

# 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

Reviewed:

June 4, 2019

October 5, 2015

October 26, 2009

April 2004

Review By: December 2024

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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. Communication will take place during the transition to Kindergarten, while the child is in Kindergarten as well as during the transition to the next year's teacher.
- 1.4 Documentation of learning takes place in an ongoing basis and is shared with families through learning stories and regular updates.
- 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 Planning	Principal, EY Lead, Kindergarten Teacher/Educator Team	February/June
Communication and Planning: Children with Special Needs re: Kindergarten Intake Procedures	Principal, EY Lead, Kindergarten Teacher/Educator Team, SET, Parents, Agencies	March
Transition to Kindergarten Season	Principal/ Kindergarten Teacher/Educator Team	February/June
Completion of Initial Screen(s)/Checklist(s)/Assessment(s)	Kindergarten Teacher/Educator Team, Special Education Teacher	March/Ongoing
Kindergarten Parent/Teacher Interviews and Student Led Conference	Kindergarten Teacher/Educator Team & Parents	Ongoing

## 3.0 Programs that Support Early Identification

Educators use professional judgement in the tools and assessments they would like to use to monitor growth, development and learning of children in the Early Years programs. The approved Standardized Diagnostic Assessment Tools is an exhaustive list of approved diagnostics which is updated yearly.