Administrative Procedure 345 – Appendix A

EARLY ENTRANCE ADMISSION

Background

Upon SRPSD approval, a child who a) is between the ages of 3 and 5, and b) meets Ministry of Education criteria for a student with a designated intensive need may enter a school or community-based early learning program. The following procedures guide the approval process.

Procedures

1. Early Entrance Requests and Referral Process

Agencies or parents/guardians may request early entrance support by contacting a SRPSD student support services (SSS) consultant. Requests will be followed by a referral process:

- Parents will
  a) sign a Release of Confidential Information Form, and
  b) provide existing support documentation including diagnoses and relevant assessment reports (e.g.; psychology, speech language, medical, occupational therapy, physical therapy).
- An SSS team will complete an educational impact assessment to determine child's priority areas of need along with educational supports required to meet those needs.
- A team meeting with parents and/or other professionals will be coordinated as required.
- Early learning program options that are available in the community will be considered to determine the most appropriate learning environment for the child. Options may include child care, preschool, playschool, Aboriginal Head Start, Prekindergarten, or kindergarten.
- When Prekindergarten is an option, a selection process and vulnerability criteria will apply.
- An SSS team of superintendent and consultants will review referral information and make program decisions or recommendations in accordance with SRPSDs policies and procedures.
- When a program is recommended, an SSS consultant will contact the principal or program manager for further exploration.
- An SSS consultant will contact parents and/or agencies with respect to program decisions.

2. Early Entrance Programming

- Upon SRPSD approval, parents or guardians may register their child as an early entrant at the approved school or early learning program.
- The SSS consultant will schedule an intake meeting with a collaborative team consisting of parent(s)/ guardian(s), administrator, educational support teacher, classroom teacher, other SRPSD SSS personnel, and/or referring agency personnel as appropriate.
- Parents will provide any additional reports from assessments including speech language, psycho-educational/early childhood psychology, occupational therapy, physical therapy and/or medical assessments.
- The collaborative team will develop an Inclusion and Intervention Plan (IIP) that includes
  a) interventions and supports,
  b) timelines and processes for progress review, and
  c) transition plans.

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