

Special Education Department Plan 2023-2024

Section B - Standard 14

Standard 14

Early Identification Procedures and Intervention Strategies

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

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

The goals of the program are:

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 nnnan ao apf3.5 (h)-0.7 (a)-80.7 (r)-2.8 (e)-3

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.

High Needs Intake Transition Form

2) as a tool to support any transition planning for students with complex needs.

Student Name:

Date of Birth:

Home Address:

Parent(s)/Guardian(s):

Custody Status: Please select one from the following list:

Parent

Single

Joint Custody

Community Services Involved (i.e. name, agency, etc.):

Child Welfare Services

Child Abuse Investigation

Community Integration Services

Family Support

Parent Training and Support

Parent Support Group

Supportive Services

Please check Reason for Transfer (check all that apply)

Relocation

Change of School District

Agency/Practitioner: _____ Date: _____ Outcome/Recommendations: _____ Vision: _____	
Other: _____	Other: _____
Date: _____ Outcome/Recommendations: _____	Agency/Practitioner: _____ Other: _____
Parent/Guardian Perspective	
Needs	Strengths
Strategies	
Communication (i.e., speech, language, alternative communication, oral language, articulation, hearing e.g. history of infections and loss)	
Needs	Strengths
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.)

TABLE 1.1: CONTACT INFORMATION

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Date:

School/Agency:

Contact Phone Number:

Updated Sept 2017