

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 210</b>
	<b>Early Childhood Services</b>
	APPROVED: September 2013
Page 1 of 2	AMENDED/REVIEWED: September 2019, August 15, 2016
LEGAL REFERENCE:	Section 3, 21, 32, 41, 52, 53, 197, 222 Education Act Guide to Education ECS to Grade 12 Funding Manual for School Authorities Standards for Special Education Standards for the Provision of Early Childhood Special Education Early Childhood Services Regulation 87/2019

**Background**

The provision of integrated services, through parents, staff and community, that address the developmental needs of each child before entrance into basic education and the enhancing of individual abilities and future educational opportunities is supported.

**Definition**

Early Childhood Services refers to pre-school and kindergarten programs.

**Procedures**

1. The provision of early childhood programs by the Division is voluntary.
2. Enrolment in early childhood programs is voluntary.
3. Eligibility for entrance to E.C.S. programs varies in accordance with whether the children are entering the regular program, are documented for diverse learning needs, or are developmentally immature.
4. The Division will:
  - 4.1 Establish and maintain legal status of the E.C.S. program;
  - 4.2 Employ certificated teachers;
  - 4.3 Utilize appropriate facilities; and
  - 4.4 Procure recent assessments of children for whom inclusive education grants will be claimed.
5. The Board will make every effort to identify and respond to the developmental needs of each child. These will be in keeping with the intent of Alberta Education’s policies, guidelines and procedures.
6. The program will be consistent with and planned, implemented and evaluated on the basis of the beliefs and the principles outlined in the Education Act. The program will be designed to address the following components.
  - 6.1 Learning activities are:

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- 6.1.1 Sequentially undertaken by children in accordance with their individual needs; and
  - 6.1.2 Experienced within structured and child-initiated play;
  - 6.2 Emphasis is placed on the development of a positive self-concept and the assurance of self-satisfaction in each child;
  - 6.3 Opportunities are provided for learning within an exploratory environment designed to meet the physical, emotional, social, intellectual and creative needs of each child; and
  - 6.4 Parents are provided with clearly defined opportunities for direct as well as indirect involvement in the program.
7. Each severely disabled child enrolled in a Program Unit Fund program will be served through an individualized program plan.
  8. Individualized program plans shall be in place for each mildly or moderately disabled child.
  9. The Assistant Superintendent, Student Services will establish policies and procedures for the convening and conduct of the Special Education Placement Appeal Committee through which parents or guardians may appeal placement decisions.
  10. The Division will encourage and support active parental participation in the E.C.S. program.
  11. The E.C.S. programs, personnel and students will be evaluated as per appropriate Board policies and Division administrative procedures.
  12. Student achievement will be measured through:
    - 12.1 A variety of evaluation procedures and techniques to assess student progress and achievement towards the objectives of the program; and
    - 12.2 Appropriate evaluation instruments and skills tests for the evaluation, assessment and placements of students.
  13. System-wide coordination of the E.C.S. program will be ensured by the Superintendent or designate.