

Early Learning Guide

Early Learning Funding, Expenses & Employee Services (ES)

Income

Pre-School (Mild/ Moderate)
Instructional Grant
Mild/ Moderate Funding

Early Entry Kindergarten (Mild/ Moderate)
Instructional Grant
Mild/ Moderate Funding

Kindergarten PUF (Kindergarten PREP, Spice, CPREP)
Instructional Grant
Severe PUF Funding

Early Education
Pre-School Mild/Moderate Instructional Grant
Mild/Moderate (PREP, Spice, CPREP) Instructional Grant
Pre-School Mild/ Moderate Funding
Severe PUF Funding

Schools
Early Entry Kindergarten (Mild/ Moderate) Instructional Grant
Early Entry Kindergarten Mild/ Moderate Funding
PUF (Preschool, PREP, Spice, CPREP) Instructional Grant
Kindergarten PUF Instructional Grant

Expenses

Early Learning

Preschool
Early Learning Teachers
PUF/MM PA
Contracted Services, i.e SLP, OT, & Behaviour

PREP, Spice, CPREP
Early learning Teachers
PUF/MM PA
Contracted Services, i.e SLP, OT, & Behaviour

Schools

Kindergarten
Kindergarten Teachers
PUF PA
Contracted Services, i.e SLP, OT, & Behaviour
MM PA

Hiring, Evaluation & Supervision

Early Learning

Preschool
Early Learning Teachers
PUF/MM PA

PREP, Spice, CPREP
Early Learning Teachers
PUF/MM PA

Schools

Kindergarten
Kindergarten Teachers
PUF PA ¹
MM PA ¹

¹ Early Ed staff available to consult.

Instructional base funding

- 1) ECS m/m in the regular classroom School
- 2) ECS PUF in the regular classroom School
- 3) ECS m/m in a playschool classroom Early Learning Services
- 4) ECS PUF in a playschool classroom School
- 5) ECS m/m in a designated early ed. Classroom Early Learning Services
- 6) ECS PUF in a designated early ed. Classroom School

M/M & PUF funding

- 1) ECS m/m in the regular classroom School
- 2) ECS PUF in the regular classroom Early Learning Services (Early Education pays for PA costs)
- 3) ECS m/m in a playschool classroom Early Learning Services
- 4) ECS PUF in a playschool classroom Early Learning Services
- 5) ECS m/m in a designated early ed. classroom Early Learning Services
- 6) ECS PUF in a designated early ed. Classroom Early Learning Services

Early Learning Staffing Information

Certificated staff

1. Early Learning Consultant (Shirley) & Director of Student Services (Rob) decide on need
 2. Director of Student Services (Rob) contacts ES (Charlotte) and develops posting (cc Student Services Admin Assistant)
 3. Early Learning Consultant (Shirley) & Director of Student Services (Rob) would interview
 4. Director of Student Services (Rob) does hiring paperwork
 5. Director of Student Services (Rob) evaluate
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6. Director of Student Services (Rob) lets staff member & ES knows if there are fte changes or staffing changes in position for next year

Certificated staff transfer

1. Assistant Superintendent (Dave) advises Director of Student Services (Rob)
2. Director of Student Services (Rob) & Early Learning Consultant(Shirley) decide on suitability
3. Director of Student Services (Rob) & Early Learning Consultant(Shirley) interview
4. Director of Student Services (Rob) advises Assistant Superintendent (Dave)
5. Assistant Superintendent & Director advises Teacher (cc Student Services Admin Assistant)
6. ES sends transfer letter and/or contract (if necessary)

Note: The degree of department consultation will depend on division need and budget.

Noncertificated in Preschools & Early Learning Classrooms (CPREP, PREP, & SPICE)

1. Early Learning teachers identify need for staff
2. Consult Early Learning Consultant (Shirley)
3. Early Learning Consultant (Shirley) would email ES of posting necessity (cc Student Services Admin Assistant and Early Ed Teacher)
4. Early Learning teacher contacts ES to develop posting. Early Ed teacher responsible that the words in the posting matches the parameters approved by the Early Learning Consultant (Shirley)
5. Early Learning Consultant (Shirley) & Early Ed teacher would interview
6. Early Learning teacher does hiring paperwork
7. Early Learning teacher would evaluate, with Early Learning Consultant (Shirley)'s assistance if preliminary evaluation suggests possible negative outcome
8. Early Learning Consultant (Shirley) and Early Learning teacher signs evaluations
9. Early Ed Learning and Early Learning Consultant (Shirley) review position available next year. Early Learning Consultant (Shirley) compiles list of all staff that will be terminated for next year
10. Early Learning Consultant (Shirley) and Early Learning teacher speaks to the staff member and advises Assistant Superintendent (Dave) to begin the

termination process (cc Student Services Admin Assistant and Early Learning Teacher)

