



MEMORANDUM

November 30, 2021
Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Dr. Meg Miskolzie, Associate Superintendent

RESOURCE Christine Ross, Division Principal, Wellness and Community Partnerships

GOVERNANCE POLICY Board Policy 2: Role of the Board
Board Policy 12: Role of the Superintendent

ADDITIONAL REFERENCE BP 2: Section 1. Education Planning and Programming
BP 2: Section 5. Supports and Services
BP 12: Section 6. Superintendent/Board Relations
Board Annual Work Plan

SUBJECT **EARLY LEARNING REPORT**

PURPOSE

For information. No recommendation required.

BACKGROUND

the Board of Trustees reviews and approves the annual educational goals for Parkland School Division and provides a continuum of supports and services to students. The Board is also responsible to adhere to the Board Annual Work Plan. The Early Learning Report is in support of these responsibilities.

REPORT SUMMARY

The Early Learning Assurance Report highlights areas of focus in Early Childhood Services (ECS) in the Division. The funding framework has undergone multiple changes in the past three years, requiring restructuring of ECS supports and services. The Early Learning Team continues to work to maintain the integrity of early learning programming, regardless of these reductions.

Administration would be pleased to respond to any questions.

MM:kz



Early Learning Report

November 2021

Presented to the Board of Trustees, November 30, 2021

Dr. Meg Miskolzie, Associate Superintendent, Student Supports and Services
 Resources: Christine Ross, Division Principal, Wellness and Community Partnerships
 Jason Krefting, Director, Financial Services

Our Students Possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

BACKGROUND

Early Childhood Services (ECS) refers to the broad, coordinated system of local and provincial programs that meet the developmental and special education needs of young children and their families. In ECS programs, young children participate as active learners, build a shared set of experiences and develop knowledge, skills and attitudes that prepare them for subsequent learning. ECS programs refer to both kindergarten and early learning programs.

Kindergarten (K) refers specifically to the education program for children in the year prior to Grade 1. The kindergarten program is an important part of ECS.

Early Education (EE)

Program Unit Funding (PUF), is available to school authorities for each child with a severe disability or severe language delay who requires additional support beyond that offered in a preschool setting. To be eligible for a maximum of two years of PUF, children must enter EE at minimum 2 years 8 months and less than 4 years 8 months of age.

Curriculum for our early education learners (years 1&2 prior to Kindergarten) is guided by *Flight*; Alberta's Early Learning and Care Curriculum framework and a Personalized Learning Profile. For our Kindergarten students their programming and reporting is guided by the Alberta Education *Kindergarten Program Statement* and Individualized Program Plans.

In their first six years, children develop the physical, emotional and social abilities that will be with them for life. Simply put, the quality of a child's earliest environment and exposure to appropriate experiences at the right stages of development forms the foundation for the course of their life path.

2021-2022 School Year

Funding

This school year, there have been further and significant changes to the funding framework and special education coding criteria that has impacted the Early Education Program and Kindergarten. Some of the key changes were:

- For the 2021-2022 school year, students who are eligible under Alberta Education's Special Education Criteria, are funded in the following ways:
 - Early Education - funded through PUF
 - Kindergarten - funded through the Student Learner Support (SLS) grant

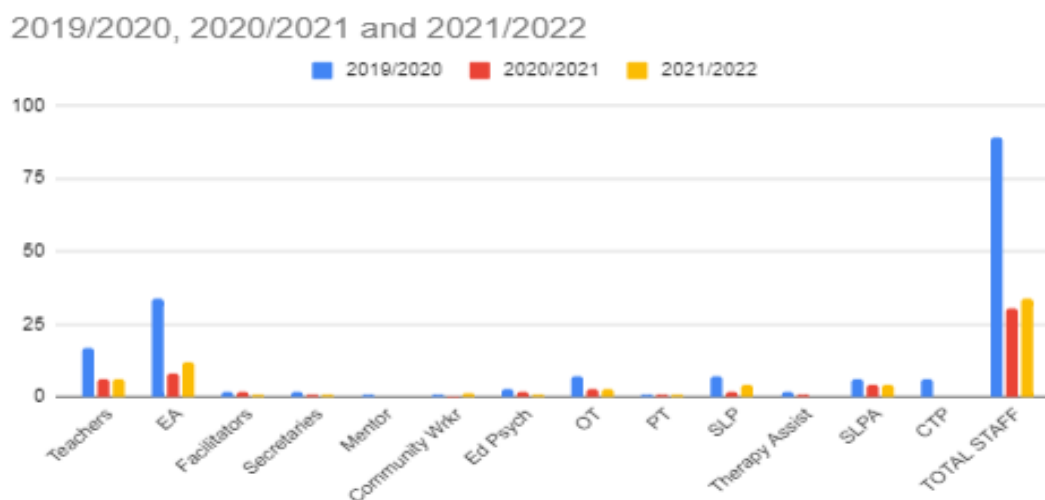
- A Code 48 (moderate delay) was added by Alberta Education for the 2021-2022 school year. Students identified as meeting the criteria for a Code 48 qualify for \$4,000 per child in EE and Kindergarten.

