

Administrative Procedure 213

Last Revised: June 2012

EARLY CHILDHOOD SERVICES PROGRAM

Background

Early childhood is a significant time in child development. The Division supports early childhood programs permeated by the Catholic faith. An integrated Early Childhood Services Program (E.C.S.) will be provided to facilitate the transition from home to school for children who meet the eligibility criteria.

“Kindergarten” is one component of the total E.C.S. program and is considered to be the year prior to Grade 1 entry. Alberta Education funds early intervention programs for children with assessed education needs. Children who are assessed as requiring extensive support may be eligible for an ECS program for three (3) years prior to Grade 1 entry. Children who have mild or moderate support needs may be eligible for an ECS program for two (2) years prior to Grade 1 entry. Participation in E.C.S. programs is voluntary. A child becomes a student on September 1 in a year the student is 6 years of age or older. A child does not, by reason of attending an E.C.S. program, become a resident student of the board, or entitled to any of the rights or benefits given to a student resident to the board.

Principles

The principles E.C.S. teachers should use when working with a child are outlined in Alberta Education’s *Kindergarten Program Statement* (revised 2008). These principles set the context for programs for all children. However, children with diverse needs require accommodations and adaptations to the program. This statement describes the learner expectations that will help prepare children and provide a foundation for later success.

Program

1. Children will be admitted into E.C.S. programs when they have reached the age of five years by December 31 in the year in which they are enrolling. Children eligible for Mild/Moderate programming or Program Unit Funding may be admitted before their Kindergarten year.
2. Evaluations of child participation in the E.C.S. program shall address the social, emotional, physical, intellectual and spiritual growth of each child. Progress reports will be made periodically to the parent.
3. The E.C.S. teacher will maintain screening / assessment information and keep such information in the Student Record secured in the school student records filing cabinet.

4. The Kindergarten teacher shall be responsible for assessing each child for readiness into grade one. If, in the opinion of the teacher, the child is deemed not to be ready for entry into grade one, the principal and the Kindergarten teacher shall meet with the parents of the child to determine the best course of action for the child.
5. The Kindergarten teacher will develop, implement and regularly review an Individualized Program Plan for each child in their class with mild, moderate or severe developmental needs.
6. The Early Learning Coordinator or certificated designate will develop, implement and regularly review an Individualized Program Plan for each child with mild, moderate or severe disabilities.
7. The Early Learning Coordinator shall act as the Program Coordinator for the E.C.S. children requiring specialized programming.
8. Parents are the primary educators of their child and are valued members of the Learning Team. Team consultation will inform all program decisions.
9. Parents have the right to make a formal appeal of decisions regarding special educational needs of their child to the Superintendent of Schools.

Legal Reference: Section 30 School Act