**Standard 4: Early Identification Procedures and Intervention Strategies**

**Guiding Principle**

The Halton District School Board believes that early identification and intervention to address special needs is essential to student success. The board uses a range of effective practices to accomplish this starting from the time a student is registered to attend a school in the Halton District School Board.

These procedures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following kindergarten and should continue throughout a child’s school life ([PPM 11 - Policy/Program Memorandum No. 11](https://www.hdsb.ca/our-board/Pages/Get%20Involved/Parent%20Involvement%20Committee%20(PIC)/workshops-2017/Special-Education-Problem-Solving-Pathway.pdf#search=Policy%2FProgram%20Memorandum%20No%2E%2011)).

**Student Registration Process – Kindergarten**

As part of the registration process for entry to kindergarten programs, parents/guardians are asked to complete a Kindergarten Parent Questionnaire. This will provide an opportunity to describe their child’s special learning needs. Information provided by parents/guardians is useful in initiating a number of actions to facilitate the entry of children with special needs into the school system.

Parents/Guardians who provide information indicating their child has or may have special needs will have the opportunity to gather information from board staff, members of SEAC, and community agencies to ensure an effective transition for their child’s transition to school.

Prior to school entry, and with signed parental consent, board personnel make contact with pre-school service providers to arrange to observe students with special needs. Case conferences are routinely held with key stakeholders, including the parents/guardians, to share information about the student related to the necessary services once the child is attending school services (e.g. occupational therapy, physiotherapy, speech-language pathology, nursing support, special accommodations)

**Student Registration Process – Other**

Students who register to attend a Halton school and who have been receiving an educational program elsewhere are reviewed at the time of registration for the need for additional support related to specific needs. The Student Registration Form provides parents/guardians with an opportunity to indicate whether or not their child has any particular cognitive, behavioural, physical, medical or development needs, and whether they have been receiving special supports and services in their current educational setting.

It is the practice of the Halton District School Board to request as much information from the parents/guardians about the student as may be available at registration. Where a parent/guardian does not have copies of materials from the student record in their possession (e.g. report cards, assessment results), written permission to contact the student’s current educational provider is obtained and these documents are requested. The Ontario Student Record is requested using the required Ministry of Education form. Where it is apparent that a student has had extensive intervention and will continue to need support, an immediate referral to the School Resource Team may occur. As part of this process school staff will contact Student Services personnel to assist in reviewing the child’s most recent educational program and setting. If the student is attending a school within the GTA, a site visit may occur (with written parental permission) to allow staff to observe the child in that setting and to discuss their strengths and needs with staff.

If the student has been identified as ‘exceptional’ in another school board, the School Resource Team (with parental participation) will determine whether further assessment may be required and whether to initiate an Individual Education Plan. If it is deemed appropriate, a recommendation to an Identification, Placement and Review Committee may take place.

**Entry to Kindergarten**

All kindergarten students begin school on the first day. Students with special learning needs will have an individual transition plan designed with strategies that meet his/her needs as they begin school. Kindergarten educators may have an opportunity to meet with the parent/guardian and student in advance of the first day of school, as outlined in a transition plan.

**Data Collection**

Classroom educators collect a variety of assessment data for all students in the primary years. This data provides information on students along a developmental continuum, from those who have significant delays and learning challenges to those with advanced learning skills. Data from some of these assessments is entered into a secure electronic data called the Electronic Student Achievement Tracker (ESAT), allowing information about the student to be accumulated over time and accessed by educators to support program planning.

| **Grade** | **Assessment** | **Purpose/Description** |
| --- | --- | --- |
| Year 1 (JK) Year 2 (SK) (Oct and Feb) | Kindergarten Assessment Tool (KAT) | •To provide a “snapshot” of a student’s emotional, social and self-regulation development.  •To provide educators with data to inform instruction |
| Year 1 (JK) Year 2 (SK)  (Nov) | The Kindergarten Communication of Learning: Initial Observation | •To provide an overview of initial observations of the student’s learning and early evidence of growth and learning  •To provide educators with data to inform program planning |
| Year 1 (JK) Year 2 (SK)  (Feb & June) | The Kindergarten Communication of Learning | •To provide reflections on the student’s learning connected to the four program frames: Belonging and Contributing, Self-Regulation and Well Being, Demonstrating Literacy and Mathematics Behaviors, and Problem Solving and Innovating. |
| Year 1 (JK) Year 2 (SK) | Ongoing pedagogical documentation will be collected to identify developmental levels in all areas of learning | •To provide evidence of learning that will be shared with parents/guardians throughout the year  •To provide educators with data to inform intentional and purposeful programming |
| Gr 1- 3 | Achievement Data – report card data and ongoing classroom assessments based on curriculum | •To assess ongoing student progress and identify areas in need of remediation  •Planned, intentional instruction used to support areas of student need e.g.: use gradual release of responsibility (modeled, shared, guided, independent) and tiered approach |
| SK (some) Gr 1-3 | PM Benchmarks (fall and spring) | •To determine student reading engagement, oral reading fluency and comprehension |
| Gr 3 | EQAO | •To assess numeracy and literacy skills |
| Gr 1-3 | Literacy Place Assessment Tools Levelled Literacy Intervention (LLI) | •Comprehensive literacy resource for students  Specific literacy intervention model |