As a result of these changes, we restructured our supports and services in Kindergarten. While our programs look very different from years past, we have maintained the integrity of play-based and developmentally appropriate programming for children in our care.

2019-2020	2020-2021	2021-2022																												
Total Budget <ul style="list-style-type: none"> • \$6,403,947 	Total Budget <ul style="list-style-type: none"> • \$2,121,537 	Total Budget <ul style="list-style-type: none"> • \$2,824,700 																												
Revenues from AB ED for EE (per child): <i>*Actual enrolments used to calculate funding</i> EE (PUF): <ul style="list-style-type: none"> • Base: Mild/Moderate (30): \$3,339.90 • Severe (41-47): \$25,051.20 <i>(maximum per eligible funded child)</i> 	Revenues from AB ED for EE (per child): <i>*Used Weighted Moving Average (WMA) to calculate funding (50%-2020-21, 30%-2019-20, 20%-2018-19)</i> EE (PUF): <ul style="list-style-type: none"> • Base: Mild/Moderate (30): \$3,032 • Severe (41-46): \$15,000 • Severe Language (47): \$10,000 <i>(10% of code 47 students funded at the same rate as other severe codes)</i> 	Revenues from AB ED for EE (per child): <i>*Used Weighted Moving Average (WMA) to calculate funding (50%-2022-21, 30%- 2020-21, 20%-2019-20), except for code 48</i> EE (PUF): <ul style="list-style-type: none"> • Base: Mild/Moderate (30): \$3,032 • Severe (41-46): \$15,000 • Severe Language (47): \$10,000 <i>(10% of code 47 students funded at the same rate as other severe codes)</i> • Moderate Language (48): \$4,000 																												
Revenues from AB ED for K (per child): <i>*Actual enrolments used to calculate funding</i> K (PUF): <ul style="list-style-type: none"> • Base: Mild/Moderate (30): \$3,339.90 • Severe (41-47): \$25,051.20 <i>(maximum per eligible funded child)</i> 	Revenues from AB ED for K (per child): <i>Kindergarten students were included in the Division's SLS grant calculations, however needs and coding were not taken into consideration. Through the Division's allocation model, funds were provided to schools to provide additional support.</i>	Revenues from AB ED for K (per child): <i>*Used Weighted Moving Average (WMA) to calculate funding (50%-2022-21, 30%- 2020-21, 20%-2019-20), except for code 48</i> K (SLS Grant): <ul style="list-style-type: none"> • Base: Mild/Moderate (30): \$3,032 • Severe (41-46): \$15,000 • Severe Language (47): \$10,000 <i>(10% of code 47 students funded at the same rate as other severe codes)</i> • Moderate Language (48): \$4,000 																												
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Number of EE Classes <ul style="list-style-type: none"> • 28 	Number of EE Classes <ul style="list-style-type: none"> • 12 	Number of EE Classes <ul style="list-style-type: none"> • 13 																												

Locations <ul style="list-style-type: none"> • Brookwood • Duffield • High Park • Parkland Village • Prescott Learning Centre • Stony Plain Central • Memorial Composite High School • Spruce Grove Composite High School 	Locations <ul style="list-style-type: none"> • Brookwood – 4 Classes • École Broxton Park – 4 Classes • High Park – 2 Classes • Stony Plain Central – 2 Classes 	Locations <ul style="list-style-type: none"> • Brookwood – 4 Classes • École Broxton Park – 5 Classes • High Park – 2 Classes • Stony Plain Central – 2 Classes
Number of Teachers <ul style="list-style-type: none"> • 16 Number of Facilitators <ul style="list-style-type: none"> • 2 	Number of Teachers <ul style="list-style-type: none"> • 6 Number of Facilitators <ul style="list-style-type: none"> • 2 	Number of Teachers <ul style="list-style-type: none"> • 6.5 Number of Facilitators <ul style="list-style-type: none"> • 1
Number of Support Staff <ul style="list-style-type: none"> • 72 	Number of Support Staff <ul style="list-style-type: none"> • 24 	Number of Support Staff <ul style="list-style-type: none"> • 28

Early Learning Staffing



Supporting children with severe disabilities and their families is a team effort; we have cultivated a comprehensive continuum of supports and services. **This team includes:**

- Classroom teachers
- Educational assistants (EAs)
- Speech language pathologists (SLPs)
- Speech-language assistants (SLPAs)
- Occupational therapists (OTs)
- Physical therapist (PT)
- Educational psychologist
- Community support worker
- Early Learning Facilitator
- Consultants to support our low incidence population (Blind/Low Vision & Deaf/Hard of Hearing)

We reduced the ECS Team by a 1.0 Facilitator and 0.8 FTE Ed Psychologist. We also added a 1.0 FTE Community Support Worker, who supports families and the work of the remaining 0.6 FTE Educational Psychologist. We have increased SLA's in delivering 6-week speech blocks and hired, rather than contracted, SLP time to serve students in EE and Kindergarten.

