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<b>Date of Issue</b>	November 2022
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<b>Subject</b>	<b>PROCEDURES FOR EARLY IDENTIFICATION OF STUDENT LEARNING NEEDS</b>
<b>References</b>	<a href="#">Policy/Program Memorandum No. 11 Early Identification of Children's Learning Needs (Revised 1982)</a>
<b>Contact</b>	School Services – Student Services

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## **1. Ministry of Education Requirement**

- 1.1 School boards shall have established procedures to:
  - 1.1.1 identify each student's level of development, learning abilities, and needs;
  - 1.1.2 ensure that educational programs are designed to accommodate those needs; and,
  - 1.1.3 facilitate each student's growth and development.

## **2. Some Principles for Early Identification**

- 2.1 Language development is a major component of early identification of student's learning needs. Where a student's language is other than English, a reasonable delay in the language-based aspects of assessment should be considered.
- 2.2 Educators, in consultation with parents/guardians, must strive to know each student as soon, and as thoroughly as possible to provide learning opportunities that will help each student.
- 2.3 A variety of strategies should be used to regularly monitor each student's emotional, social, intellectual, and physical development.
- 2.4 Information gathered about the effectiveness of the strategies should be followed up with suitable programs that reflect what is known about each student at any point in time. It is not appropriate to use this data to predict student's long-term achievements.
- 2.5 Some students may require more detailed assessment. In these cases, educators should consult with other professionals to determine appropriate learning strategies.

## **3. Early Identification**

- 3.1 The focus of the board's early identification procedures is to recognize each student's strengths and specific areas for growth in social/emotional, intellectual/academic, and physical development over the two-year Kindergarten period. This information is then used by educators to plan responsively based on student needs.

- 3.2 In the case of students with special education needs, Early Intervention partners may collaborate prior to school entry to complete a Transitional Integrated Program Plan (TIPP). This program plan is presented to schools at the Transition to School Strength and Needs Committee (SNC), and outlines strengths and priority needs at the point of transition to Kindergarten. The TIPP also reports on current skill levels (baseline data), relevant goals and strategies in their areas of expertise that can directly inform a growth plan, or if needed, the program pages of an Individual Education Plan (IEP). Priority needs with regards to support and planning include: Communication, Physical Needs, Independence, Social Skills, Sensory, and Safety.

#### **4. Kindergarten Entry Questionnaire**

A Kindergarten Information Survey is to be completed by the parent/guardian as part of the online registration process. This information should be made available to Kindergarten educators and should be used to plan for the student's transition to school, and for effective programming for all students.

#### **5. On-going Identification**

- 5.1 When special education needs are identified within the classroom, the teacher shall make adjustments to the student's program. Administrators, school and board special education staff, and fellow teachers are available to assist in the development of program modifications and accommodations.
- 5.2 Where a student is referred to the SNC, the SNC minutes, in conjunction with the Kindergarten Information Survey, classroom records, growth plan, conference forms, Communication of Learning, other assessments, and diagnoses will serve as the early and on-going identification record.

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