**Intervention Strategies and Programs**

Intervention strategies are in place to support students through a tiered approach in which high-quality, evidence-based assessment and instruction are systematically provided in response to an individual student’s strengths and needs. The nature, intensity, and duration of interventions are always determined on the basis of evidence gathered through frequent and systematic monitoring of the student’s progress. Systemic, sequential instructional approaches use specific instructional interventions of increasing intensity to address targeted learning needs of students.

The Principles of Universal Design for Learning and differentiated instruction will be used along with a tiered approach of greater personalization and precision to support the learning and teaching of students.

The following early interventions are available to all students demonstrating learning difficulties, whether identified through the IPRC process or not. These strategies are typically discussed with parents/guardians and appropriate school or system level staff prior to implementing them in the classroom.

* All primary teachers use a variety of strategies to teach phonemic development, phonological awareness, word recognition, decoding and comprehension
* Special Education Resource Teachers may work directly with students who present with a learning need. With the assistance from other Board resource staff, the classroom teacher may also develop programs and strategies that benefit both identified students in the classroom as well as the class as a whole
* Program differentiation and classroom accommodations are developed for students as required
* Itinerant Resource Teachers are available to provide information, resources and programming support for schools that have students with significant special needs. Referrals can originate from the school or the Student Services department
* Grade/subject acceleration and retention may be considered for a student as appropriate;
* The Multi-Disciplinary Support Team (MDST) is a multi-disciplinary service available through the SRT process for students who are experiencing challenges associated with complex social/emotional and/or behavioural difficulties
* Behaviour Intervention Plans and/or student Safety Plans may be developed for students as required. Support for the development of such plans is provided by area Student Services staff

Professional Services staff may consult with teachers about individual students and provide strategies to teachers (with written parental consent).

The Halton District School Board has established additional programs and placements to provide early intervention in meeting the needs of students in the primary years including the Primary Language Class (PLC), gifted and the Communication Program classes. These special programs and placements are outlined in detail under [Standard 9: Special Education Placements Provided by the Board.](#_Standard_9:_)

##### Class Team

recognizes student is experiencing difficulties and uses a variety of in-class strategies

##### Class Team/

##### School Team

Further strategies required. Teacher consults with in school personnel as needed (i.e. Special Education Resource Teacher –SERT, ESL teacher, Student Success Teacher) to develop Program Action Plan and strategies for remediation. Consult with in-school personnel as needed.

**Return to SRT** for further problem solving or sharing of the results of SRT actions

#### **IPRC**

Referral to IPRC by Principal or Parent/Guardian.

IPRC makes decision whether to identify and place a student.

**SRT** may consider recommendation to an IPRC for identification and placement based on adequate and appropriate assessment information.

**SRT** may recommend a school based IEP be developed

Classroom teacher(s) SERT and Parent/Guardian develop IEP together.

**SRT** personnel implement additional actions i.e. interventions and/or assessments.

##### School Resource Team-SRT

##### SRT Membership:

Principal and/orVice Principal

Parent/Guardian

Special Education Resource Teacher (SERT)

Classroom teacher as needed

Psycho-educational Consultant

School Social Worker (Secondary)

Child Youth Counsellor

IPL as needed

Speech-Language Pathologist

Others as needed

Teacher, SERT, and Parents/Guardian share information and collaboratively problem-solve with SRT members.

SRT identifies further actions (e.g. additional interventions, resources and/or assessments).

**Access Additional Supports:**

**Student continues to experience difficulties, which require additional expertise in the problem solving process.**

* Instructional Program Leader – Special Education
* Senior Manager
* ABA Facilitators
* Multi-disciplinary Team
* Specialized Programs
* Itinerant Resource Teachers
* UMAB Trainers/BMS Trainers
* Social Worker/Child Youth Counsellor
* IPL-Program Department
* ESL Teacher
* Speech-Language Pathologist

**Ongoing communication with parents/guardians**

### PROBLEM SOLVING PATHWAY

**Parent/Guardian**

recognizes student is experiencing difficulties

**Annual Reviews**