

## **PRESCHOOL AND PARENT EDUCATION PROGRAM (PPEP)**

### **Background**

The Community Action Program for Children (CAPC) through the Public Health Agency of Canada funds the Preschool and Parent Education Program (PPEP), a community-based program promoting the holistic development of children ages 2-5 and their families.

The Good Spirit School Division is the accountable partner for PPEP, as the division recognizes that all children benefit from positive early childhood experiences.

The PPEP team consists of:

- 1 Professional A Certificate Teacher
- 1 Educational Assistant
- 1 Parent Program Coordinator

### **Procedures**

1. Families with children who are three and four years old are eligible to apply for PPEP. Preference is given to children and families with vulnerabilities. To apply for PPEP, parents/caregivers/guardians need to complete Form 233-1 *PPEP Application*.
  - 1.1 Children who are 2 years old are eligible to apply for PPEP if they will turn three (3) years old by December 31<sup>st</sup> of that school year.
2. An attempt will be made to balance the number of three and four year old children in the program, however, student and family vulnerability will be the deciding factor over age. Whenever possible, children with the greatest need will be provided with the opportunity to attend the program for two years.
3. The selection committee will refer to the following process to identify children and families in need of PPEP programming based on the vulnerability criteria outlined in Form 233-2 *PPEP Selection Process Form*.
  - 3.1 The PPEP team, school administration and partnering Public Health representative, in consultation with the Early Years Coach and Student Support Coordinator, will determine which partner agencies should be invited to the PPEP selection meeting held in June of each year.
  - 3.2 Professionals from the following agencies should be considered when extending invitations to the selection meeting: Children's Therapy Program, Public Health Nurses, Parkland Early Childhood Intervention Program, Child and Youth Mental Health, SIGN, community childcare directors, and preschool teams. The selection team should request that partner agencies unable to attend the meeting provide input regarding

children who would benefit from PPEP programming.

- 3.3 A home visit or parent meeting may be completed prior to the selection meeting if the PPEP team feels more information is required than what was provided on the application.
- 3.4 All applications submitted should be shared with the selection committee team at the June meeting. Children and families who meet vulnerability criteria will be considered for PPEP first. Bringing all applications forward ensures PPEP programs reach their targeted audience because team members may be aware of further vulnerability factors a family may be experiencing.
- 3.5 Form 233-2 *PPEP Selection Process Form* will be used by the selection committee to guide vulnerability discussion and selection decisions. Children with the highest scores will be offered spaces in PPEP, as long as the team determines their needs are not better met through programming they may already be enrolled in. To maximize early learning spaces in the PPEP catchment area, families can only be enrolled in one preschool program. Children in licensed childcare facilities may be eligible for PPEP provided they meet vulnerability criteria. Refer to *Maximizing Early Learning Spaces* (2012) to guide these decisions.
- 3.6 Students who live in the area served by PPEP will be given priority over students from outside the catchment area with comparable vulnerability factors/scores.
- 3.7 The selection committee should be mindful of the number of students with intensive needs placed in the PPEP classroom along with the number of adults assigned for support. Where there is a high level of student need, the team should consider whether any of the students would be better served in other early learning programs as indicated in point 3.5.
- 3.8 Prioritized wait lists based on vulnerability criteria will be established when there are inadequate spaces available in PPEP.
- 3.9 PPEP is funded for sixteen student spaces per program. To support families in planning, the PPEP team will notify families prior to the end of June to indicate their child has been accepted into PPEP for fall.
- 3.10 Up to four spaces should be kept open for the month of September to ensure PPEP is able to accommodate vulnerable children that may have been missed or are new to the community. By mid-October the empty spaces should be filled with children from the prioritized wait list.
- 3.11 In cases where PPEP is not filled to capacity, the team will actively collaborate with community agencies throughout the school year to search for additional students who meet vulnerability criteria.
- 3.12 For students with intensive needs, the decision regarding whether they will attend PPEP should be established in spring and can be decided before the

selection meeting in collaboration with involved agencies and families. This is to ensure proactive planning occurs regarding accessibility, transportation, Inclusion and Intervention Plan (IIP) development, and required supports.

4. Applications for PPEP are accepted on an ongoing basis. Families and children can be enrolled in the program or placed on the prioritized wait list at any time throughout the school year.
5. Family engagement is pivotal to an effective program. PPEP staff will actively engage parents/caregivers/guardians in the development and education of their children. In an ongoing process to support parents/guardians, staff will provide opportunities to enhance their knowledge of child development and their role in supporting such development.
6. The mission of PPEP is to structure a preschool program with parent education and participation to enhance the confidence and skills of children and their families.
7. The PPEP team in consultation with the Early Years coach will establish a calendar indicating student days, staff professional development days and staff administration days. The number of days is dependent on funding.
8. The Division values smooth transitions, appropriate placement, and responsive programming for PPEP students as indicated in the following guidelines:
  - 8.1 A general transition meeting shall occur in spring between the PPEP and the community Kindergarten teams for all students transitioning to Kindergarten.
  - 8.2 For students with intensive needs transitioning to Kindergarten, the Student Services Coordinator, PPEP team and Student Support team will arrange a transition meeting early in spring and invite the current team, receiving team, and parents/caregivers/guardians. Refer to *GSSD Transition Process Guidelines* for further information regarding transition procedures.
  - 8.3 Decisions regarding delaying Kindergarten entrance must be made in consultation between the PPEP team, parents/guardians, administrator, Student Services Coordinator, and involved agencies. Factors to consider include the child's social-emotional maturity, birthdate, exposure to play and early learning experiences, space availability in the program, and whether remaining in PPEP is the best environment to meet their needs. When children have delays that will not be improved by extra time in PPEP, they should transition to Kindergarten with their age cohort. Discussion and decisions made should be documented in the Clevr *Student Placement and Retention* Template and the decision to delay Kindergarten entrance must be approved by the Director.
  - 8.4 An *Inclusion and Intervention Plan* (IIP) is required for children in need of continuing interventions, individualized supports, or who are involved with a number of agencies. The Student Services Coordinator should be consulted

when school staff members are unsure of whether a child requires an IIP.

When a child with intensive needs transitions into PPEP during the school year and has a current *Integrated Family Services Plan* (IFSP) in place through involved agencies, it is sufficient to implement this plan and upload it to Clevr and develop an IIP for the upcoming year as outlined by the Student Services Department.

9. Transportation of PPEP students is not provided.
10. When PPEP students are transported by adults who are not their parent or guardian on an approved field trip, guidelines outlined in AP 552 apply and written permission must be obtained from parents/guardians of students who will be travelling with an adult who is not their own parent/guardian. Drivers who transport students in private vehicles must complete Form 552-1 and obtain approval from school administration prior to transporting students.
11. The PPEP team should work toward completing the following training within three years of beginning their PPEP position and in accordance with the CAPC funding requirements:
  - 11.1 Prekindergarten and Kindergarten Basics Workshop
  - 11.2 Play and Exploration Early Learning Program Guide (ELPG) - Phase 1 Online
  - 11.3 CAPC training, meetings and conferences

References: Better Beginnings, Better Futures: Effective Practices Policy and Guidelines for PPEP 2004 Edition  
Community Action Program for Children Contribution Agreement Maximizing Early Learning Spaces (2012)  
Play and Exploration: Early Learning Program Guide (2008)  
GSSD Transition Process Guidelines (2014)  
Form 233-1 PPEP Application Form  
Form 233-2 Selection Process