



INDEPENDENT PROCEDURE

Title: **Early Identification and Intervention of Students' Learning Needs** Procedure No: 9018
Effective Date: 2000 September 1

Department: **Learning Support Services- Special Education**

Reference(s):

- *The Kindergarten Program* 2016
- *Growing Success, The Kindergarten Addendum* 2016
- *The Individual Education Plan, (IEP), A Resource Guide* 2004
- *Early Identification of Children's Learning Needs Policy, Ministry Memorandum No. 11, 1982*
- *Early Learning for Every Child Today: A framework for Ontario early childhood settings, 2007*
- *How Does Learning Happen? Ontario's Pedagogy for the Early Years, 2014*
- *Special Education in Ontario K – 12, 2017*
- *Learning for All K-12, 2009*
- *Supporting English Language Learners in Kindergarten, 2007*
- *Supporting English Language Learners, Grades 1 – 8, 2008*
- *The Ontario Curriculum Grades 1 – 8, 2006 (Language)*
- *The Ontario Curriculum Grades 1 – 8, 2005 (Mathematics)*

1.0 Overview

The Early Identification and Intervention Process supports educators with the Ministry of Education's Policy/Program Memorandum 11 "*Early Identification of Children's Learning Needs*".

Specifically:

- a) To identify each child's level of development, learning abilities and needs;
- b) To ensure that educational programs are designed to accommodate these needs;
- c) To facilitate each child's growth and development.

This procedure has been developed to ensure a process for the identification of each child's level of development, learning abilities and needs. The Early Identification and Intervention Process starts when the child first registers for school and should continue both formally and informally until the end of the primary division.

2.0 Guiding Principles

- 2.1 The purpose of Early Identification is to ascertain each child's strengths and learning needs, and to track the success of interventions tried to date.
- 2.2 The Early Identification Process involves the home, the school and the community.

The process:

- a) Considers the child's emotional, social, intellectual, and physical development;
- b) Considers the child's personal and cultural experiences as well as their level of English proficiency;
- c) Views language development as a major component;
- d) Is continuous and may result in changes to the child's program;
- e) Treats information from assessments as confidential.

It is not appropriate to use the information collected through this process to predict a child's long-term potential.

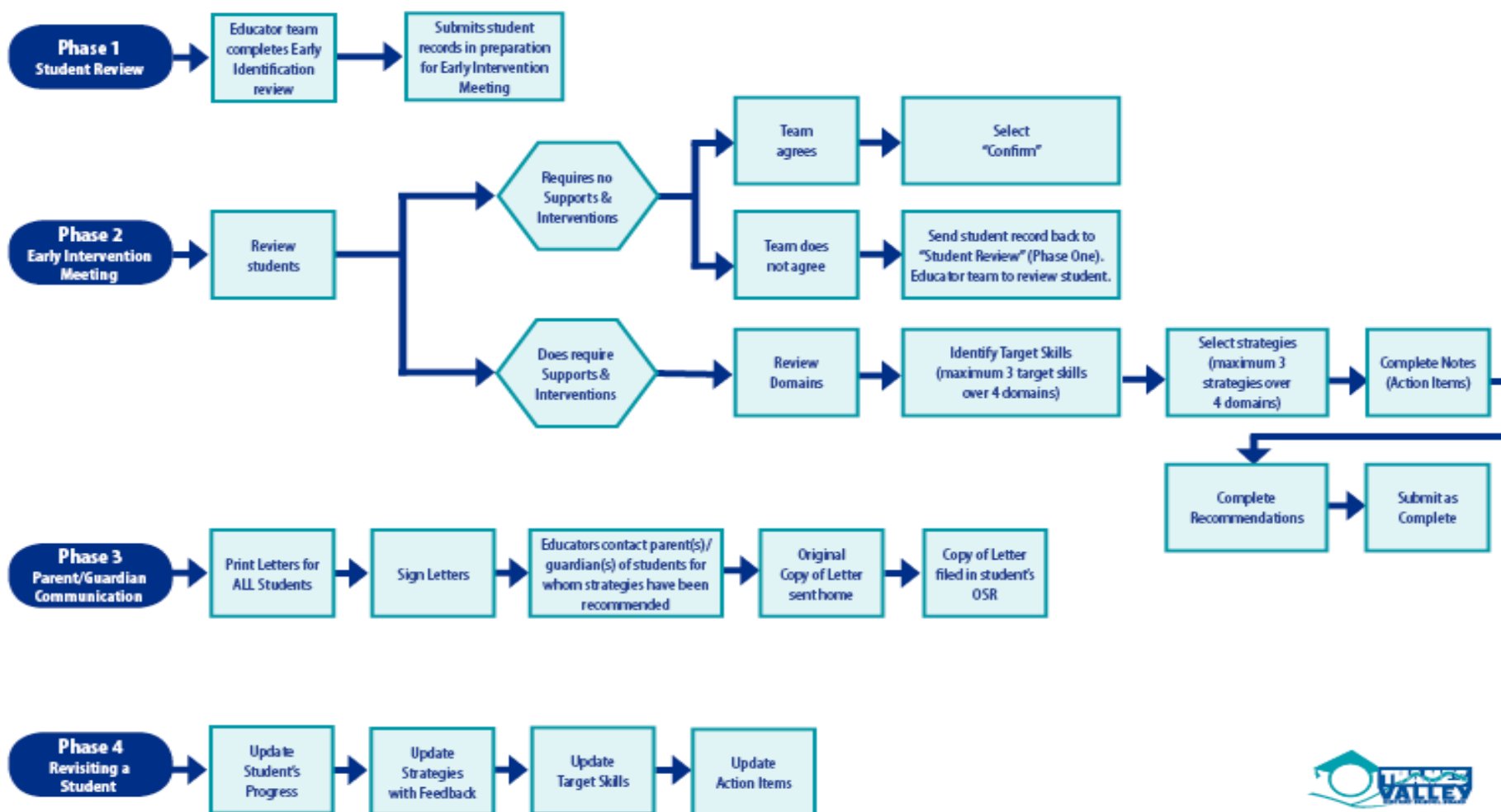
- 2.3 The process:

- a) Follows a consistent and bias free procedure;
- b) Identifies resources available to support students, teachers and parent(s)/guardian(s);
- c) Provides the basis for program planning, on-going assessment, and reporting.

3.0 Early Identification and Intervention Process and Procedures

Process

Early Identification and Intervention Process



Procedures

The parent(s)/guardian(s) and/or the teacher educator team (classroom teacher and early childhood educator) are encouraged to share information that will help to develop the child's program. Some of this information may come from outside agencies who are working with the child and family. This information may be brought to the attention of the school's Early Identification Committee comprised of the classroom teacher, the early childhood educator, the Learning Support Teacher, and the Principal and other staff as appropriate (e.g., ESL/ELD teacher, First Nations, Métis and Inuit Counsellor, School Support Counsellor, Speech-Language Pathologist).

There are four phases to the Early Identification and Intervention process:

- Phase 1 Student Review
- Phase 2 Early Intervention Meeting
- Phase 3 Parent(s)/Guardian(s) Communication
- Phase 4 Revisiting Student Needs

3.1 Phase 1: Student Review

The Student Review is the first step in the Early Identification and Intervention Process, as listed in the table above. Teachers (grades 1-3) and educator teams (kindergarten) collaboratively complete the Student Review (Phase 1). Educators need to consider a variety of factors when conducting the student review (e.g., lived experiences, special education needs, English Language Learners).

There are four domains that are reviewed in Phase 1:

<u>Kindergarten</u>	<u>Grades 1-3</u>
Self and Social Development	Social and Emotional Development
Communication, Language and Literacy	Communication, Language and Literacy
Cognitive and Conceptual Development	Mathematical Skills Development
Physical Development	Physical Development

Within each domain, there are indicators to reflect the skills identified. Within each indicator are demonstrations or examples of the skills to assist educators in consistently understanding the definition of each skill. For each skill, the educator identifies if a student requires supports and interventions by indicating "Yes" or "No".

3.2 Phase 2: Early Identification and Intervention Meeting

When the Early Identification and Intervention Meeting occurs, the educators' observations are reviewed and those students who have been identified as requiring additional supports and interventions are discussed to recommend strategies in targeted areas.

In addition to the strategies and interventions that are selected to target the identified domains and skills, the Early Identification and Intervention Team can also make further recommendations, which may include:

- a) Internal, school-based recommendations, (e.g., in-school supports, Program Development Team);
- b) External recommendations (e.g., hearing screening, vision screening, or other professional referrals outside of Thames Valley District School Board);
- c) System based support by completing the Support Services Referral Form (e.g. First Nations, Métis and Inuit Counsellor, School Counselling and Social Work, Speech-Language Pathology).

3.3 Phase 3: Parent(s)/Guardian(s) Communication

Following the meeting, communications to the parent(s)/guardian(s) are subsequently generated for all students in personalized letters. Prior to letters being sent home, it is best practice that educators contact the parent(s)/guardian(s) of students for whom strategies have been recommended. A copy of this communication is filed in the student's Ontario Student Record.

3.4 Phase 4: Revisiting Student Needs

Students who have been identified as requiring supports and interventions are reviewed later to update:

- a) Success of strategies implemented;
- b) Selection of new strategies, if required;
- c) Update on action items from the Early Intervention Meeting (Phase 2).

Refer to the Timelines identified for the revisiting of student needs.

4.0 Timelines

	Early Identification and Intervention Process
Kindergarten Year 1	By February 1 – Complete Phases 1, 2 and 3 By May 1 - Students who have been identified as requiring supports and interventions will be revisited (Phase 4)
Kindergarten Year 2	By February 1 – Complete Phases 1, 2 and 3 By May 1 - Students who have been identified as requiring supports and interventions will be revisited (Phase 4)
Grades 1, 2, and 3	By December 31 – Complete Phases 1, 2 and 3 By March 1 – Students who have been identified as requiring supports and interventions will be revisited (Phase 4)