

Early Identification Procedures

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BOARD PHILOSOPHY FOR EARLY IDENTIFICATION OF CHILDREN WITH LEARNING NEEDS

The York Catholic District School Board has a policy of integration for all students entering the school board. The students would be placed in a classroom with age appropriate peers.

The Board is involved with the Healthy Babies pre-school project in the region and also the Pre-school Speech & Language Service. Procedures have been established with the latter service to ensure a smooth transition to the school services.

Teacher's Role

Teacher plays an important role in identifying students with special needs. With observable and concrete data, the classroom teacher implements the referral procedure for special education involvement. In collaboration with the special education resource team, the teacher implements the individual program. When required, teachers are also encouraged to inform parents of the services provided by community agencies, i.e. Pre-school Speech & Language Services.

Parent's Role

Parents share information from community agencies with the appropriate Board resources through exchange of information forms, S7 and storage of information forms S7a. (See Appendix 7 for forms).

For Students Identified prior to Beginning School

For Students in the Kindergarten/Primary Grades

A Beginning: A Handbook of Expected Practices for Building Home/School Partnerships in the Early Years (1995). (Appendix 1)

This Booklet has been developed to highlight the school board's philosophy and practices. The Board has developed a set of resources for programming at the Kindergarten level that will include guidelines and samples of "best practices". Special Education was represented on the steering committee and contributed to each topic covered in addition to a specific section on students with special needs.

Students Experiencing Difficulties

When concerns/issues surface regarding a student, the teacher refers to the "Stages in the Delivery of Special Education Service: Meeting Students Needs, Phase I, II, III" and begins the process of supporting the student.

Early Facilitation Process

A procedure to facilitate the entrance of children with serious exceptional needs into junior or senior kindergarten.

During the winter prior to establishing the Early Facilitation Process, information evenings for parents are held in conjunction with Early Intervention Services of York Region to explain the process, address concerns, and answer parental questions.

Process

Each year a group of pre-school children with serious exceptional needs enter junior/senior kindergarten in the York Catholic District School Board. As they enter school for the first time these children demonstrate one or more of the following:

- severe physical limitations
- a rate of development that is significantly below expectations for his/her chronological age
- inappropriate behaviours for his/her chronological age; e.g., **excessively** withdrawn or **overly** aggressive
- severe communication difficulties - expressive and/or receptive

These children may be brought to the attention of school personnel by different people at different times.

These children may be divided into two categories:

Category One: Children Identified with Serious Exceptional Needs During Preschool Screening Process

These children may be brought to the attention of school personnel in two ways:

- I. The parents of the child may inform the school personnel prior to the September admission that a child with serious exceptional needs is to enter the school system. The child may or may not be known to support agencies.
- II. The parents of the child at junior or senior kindergarten registration and preschool screening process do not realize that their child has serious exceptional needs and the child is suspected by professionals of being 'at risk' following this process.

Category Two: Children Identified with Serious Exceptional Needs Prior To Preschool Screening Process

Early Identification Procedures

These children may be brought to the attention of school personnel by a member of the Board's Student Services Department, by a professional in a community agency, or another Board.

The parents of the children and these children are known to the professionals of agencies such as Early Intervention Services of York Region, Community Services and Housing Department, Family and Children's Services Division.

The Early Facilitation Process is a short term *entry process* for these high risk preschool children who have never been registered in an elementary school system. The process begins before the child enters the school program and is complete once the child is in school.

Category One: If the child is identified by the parents or the school:	Category Two: If the child is identified by a community agency (e.g., Early Intervention Services):
<p>Step 1:</p> <ul style="list-style-type: none"> The school requests a "Release of Confidential Information" (S7) for the appropriate agency or agencies. In response to the recent implementation of the Personal Health Information and Privacy Act, a brochure has been created by the Board to provide parents with information concerning the Board's compliance with the Act. See Appendix 3, Practices of York Catholic District School Board's Health Information Custodians (Student Services non-teaching staff) Regarding the Use, collection and Disclosure of Personal Health Information. <p>Step 2:</p> <ul style="list-style-type: none"> The school informs the Co-ordinator of Special Programs and the Special Education Consultant. 	<ul style="list-style-type: none"> Early Intervention Services notifies the Co-ordinator of Special Programs of the names of children who will be registering for the following school year. The Co-ordinator of Special Programs contacts the Principal of the receiving school and the Program Consultant (Special Education). Parental permission for observation is requested (S7 signed by parents). Tri-Regional Blind-Low Vision Early Intervention Program notifies the Co-ordinator of Special Programs of the names of children who will be registering for the following school year.

Early Identification Procedures

Step 3:

- An observation team is formed consisting of the Special Education Consultant and other appropriate resource personnel. If possible, the receiving school Principal should be involved as a member of the observation team. The Special Education Consultant contacts the parents and arranges for any additional release of information forms to be signed if necessary (eg., S7).
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Step 4:

- The observation team visits the child in the preschool setting and information/data is gathered from all sources that may have knowledge of the child (eg., Early Intervention Services, child care workers, agency reports). An Information/Observation form is completed and filed in the O.S.R. for a period of no more than two years.

Step 5:

- At a debriefing Case Conference information is shared with the Superintendent of Education (Schools), area resource team and school staff. A system action plan is formulated.

