

# Welcome! Bienvenue! to Kindergarten



**ST. CLAIR CATHOLIC  
DISTRICT SCHOOL BOARD**

*Lighting the Way ~ Rejoicing in Our Journey*

[www.st-clair.net](http://www.st-clair.net)

**Learning through Exploration,  
Play and Inquiry  
Celebrating the Wonders of God**

Jesus said, "Let the little children come to me." - Matt. 19:14

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## A Message from the Bishop

Dear Friends,

Catholic Education has been part of Ontario's landscape and cultural fabric for over 160 years. Even in the days before Confederation, Catholic parents desired to have their children educated in schools that taught them about God, about Christ's love for us that we celebrate in our Church, and about His command to us to love and serve others. These lessons are no less important to parents and students today. In a world that seems to question and sometimes abandon the need for values, morals and standards of behavior, our Catholic schools continue to guide our children on a path of Christian virtues and behaviours.

The schools of the St. Clair Catholic District School Board work with our parishes, our families, and the Diocese of London, to educate our Catholic youth and to invite them to be life-long followers of Jesus. I am grateful for the work of the St. Clair Catholic District School Board, in helping parents raise their children to know, love and serve God our loving Father.



*Sincerely yours in Christ,*

*Most Reverend Ronald P. Fabbro, C.S.B.  
Bishop of London*

## A Message from the Director of Education



Dear Parents/Guardians,

Let me begin by extending to you a warm welcome to the St. Clair Catholic family. If you are registering your first child for Kindergarten, you are about to find out what other parents already know – that St. Clair Catholic is the best choice for Catholic families.

That's not just because of the tremendous educational programs, services and facilities that we offer. Your child will attend school each day in an environment that is safe and a building that is well-maintained. Our Kindergarten program is child-centred, developmentally appropriate and designed to establish a strong foundation for learning in the early years. It approaches children as unique individuals, who live and learn within their families and communities.

But Catholic education is so much more. As Catholic educators, we are free to express our faith and to nurture in our students a life of faith in Christ. We are committed to developing a partnership with the Church and with you to support, not only the academic development of your child, but his or her social and spiritual growth, as well. It is a goal that is enshrined in St. Clair Catholic's Mission Statement, which is printed on the next page.

Once again, welcome – whether you are first-time parents, or you have older children already in our system, we look forward to an educational partnership with you that will extend beyond the early years and into our Catholic high schools. May God bless you and your family, as we begin that journey together.

Sincerely,

A handwritten signature in black ink that reads "Deb Crawford". The signature is written in a cursive, flowing style.

Deb Crawford  
Director of Education

## Mission and Vision

### The Board Vision Statement:

*Lighting the Way ~ Rejoicing in Our Journey*

### The Board Mission Statement:

Walking together in Christ's light with parish and family, we are called to build a safe and inclusive Catholic learning community and to serve as partners in the formation of life-long learners by:

- living our faith;
- promoting educational achievement and innovation;
- fostering stewardship, leadership and social justice.

Kindergarten marks the beginning of a Catholic education journey. Everything that happens between now and vocation is designed to prepare your child to be a witness to the Gospel message of Jesus Christ in the local and global community.



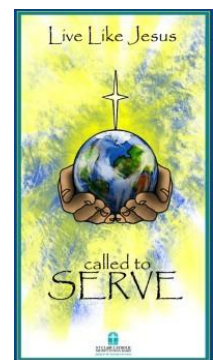
In a nurturing and supportive Catholic kindergarten classroom: All children are accepted as loving beings from God.



Connections between home, parish, community & school are recognized, encouraged & valued.



There is something unique and special about education that has faith and spiritual growth at the heart of academic & social learning.



