



File IHA

EARLY IDENTIFICATION

The early identification of children that are at-risk to encounter learning difficulties is vital for them to have successful school experiences. The Portage la Prairie School Division is committed to identifying students with exceptional learning needs as early as possible in their education. Information for planning and implementing a student's educational program upon school entry will be gathered, when appropriate, from various sources including:

- Parents/guardians, classroom and resource teachers, clinicians, school therapy personnel, community agencies, professional reports, pre-school service providers;
- screening tools and assessment procedures;
- transition protocols (e.g., *Guidelines for Early Childhood Transition to School for Children with Special Needs*, *Guidelines for School Registration of Students in Care of Child Welfare Agencies*).

In the Kindergarten Screening process, clinicians may identify students requiring a referral for a specialized assessment. Parental consent is not required for the initial screening process, but is required for follow-up assessment (e.g., cognitive/intellectual).

Screening opportunities and ongoing identification may be carried out within the regular curriculum and may include social/emotional, behavioural, sensory, physical, communication, academic, and health outcomes.

Adopted: February 14, 2013

The Portage la Prairie School Division