



Enhanced Supports for your child

2012 - 2013 School Year

Dear Parents and Guardians of Kindergarten Children,

Re: Enhanced Supports to the Calgary Board of Education Kindergarten Program

The Calgary Board of Education (CBE) is pleased to inform you that we provide additional classroom supports to our Kindergarten Program. Funding from Alberta Education, combined with services provided by the CBE, has enhanced the opportunities to access support, personnel and resources for kindergarten children and teachers.

Our model of support reflects our belief in the importance of the early years as a critical period of development in your child's learning journey. We recognize the importance of early intervention and personalizing learning for each child.

The classroom teacher is at the center of your child's Learning Team and will be supported by a School Learning Team. Based on classroom needs, each kindergarten classroom will also be supported by an Enhanced Supports Team that may consist of: Education Assistants (EA), CBE Early Learning Strategists, CBE Speech-Language Pathologists (SLP) and Assistants (SLA), and Alberta Health Services Occupational and Physical Therapists (OT/PT) and Assistants (TA). These Team members will work to support teachers to optimize your child's early learning experience. They will be working in the classroom with children in large and small groups.

Getting to know your child will be the first priority. Part of this process will involve a developmental screening called the Early Years Evaluation (EYE). We are in partnership with Alberta Education to implement this tool. The online tool is a way for kindergarten teachers to gather and record observations throughout September and early October and will help the Learning Team to better understand your child's learning strengths and any areas that might require focused support. The results of the screening will be shared with parents in early December. As the parent, you play an important role in decisions around your child's learning and support. If the learning team determines that additional assessment information about your child is needed, from an SLP or OT/PT; you will be contacted for further discussion and consent.

The CBE is proud of these excellent services that enhance learning for children in our kindergarten classes. The value of early intervention is of prime importance to us. This is reflected in the high quality personnel who are working with kindergarten children and their families in our schools. Together, we can celebrate and support student achievement and success in kindergarten and beyond.

Sincerely,

Joan Green
System Principal, Early Learning
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Role	Focus area of classroom and child support
Early Learning Strategist	Works with the teacher to: <ul style="list-style-type: none"> • Design instruction to meet individual child’s needs • Interpret assessment information into teaching decisions • Gather information about children • Assist with transitions for children • Access necessary supports and services
Speech-Language Pathologist (SLP)	Collaborates with the teacher to: <ul style="list-style-type: none"> • Help children to develop their communication skills. This may include support with speech sounds, grammar, vocabulary, literacy, oral language, social skills or stuttering. SLPs work in the classroom, with large and small groups, or with individual children • Provide information to parents about language development • Recommend hearing screenings
Speech-Language Assistant (SLA)	Works under the direction of the SLP and with input from the teacher to: <ul style="list-style-type: none"> • Provide children with the support they need to develop a solid foundation in speech and language. SLAs use games and other activities to make this development fun for the children. • Conduct hearing screenings
Occupational Therapist (OT)	<ul style="list-style-type: none"> • Collaborates with the teacher to help children develop: • Fine motor skills such as pencil grasp, scissor skills, manipulation, eye-hand coordination, letter formation • Focus and attention • Organizational skills • Self-care and life skills – independence skills • Student-environment interaction: adaptive equipment (monitoring fit and use), accessibility, positioning, transfers, social interaction, transitioning • OTs also: • Liaise with clinics/programs at the Alberta Children’s Hospital • Provide information to parents about physical development • Work in the classroom with large and small groups
Physiotherapist (PT)	<ul style="list-style-type: none"> • Collaborates with the teacher to help children develop: • Strength and endurance • Gross motor skills – running, jumping, balance, hopping and climbing stairs • Motor planning, coordination, and body awareness • Classroom function – posture, moving through space, personal space • Integration of students into physical education classes • Playground accessibility & safety • PTs also: • Liaise with clinics/programs at the Alberta Children’s Hospital • Provide information to parents about physical development • Work in the classroom with large and small groups
Therapy Assistant (TA)	Works under the direction of the PT and OT to: <ul style="list-style-type: none"> • Assist children with classroom-based strategies to develop their physical skills
Education Assistant (EA)	Works under the direction of the teacher and principals to: <ul style="list-style-type: none"> • Support the teacher to meet the learning needs of children • Implement strategies as directed by the teacher or other members of the learning team • Work with large or small groups as well as individuals