11. If supervisor has been advised that employee is leaving/resigning, the employee should be advised to send a formal letter of resignation to ES

Noncertificated in Kindergarten classes

1. Early Learning Consultant (Shirley) and Principal discuss the needs for the school
2. Early Learning Consultant (Shirley) would send an email to the Principal and ES describing amount of new personnel approved (cc Student Services Admin Assistant)
3. Principal would advise ES to post (cc Early Learning Consultant (Shirley))
4. Principal interviews, with the option of seeking assistance from division early learning staff
5. Principal would do hiring paperwork
6. Evaluation is responsibility of school site staff. May be assigned to Principal, Assistant Principal or Kindergarten teacher but must be signed off by an administrator
7. After consultation with Early Learning Consultant (Shirley), Principal compiles list of staff that will be terminated for school.
8. Principal speaks to the staff member and advises Assistant Superintendent (Dave) to begin the termination process

Noncertificated Shared between Early Learning (Preschools/Early Ed) & School (Kindergarten or other grades)

1. Early Learning Consultant (Shirley) and Principal discuss the needs for the school
2. Early Learning Consultant (Shirley) would send an email to the Principal and ES describing amount of new personnel approved (cc Student Services Admin Assistant)
3. Early Learning teacher contacts ES to develop posting. Early Ed teacher responsible that the words in the posting matches the parameters approved by the Early Learning Consultant (Shirley) and the Principal. **The posting should clearly identify that there are two separate positions (this can not be done through an open posting for Early Ed).**

4. School Admin & Early Learning teacher would interview
5. Early Learning & School Admin do hiring paperwork. (Distribution of hours will be identified - example 15.0 hours CPREP & 10 hours Kindergarten). **One New Hire and Change form needs to be completed by the Early Ed Teacher (for the preschool portion) and One New Hire and Change form completed by the School Admin for the Kindergarten (or school portion).**
6. Early Learning teacher & School Admin would evaluate, with Early Learning Consultant (Shirley)'s assistance if preliminary evaluation suggests possible negative outcome
7. Early Learning Consultant (Shirley) & School Admin signs evaluations
8. Principal, Early Learning Teacher and Early Learning Consultant (Shirley) review position available next year. Early Learning Consultant (Shirley) compiles list of all staff that will be terminated for next year.
9. Early Learning Consultant (Shirley) speaks to the staff member and advises Assistant Superintendent (Dave) to begin the termination process for the Early Ed portion of the position (cc Student Services Admin Assistant, Early Ed Teacher, School Admin). School Administrator speaks to the staff member and advises Assistant Superintendent (Dave) to begin the termination process for the school portion of the position (cc Student Services Admin Assistant, Early Ed Teacher).
10. If supervisor has been advised that employee is leaving/resigning, the employee should be advised to send a formal letter of resignation to ES

Early Education Programming

IPP

The IPP would be the responsibility of the student's teacher. The PHPS Early Education Teacher would have responsibility for the IPP and programming for children in a community playschool or one of the preschool readiness programs (CPREP, PREP, & SPICE). The school's Kindergarten Teacher and the school's Principal (or designate) would be responsible for the IPP and programming of the student in their class. For children who are in both settings, the PHPS Early Education Teacher and the school's Kindergarten Teacher.

The PHPS Early Learning Teacher is available for consultation in Kindergarten classrooms, but the responsibility for programming and IPP remain with the Kindergarten Teacher.

Four Day Kindergarten Programs

PHPS Early Learning staff may recommend four-day kindergarten programs based on student's needs (i.e. PUF, need for enrichment, etc.). These recommendations will be communicated to the Principal of the kindergarten program and the Director of Student Services in writing before the end of May.

Recommendations for four-day programs for kindergarten will not be discussed with parents until they have been discussed with the school's Principal.

When the recommendation for a four-day program is discussed with parents, it should be stressed that this is a consideration but that the school may be limited on offering this option due to enrollment and that other ways of providing support may need to be considered instead.

Kindergarten Retention

Teachers are reminded to review the research that suggests only a small number of students benefit from retention. Teachers should be familiar with the characteristics of students who benefit from retention.