Step 6:

- A school level parent meeting is held and the system action plan is shared. This meeting could involve appropriate community agencies.

Step 7:

- Once the child is in school, s/he begins to move through the stages of special education if and when appropriate. The Resource Team may need to repeat the sharing of information in early September to ensure that current appropriate staff have the information.
- Appropriate area Resource Team members will be available for consultation and to assist school staff with the development of the child's Individual Education Plan.

Note: At any time throughout this process, Multilingual Services may be accessed for Interpretation/translation support.

These procedures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child's school life (Policy/Program Memorandum No. 11).

Early Identification Procedures

EARLY IDENTIFICATION

Process	Assessment	Strategies
Early Facilitation	<ul style="list-style-type: none"> • observation • collection of data 	<ul style="list-style-type: none"> • develop a transition plan for school entry • sharing transition Plan with parent
First Impression	<ul style="list-style-type: none"> • all students and parents visit school • an interview with teacher and other support personnel ensues 	<ul style="list-style-type: none"> • use of checklist to identify “at risk” students is used • checklist attached
Formative assessment performed by classroom teacher	<ul style="list-style-type: none"> • Pathways; junior and senior kindergarten (included) pages 12-15 • Developmental Reading Assessment (DRA) assessment tool 	<ul style="list-style-type: none"> • program accordingly • refer student to school base resource team (stage 1) special education • refer student to area resource support staff (i.e. speech and language) • refer student to Reading Recovery

Type of Early Interventions

1. Consultation with Parent
2. Consultation with School Based Resource Team (SBRT)
3. Referral to Board Personnel or Community Agencies
4. Referral to Reading Recovery



York Region Preschool Speech and Language Program

Policy and Procedure Manual

AUTHOR:	Clinical Co-ordinator,	NUMBER:	
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TRANSITION TO SCHOOL BOARDS - THE JUNIOR KINDERGARTEN YEAR

POLICY

The York Region Preschool Speech and Language Program and the York Catholic District School Board and the York Region School Board will establish and maintain communication strategies around the servicing of Junior Kindergarten aged children with speech and language needs.

Where appropriate, Junior Kindergarten students may receive classroom consultation by the School Board Speech Language Pathologist and direct treatment from the York Region Preschool Speech and Language Program SLP or CDA. It is, therefore, important that the clinicians from the YRPSLP and the school boards have regular communication.

The York Region Preschool Speech and Language Program may continue to offer service to the child and family over the summer following Junior Kindergarten. Therefore, transition is not completed until September of the Senior Kindergarten year when the child is discharged from the York Region Preschool Speech and Language Program.

The Community Care Access Centre does not provide speech and language services to the Junior Kindergarten child, but will accept referrals for future services within the school year. The York Region Preschool Speech and Language Program cannot directly refer to the Community Care Access Centre. The School Board Speech Language Pathologists will process these referrals based on recommendations from the YRPSLP Speech Language Pathologists and the ability of the school board to manage the needs of the child.

PROCEDURE

1. When the child is assessed, the family signs a release of information to allow a copy of the assessment report to go to the school board. The report is sent only if the child is currently in school. Reports are not sent to the school boards until the September that the child enters school.

NB Public Board: send a copy to both the school board SLP and the school Separate Board:
send a copy to just the school board SLP and the school.

2. Upon entry in to the school (JK or SK), a Transition to School report is generated for each child who has received speech and language intervention (i.e. direct treatment or consultation visits). In addition, a Transition to School report is produced at discharge for all kids that are in the school system.
3. Consent forms are renewed annually.
4. During treatment, the YRPSLP SLP or CDA may contact the school board SLPs if there is clinical information that could be used for programming in the classroom. Updates can be provided via voice mail. Voice mails are to include:
 - a) YRPSLP SLP's or CDA's name
 - b) child's name
 - c) child's school/teacher name
 - d) clinical updates
 - e) suggested goals that school board SLP could program for in class (SLP only).
 - f) suggested referral to the CCAC (SLP only).

In turn, school board SLPs will contact the YRPSLP to inform them of the following:

- a) suggestions for new/additional goals
 - b) discuss the need for a referral to the PDAC
 - c) inform the YRPSLP if the child will be referred to the CCAC, and what the plans for care are for the child in SK.
5. YRPSLP will generally not service children in the school or provide consultation to the classroom teacher/EA. The service in the school will be co-ordinated and planned with the school board SLP so that school programming reflects home programming and vice versa. If further involvement at the school is indicated by the YRPSLP, this should be co-ordinated by and planned with the school board SLP.
6. For those students eligible for special service, the YRPSLP SLP may be requested to attend a team meeting for planning.
7. For unique situations where children can only receive direct treatment in the school, and not in the YRPSLP L1 clinics, the school board SLP will assist in advocating space. for the YRPSLP therapist to use in the school.

ADMINISTRATIVE PROCEDURES

1. YRPSLP clinical co-ordinator to provide to the school boards and the CCAC with the number of children entering into the JK year who continue to require speech and language therapy each September. In addition, the estimated number of JK children that will require intervention in to the SK year will be forwarded in January.
2. School boards provide an updated SLP staff and school allocation list each September.
3. The school board SLPs are to make all referrals to the CCAC by April of the JK year and are to inform the YRPSLP of what referrals were made.