



Early Identification

Administrative Procedure 3.B.100

Board Governance Policy Cross Reference: 1, 2, 3, 16, 17

Legal Reference:

- *The Public Schools Act (Manitoba)*
- *Guidelines for Early Childhood Transition to School for Children with Special Needs (Healthy Child Manitoba, et al.)*
- *Individual Education Planning: A Handbook for Developing and Implementing IEPs- Early to Senior Years (Manitoba Education and Training)*
- *Interdepartmental Protocol Agreement for Children/Adolescents with Severe to Profound Emotional/Behavioural Disorders (Manitoba Education and Training, et al.)*
- *Unified Referral and Intake System (URIS) Policy and Procedure Manual (Manitoba Family Services, Manitoba Education and Training, and Manitoba Health)*
- *Your Child and the Grade 3 Assessment (Manitoba Education, Training, and Youth)*
- *Your Child and the Grade 3 and Grade 4 Assessment (Manitoba Education, Training and Youth)*
- *Protocol for Early Childhood Transition to School for Children with Additional Support Needs (Healthy Child Manitoba)*

Date Adopted: September, 2012

Date Amended: March, 2019

Early Identification

All schools in the School District of Mystery Lake regularly assess the learning of all students. Assessment and reporting are integral to all school programs: English, French Immersion, Français and Senior Years Technology Education. Through ongoing assessment, some students may be identified as having exceptional learning needs.

Early identification refers to the process used to identify students with exceptional learning needs in preschool, kindergarten, the early years or as early as possible in students' education before or after their entry into school. Classroom-based assessment is critical to the early identification of exceptional learning needs.

A. School divisions shall:

Ensure that a student is not denied educational programming pending

- The conduct of any assessment, or
- The preparation of an IEP (MR155/05)

B. School divisions should:

1. Make division policy on early identification available to parents, other community agencies and government departments.
2. Make reasonable efforts to involve parents, other community agencies and government departments in early identification and intervention processes
3. Request information from parents that is relevant to planning and implementing their children's educational programming upon school entry
4. Determine the screening tools and assessment procedures to be used in early identification

C. School division policy on **early identification** should:

1. Outline a process for identification of early learning needs that includes screening for early identification from kindergarten to grade 4
2. Outline what information is required for planning and implementing a student's educational programming upon school entry
3. Outline a process to be followed when students are not meeting the expected learning outcomes. Expected learning outcomes are identified in the regular curriculum and include social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic and health outcomes.
4. School will use the Early Childhood Transition to School for Children with Additional Support Needs (Healthy Child Manitoba) to assist a child's transition to school. School staff will provide support in completing the document if a family / agency would like assistance. Schools will also schedule an intake meeting to assist in the development of a student specific plan.