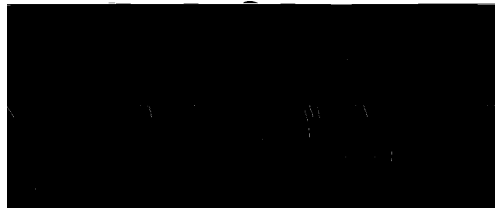

Section Four

Early Identification Process and Intervention Strategies



Section 4

EARLY IDENTIFICATION PROCESS AND INTERVENTION STRATEGIES

Guiding Principles for Early Learning

As stated in 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."

Lakehead District School Board is committed to early learning, and Early Identification is an integral part of the vision for excellence for all students. As part of an ongoing commitment to early learning, Lakehead District School Board provides:

- a five day, full time Kindergarten program in all schools

- early childhood educators as support in all first and second year Kindergarten classes

- an Early Intervention Program for Kindergarten to Grade 2 students

Lakehead District School Board continues to invest energy and resources into these critical years of personal, social and academic development that will have the most influence on long-term learning.

Early Identification Procedures

Lakehead District School Board has two formal identification procedures that are key to building future success – the Special Needs Transition Plan and the ASQ. The procedures for the Early Identification guidelines are supported by the following documents:

- The Kindergarten Program, 2016

- Growing Success – The Kindergarten Addendum: Assessment, Evaluation and Reporting in Ontario Schools, 2016

- Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide, 2017

Beginning KINDERGARTEN Intake Process for Students with Special Education Needs

Roles and Responsibilities of Key Participants - Child attending a licensed Child Care Centre

TIME	PERSON(S) RESPONSIBLE
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	<ul style="list-style-type: none"> • Principal • School Board/Special Education Personnel 	
August	<ul style="list-style-type: none"> • Parent/Guardian and Student • Principal 	<ul style="list-style-type: none"> • Prepare for transition to school • Additional school/classroom visit, if required

September

- Principal
- Educator Team
- Student
- School Board/Special Education Personnel
- Child Care Resou6.3 (e R)-D[S]25.5 (ea)-18 (ho)--6.4s)- ((i)3.1 (6.3 (e R)-D[S]25.5 (ea)-18 1M

		<ul style="list-style-type: none"> • Arrange a visit for School Board/Special Education Personnel to visit the home
February - June	<ul style="list-style-type: none"> • Parent/Guardian • System Principal of Special Education (TBDSSAB) 	<ul style="list-style-type: none"> • Register child at school; System Principal of Special Education, (TBDSSAB) may assist the family • Encourage parent/guardian to provide the school with additional information or documentation • Communicate with agencies/service providers regarding transition to school
April - May	<ul style="list-style-type: none"> • Principal • School Board/ Special Education Personnel 	<ul style="list-style-type: none"> • School to initiate a Case Conference meeting to include the fols

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Teacher's Role in Early Learning

The teacher assesses stages of development by observing the child's learning abilities and needs, and then structures the learning environment – space, materials, time and instructional strategies – to meet those needs appropriately.

The early years are critical. Play-based, problem-solving learning environments offer children an array of opportunities to explore, discover and create. An environment designed for learning by solving problems through play provides rich sensory stimulation which the young child absorbs and integrates into the core brain development. (McCain & Mustard, 1999, p. 159)

Teachers use reflective practice, planned observation, and a range of assessment strategies to identify the strengths, needs and interests of individual children in order to provide instruction that is appropriate for each child ("differentiated instruction") (The Kindergarten Program, 2016).

A variety of tools may be used to gather and record assessment data, for example:

- Oral Language Assessment
- Sound Skills Screener
- Individual Education Plan (IEP)
- ASQ Screening Results (Ages and Stages Questionnaire)
- Observation and recorded anecdotal notes
- Portfolios, checklists, etc.
- Developmental profiles
- The Ontario Curriculum
- The Ontario Exemplars
- DRA – Developmental Reading Assessment

Parent's Role in Early Learning

Parents play an important and valuable role in the education of their child. Parents promote the social, physical, emotional and cognitive development of their children. It is essential that there be ongoing communication between home and school to provide constructive and consistent learning experiences for the child.

Parents provide a wealth of knowledge about their child's strengths and needs which directly support the school learning environment. Parents can share information about their child's strengths and needs that will assist the teacher in planning and assessing to meet those needs appropriately. There are many opportunities for parents to communicate:

- at the time of school registration,
- during a home visit or school Open House (early years)
- at a parent-teacher conference,
- within the school setting.

The educational success and welfare of students are enhanced by active parent involvement. Parents and school personnel, working together in a partnership, ensure that all learning needs are met through ongoing communication, cooperation, active participation and sharing of responsibility.

Programs that Support Intervention

	<p>literacy instruction and occurs at a different time than the regular classroom literacy block</p> <p>Program lasts 17 weeks</p> <p>Includes pre-testing and post-testing of students' progress to track gains</p>
<p>BAS</p>	<p>Benchmark Assessment administered to SK-8 students twice per year</p> <p>Data collected and information interpreted by Lakehead District School Board personnel will be used in each school to ensure that program and instructional strategies meet the needs of students</p> <p>Assessment determines student's reading levels, strategies that students use and need to work on</p>
<p>System Literacy Plan</p>	<p>Establishment of common assessment tool (BAS)</p> <p>Data driven instruction</p> <p>Use of Professional Learning Communities to focus on student achievement tied to a specific SMART goal</p>