervention, and program modifications. MFTs provide an essential opportunity for problem solving with the goal of supporting academic, social-emotional and behavioural programming in order to ensure success and equitable outcomes for all.

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 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 IEP that will meet the needs of the individual student.

Appendix A



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD High Needs Intake Meeting Minutes

- Reminders:
- Copy of minutes to be filed in Student’s OSR
 - Copy of minutes to be provided to parent(s)/guardian(s)

This form is to be used for students entering KPR with complex needs as a tool to support any transition planning.

Student: _____ D.O.B.: _____ Grade: _____

School: _____ Meeting Date: _____

Meeting Attendees	
Name	Role

Medical

Vision tested:

Yes☐

No☐

Hearing tested:

Yes☐

No☐

Diagnosis:

Medication:

Fine Motor:

Gross Motor:

Mobility:

Sitting:

Other:

Equipment Needs: SEATech ☒ SEA Non-Tech ☐ Non-SEA ☐

Please specify: _____

Transportation: ☒ Bus ☐ Walk ☐ Driven

Community Services Involved (name, agency, etc.)			
☐ Child Care Program			
☐ Children's Aid Society			
☐ Children's Mental Health			
☐ Community Living			
☐ 181 for ABA			
☐ Occupational Therapy			
☐ Pediatrician			
☐ Physiotherapy			
☐ Preschool/Resource Teacher			
☐ Psychologist or Psychiatrist			
☐ Social Work			
☐ Speech-Language Therapy			
☐ other			
	Strengths	Needs	Strategies
Parent/Guardian Perspective			

	Strengths	Needs	Strategies
Communication (speech, language, alternative communication, oral language, articulation, history of ear infections, hearing loss)			
Self-Help Skills (feeding, toileting, dressing, grooming)			

Revised: December 2023

KPRDSB

High Needs Intake Minutes

	Strengths	Needs	Strategies
Social/Emotional/ Behaviour self-regulation, Interpersonal skills, emotional awareness)			
Learning Skills organization, responsibility, Independent work, collaboration, initiative) And Thinking (level of basic literacy, numeracy)			

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KPRDSB

High Needs Intake Minutes

	Strengths	Needs	Strategies
Transition Behaviour (activity to activity, home to school, person to person)			
Other Information (family, academic history, background)			

Action Items		
Action	Person Responsible	Timeline

Minutes taken by: _____

Principal's Signature:-----