The Director of Student Services should be notified before the end of May regarding possible student retention.

Role of PHPS Early Learning Staff

Kindergarten teachers or principals usually contact the Early Learning teacher and the coordinator for the following supports:

- Visit classrooms to enquire if they need supports.
- Programming suggestions for children identified or suspected of being mild, moderate or severe children.
- Finding resources if not available or modeling strategies.
- Orientation on coding and assessment.

Role of the PHPS Early Learning Teacher (specifically in relation to School Based Kindergarten Programs)

The role of the PHPS Early Learning Teacher is to provide programming support to Parents, ECS Teachers, Playschool Teachers and Program Assistants in Early Education sites throughout PHPS

- Provide consultation with Teachers, PA's and parents with regard to programming
- Provide information, resources and referrals to teachers, Program Assistant and parents (i.e. supplies, books, organizations, courses, workshops, videos, etc.) and keep track of items
- Assist when requested in helping to develop the I.P.P.s and translating the goals into daily plans
- Keep informed of current special education and early intervention practices; newest technology, equipment and supplies; the latest research on specific conditions such as Autism Spectrum Disorders, FASD, ADHD, etc.
- Inform parents, teachers and program assistants of professional development opportunities
- Make referrals and recommendations for further assessments when required (ex. ILO, Glenrose, Behaviour Specialists, FNMI workers)
- Assist parents in finding support services
- Provide Professional Development workshops for PHPS

Role of the PHPS Early Learning Specialist (specifically in relation to School Based Kindergarten Programs) (Shirley)

- Prepare Division PUF Budget
- Monitor PUF Budget by periodic reviews throughout the year
- Monitor programming
- Monitor Individual Program Plan (I.P.P.s) to insure they are completed and meet current Alberta Education's standards
- Fill out Alberta Education PUF forms

- Write letters to Alberta Education to request PUF pre-approvals
- Receive PUF referrals and determine child's eligibility
- Assist parents in deciding on a program for their child
- Conduct and document home visits
- Order supplies and equipment
- Confirm that appropriate assessments are in place to qualify students for PUF funding
- Make referrals and recommendations for further assessments when required. Find other funding sources to supplement programs when needed (Daycare subsidy, FCSS, Family Supports for Children with Disabilities, etc.)
- Write proposals and/or letters to access other funding
- Assist with summer programs
- Insure the safety and well being of the students and staff at all times

Role of the PHPS Early Learning Consultant (specifically in relation to School Based Kindergarten Programs) (Shirley)

- Alberta Education's contact person for PHPS PUF programs
- Monitor programming
- Monitor Individual Program Plan (I.P.P.s) to insure they are completed and meet current Alberta Education's standards
- Supervise Early Education Teachers
- Hire Early Education Teachers
- Hire, supervise and evaluate Program Assistant staff
- Receive PUF referrals and determine child's eligibility
- Assist parents in deciding on a program for their child
- Liaise with Parent Link, FCSS, Healthy Families and Aspen Health to provide Family Oriented Programming and Professional Development
- Liaise between school division, parents, daycares, playschools, teachers, program assistants (PAs), transportation, administration and community agencies to insure smooth running of programs
- Handle conflict with staff, parents, schools and daycares/playschools insuring that issues are talked about and solved in a positive manner
- Coordinate in-program transportation
- Attend Student Services meetings
- Find other funding sources to supplement programs when needed (Daycare subsidy, FCSS, Family Supports for Children with Disabilities, etc.)
- Write proposals and/or letters to access other funding
- Insure that PAs driving PUF students have the proper license and insurance
- Insure the safety and well being of the students and staff at all times

SLP & OT Services

Health will not provide services for PUF children, so the Early Learning department contracts the services of SLP's and OT's.

To reduce mileage costs, some arrangements have been made whereby Early Learning contracted rehab professionals will see all the children in some schools in exchange for Health funded staff to see all the children (including PUF) in other schools.

Questions regarding rehab services for Kindergarten students should be directed to the Early Learning teacher supporting the school.

Coding Process for Early Learning and Transition to Grade 1

This chart identifies the grade for registration and the code. The actual classroom for the program may be different i.e. registered in grade 1 but with a program in a kindergarten class

Important rules:

- You can only be a severe (PUF) for 3 years
- You can only be MM (30) for 2 years
- You can NOT be developmentally immature (10) if you have ever been PUF or MM

How old is the child going to be on September 1st?

(If your birthday is 5 years, 6 months to 5 years, 11 months, 30 days you could follow either path)

