



Early Identification Procedure

Administrative REFERENCE

- *Canadian Charter of Rights and Freedoms* (Canada)
- *The Education Administration Act* (Manitoba)
- *The Human Rights Code* (Manitoba)
- *The Public Schools Act* (Manitoba)
- *The Public Schools Amendment Act (Appropriate Educational Programming)*, S.M. 2004, c.9, proclaimed on October 28, 2005

Park West School Division is committed to identifying students with exceptional learning needs as early as possible in their education. Early identification is critical to programming for students with exceptional learning needs. Early identification refers to the process of identifying students with exceptional learning needs as early as possible or after their entry in school.

Park West School Division will:

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

Process

Park West 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



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.

Park West 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)

Source : Protocol for Early Childhood Transition to School for Children with Additional Supports Needs(2002; revised 2015)