

# **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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Section                   SCHOOLS AND STUDENTS

Policy Name           EARLY IDENTIFICATION

517

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*August 10, 2002*

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*October 26, 2009*  
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## **POLICY**

It is the policy of the Superior-Greenstone District School Board that the Early Identification procedure will occur in each elementary school. As required by Policy/Program Memorandum No. 11, Early Identification of Children's Learning Needs, School Boards must define "procedures to identify levels of development, learning abilities, and needs" and must "ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development. "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".

The Early Identification procedures are done by the Kindergarten educators to assist them in assessing the child's learning needs in order that appropriate programming may take place. Special Education Resource Personnel may assist in ensuring that any necessary referrals for additional support are completed.

## **PROCEDURES**

### **1.0 Early Identification Procedures Shall Include the Following**

- 1.1 Confidential information in the form of a health and/or social history to be filed in the Ontario Student Record, in keeping with the Ontario Government Statutes and Regulations and Superior-Greenstone District School Board procedures.
- 1.2 Each Kindergarten educator will complete the appropriate checklist(s)/screen(s)/assessment(s) for each student following registration and continuing throughout the school year in keeping with Superior-Greenstone District School Board procedures.
- 1.3 Opportunities for information sharing between parent(s) and educators must be made available. Samples of student work will be used to communicate with the parent(s) during the year and with the next year's teacher.
- 1.4 Samples of student work will be given to the parent(s) at the end of the school year.
- 1.5 To streamline the transition process for children with special education needs as they enter school and provide the school system with appropriate time to have the necessary supports in place for the child, schools will follow the procedures outlined in the *Thunder Bay & District Transition for Children with Special Education Needs* document.

## 2.0 Time Line

<i>Action</i>	<i>Involved</i>	<i>Timeline</i>
Kindergarten Registration	Principal, Kindergarten Teacher/Educator Team	January/ February
Communication of Information re: Transition to Kindergarten	Principal, Kindergarten Teacher/Educator Team	February/ June
Communication and Planning: Children with Special Needs re: Kindergarten Intake Procedures	Principal/ Kindergarten Teacher/Educator Team/SERT/Parents/Agencies	March
Transition to Kindergarten Activities	Principal/ Kindergarten Teacher/Educator Team	February/ June
Completion of Initial Screen(s)/Checklist(s)/Assessment(s)	Kindergarten Teacher/Educator Team	March/ June
Curriculum Night re: Kindergarten Programs	Principal/ Kindergarten Teacher/Educator Team	Spring/ Fall
Kindergarten Parent/Teacher Interviews and Student Led Conference	Kindergarten Teacher/Educator Team & Parents	Ongoing

## 3.0 Programs that Support Early Identification

Fair Start: Fair Start Screening provides information regarding a student's overall development in the areas of Speech and Language Development, Fine and Gross Motor Skills and Social Development and Self-help Skills.

Oral Language Assessment (OLA): OLA data provides insights into the level of oral English structures a student can listen to with full understanding (receptive language).

Developmental Reading Assessment (DRA): DRA data determines a student's reading level and areas where they require additional support.

Assessing Math Concepts Formative Assessment: Assessing Math Concepts focuses on important core concepts that must be in place if children are to understand and be successful in mathematics.