In Kindergarten, we are able to provide support and services once again, however in a reduced amount. In serving students in Kindergarten, we have created a Kindergarten Therapy Team which includes: an SLP, SLA, OT, and Educational Psychologist, of varying FTEs. We have provided schools with additional allocations per student to provide a high level of support to those students with significant medical and behavioural needs, for a total of \$220,000.

Play Partners

Play Partners allows for high quality, inclusive programming for children in the community who do not have identified special education needs, and as an added benefit are language models for our students with identified speech needs. Last year, because of the reduced budget and reduced number of classrooms, we were not able to accommodate *Play Partners* into our programs. In 2021/2022, we have been able to re-introduce the *Play Partners* in our EE programs again. There is currently no criteria or selection process required for *Play Partners*, as children access the EE program for a fee.

Assessment and Screening

We continue to administer the Early Years Evaluation (EYE) in Kindergarten to assess key child developmental domains and to assist in planning the right supports and interventions for each student based on the results. We administer the assessment in October and then again in late spring for those students who were identified at risk on the fall assessment. We are exploring other developmental screens other than the EYE for use in future years, as the EYE costs \$17, 000 per year.

Skill Development

The EYE-TA evaluates aspects of early child development in five developmental domains:

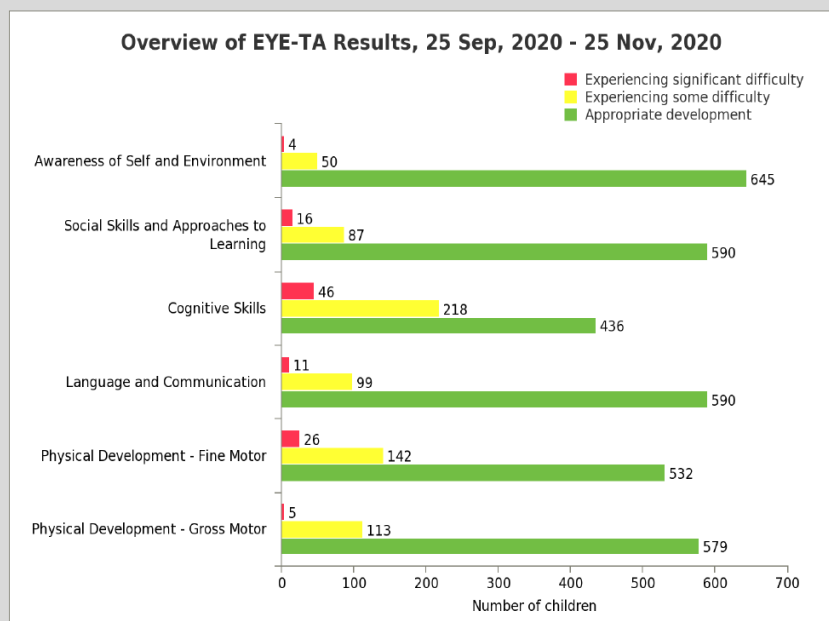
Awareness of Self and Environment – a child's understanding of the world and his or her ability to make connections with home and community experiences;

Social Skills and Approaches to Learning – a child's attentiveness during classroom activities and his or her ability to interact with peers while respecting classroom rules;

Cognitive Skills – a child's basic mathematics and pre-reading skills and his or her ability to solve problems;

Language and Communication – a child's understanding of spoken language and his or her ability to express thoughts and feelings; and

Physical Development
Fine motor - a child's ability to perform small movements that require hand-eye coordination.
Gross motor - a child's ability to perform large movements that involve arms, legs, and body.



Next Steps:

- As student numbers increase, we are in the process of setting up an additional Early Education classroom at Ecole Broxton Park School. This would include a 0.5 FTE teacher and 0.5 FTE EA.
- Implementing a 6-week block program to address students with articulation and phonological needs/delays.
- Exploring other developmental screens which are more cost effective and less time consuming, while still providing important Developmental Information.
- Continue the EYE this year in replacement of the 1st kindergarten report card. Reporting requirements may change next year if the EYE is replaced.
- All Kindergarten teachers will be doing the Quick Phonological Awareness Screenings (QPAS) and Kindergarten Phonology screen.
- We have been averaging at least 2 referrals a week for the program since the beginning of September. Our teams have been busy identifying and assessing students. The deadline to submit student numbers to Alberta Education for additional funding is December 1, 2021.
- Explore community playschool options to partner with to serve 3 and 4 year old children with identified needs in their community preschools for next year.
- We are in the process of reallocating materials in the ECS Lending Library that are not needed for specific therapies to Early Education and Kindergartens to get the materials at the point of instruction.