

Christ the Teacher Catholic Schools

ADMINISTRATIVE PROCEDURES

	200 – INSTRUCTIONAL PROGRAMS &	CODE:	AP 210
SECTION:	MATERIALS		
PROCEDURE:	EARLY CHILDHOOD INTERVENTION SERVICES		

BACKGROUND

Early Childhood Intervention Services (ECIS) programs shall address the developmental needs of each child. Where such programs are offered by the Division, an integrated model of services involving staff, parents and the community will be utilized.

Definitions

Early Childhood Services (ECIS) programs provide services to address the developmental needs of children before they enter K-12. In ECIS programs, young children participate as active partners in learning, build a set of shared experiences and develop knowledge, skills and attitudes that prepare them for subsequent learning. ECIS programs provide additional support for children with special needs to assist them in reaching their full learning potential.

Special education needs means a child with mild, moderate or severe disabilities who is assessed as having a mild, moderate or severe cognitive disability, visual impairment, learning disability, hearing impairment, emotional/behavioural disability or a child who is gifted. All children with special education needs require an personal program plan (PPP). Children whose special education needs are severe may be eligible for an ECIS program for three (3) years prior to grade one entry. Children who have mild or moderate special education needs may be eligible for an ECIS program for two (2) years prior to grade one entry. Saskatchewan Learning funds these early intervention years for children with assessed special education needs.

PROCEDURES

1. The ECIS program will adhere to the beliefs, principles, goals and program dimensions as set out by Saskatchewan Learning Education Program Statement.
2. Enrolment in ECIS programs is voluntary.
3. A variety of program models (full-day, half-day and/or home-based program) may be available depending on the needs of the child and the community and resources available.
4. Where ECIS programs are offered by the Division, students are considered as enrolled students for budgeting purposes and as such are part of the whole school's budget process.
5. Evaluations of child participation in the ECIS program shall address the social, emotional, physical and cognitive growth of each child. Progress reports will be made periodically to the parent.

6. The ECIS teacher shall be responsible for assessing each child for readiness into grade one. If, in the opinion of the parent, the ECIS teacher and the Division, the child is developmentally immature, that child may benefit by continuation in an ECIS program. The Principal and ECIS teacher shall meet with the parents of the child and determine what course of action is best for the child.
7. For placement of children with assessed special education needs, Administrative Procedure 362 – Student Program Placement and Retention shall apply.
8. The programs for children with special needs, including those who have severe disabilities, shall be organized in accordance with Administrative Procedure 213 – Students with Exceptional Needs

Reference: Sections 85, 87, 108, 109, 163, 168, 175 Education Act

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