



POLICY:

REGULATION: JB - Early Identification of Student Needs

EXHIBIT:

Seine River School Division will ensure that a student is not denied educational programming pending

- the conduct of any assessment, or
- the preparation of an IEP (MR 155/05)

Seine River School Division School will:

1. Make reasonable efforts to involve parents, other community agencies and government departments in early identification and intervention processes; transition meetings will take place as quickly as possible, inviting parents and all supporting community agencies to participate.
2. Request information from parents that is relevant to planning and implementing their children's educational programming upon school entry.
3. Use information provided by community agencies, along with divisional assessments, to aid in the planning of the student's program.

Seine River School Division's process for **early identification** includes:

1. Screening:

Screening plays an important role in providing appropriate services and supports to children in our school system. Screening provides an essential mechanism to identify student needs.

2. Pre-Kindergarten Assessment

The purpose of the pre-kindergarten assessment is to provide the student with a classroom experience as well as an introduction to the school environment and provide the Kindergarten teacher with an overview of the classroom needs. Various stations are designed to examine the following areas of development:

- Fine motor skills (cutting, coloring)
- Literacy awareness (familiarity with books, alphabet, writing)
- Numeracy (basic counting)
- Speech/language development
- Social skill development

Benefits include:

- Introduction of child to school environment prior to school entrance to foster positive attitude and lessen anxiety.
- Introduction of parents/guardians to classroom teacher and school environment to encourage a positive partnership.
- Begin an individual learning profile that will enable the school team to establish starting points for programming, should this be required.
- Involve support personnel in meeting the child's needs, should this be required.

APPROVED: June 2013

REVISED:

SOURCE: *Appropriate Educational Programming in Manitoba; Towards Inclusion: A Handbook for Individualized Programming Designation; Regulation IK Evaluation of Student Learning*

OTHER REFERENCE: *Assessment (Manitoba Education, Training and Youth); Your Child and the Grade 3 and Grade 4 Assessment (Manitoba Education, Training and Youth)*



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- Identification of students entering kindergarten not identified through the Early Childhood Transition to School for Children with Special Needs, who may require services or special attention to assure academic success.
- Provide the classroom teacher with an overview of the classroom needs.

The Kindergarten Teacher will typically take the lead in organizing the pre-kindergarten assessment (Welcoming Day), with or in conjunction with the School Administrator and Resource Teacher. The Kindergarten Teacher should have a detailed package outlining the process.

Personnel participating in the pre-kindergarten assessment or “Welcoming Day” should include enough personnel to attend all of the stations, involving the following members:

- Kindergarten Teacher
- School Administrator
- Resource Teacher
- Educational Assistants
- Divisional support personnel may include: speech/language pathologist, psychologist, behaviour intervention teacher, literacy consultant

3. Assessment of Student Needs:

Student Services personnel are a vital part of student success. They have a role in identifying students’ needs and planning/support student achievement. Assessment of students’ needs begins in the classroom. Assessment occurs at many levels.

The Assessment of Student Needs Flow Chart and descriptions outline the process and can be found in the Student Services Handbook.

Further information on Seine River School Division’s Assessment Regulation is found under Regulation IK Evaluation of Student Learning

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