## Our Plan for Excellence in Our Catholic Schools – 2014 and Beyond

Strategic Priorities	Goals and Strategic Actions	Desired Results
Living Our Faith	<p><i>We will live our faith when:</i></p> <ul style="list-style-type: none"> <li>• We work in all ways to be living examples of our Mission as a Catholic school board.</li> <li>• Our Catholic elementary and secondary schools are first choice for all Catholic families in our region.</li> <li>• Our Catholic faith is present in all aspects of our curriculum and visible in our school environments.</li> <li>• We provide adult faith formation for our staff.</li> <li>• Information about our quality Catholic school system is readily available in our community.</li> </ul>	<ul style="list-style-type: none"> <li>• Our faith will be recognized as the foundation for who we are as a Catholic school system.</li> <li>• Our employees will model and teach our Catholic faith by word and examples.</li> <li>• Our Catholic faith, sacramental life, and commitment to social justice will be taught, learned and lived in partnership with parishes and homes.</li> <li>• The community will be well informed about the Catholic programs, services and choices that we offer.</li> </ul>
Promoting Educational Achievement and Innovation	<p><i>We will promote educational achievement for all when:</i></p> <ul style="list-style-type: none"> <li>• Our students' learning experiences are 21<sup>st</sup> Century: reflective of the global and digital age in which we live, rich in critical thinking, creativity and citizenship and enhanced by technology.</li> <li>• Our students achieve their highest levels of appropriate educational and personal development.</li> <li>• We prepare our students for academic and practical success through innovative career-based opportunities involving Colleges, Co-operative Education and Apprenticeships.</li> <li>• We commit to high levels of achievement and well-being for all students through professional learning that is collaborative, job embedded and responsive to their needs within a caring Catholic culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Our educators will be skilled at providing 21<sup>st</sup> Century learning, and our learning environment will be equipped to do so.</li> <li>• Our students will achieve:                         <ol style="list-style-type: none"> <li>1. Developmentally appropriate literacy and math benchmarks in the primary and junior divisions;</li> <li>2. Level 3 in literacy and numeracy in the intermediate and senior divisions;</li> <li>3. 16 credits by the completion of grade 10;</li> <li>4. Increased graduation rates.</li> </ol> </li> <li>• Our partnerships and programs will create valuable opportunities for student development, both within and beyond the classroom, that prepare them well for the future.</li> <li>• Our principals and teaching staff will continually learn and collaboratively develop best practice teaching and learning strategies.</li> </ul>
Fostering Stewardship, Leadership and Social Justice	<p><i>We will foster stewardship, leadership and social justice when:</i></p> <ul style="list-style-type: none"> <li>• We model behaviour that is ethical, courageous and deeply rooted in our faith.</li> <li>• We are responsive, transparent and accountable in our actions and decisions.</li> <li>• We make wise decisions on the use of human and public resources and facilities in our care.</li> <li>• We are an active participant in the communities in which we work.</li> <li>• We all care for God's creation by managing and reducing our carbon footprint in measurable ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Optimum use will be made of all our resources, schools and related facilities.</li> <li>• Communication, inclusion and fiscal responsibility will underpin all our resource management decisions.</li> <li>• We will take significant steps to show leadership in environmental responsibility, energy use and ecological practice.</li> <li>• We will be recognized as valuable partners in community initiatives where we can make a positive difference.</li> </ul>

A Discerning Believer



An Effective Communicator



A Reflective, Creative & Holistic Thinker



A Self-directed, Responsible, Life-Long Learner



## SCCDSB 21C Learning Foundations

*What do we want our Catholic learners to be able to do?*

### **BELONGING** *sense of connectedness*

**All learners:**

Establish and maintain positive relationships  
Collaborate and learn from, and contribute to, the learning of others  
Co-construct knowledge, meaning, and content  
Contribute to the local, global, and digital community as a responsible, inclusive, and ethical Catholic citizen, finding meaning, dignity, fulfillment and vocation that contributes to the common good  
Create a positive footprint as a Catholic digital citizen

### **EXPRESSION** *sense of listening and being heard*

**All learners:**

Communicate effectively in different contexts in oral and written form, rooted in the Gospel Values  
Ask effective questions to acquire knowledge  
Voice opinions, advocate for ideas and consider all points of view, responding with integrity, in communion with Catholic social teachings  
Demonstrate digital and technological fluency

### **ENGAGEMENT** *sense of involvement*

**All learners:**

Develop and demonstrate creative, critical and analytical thinking  
Take risks in innovative thinking and creating  
Solve meaningful, real-life, complex problems  
Make connections and transfer learning  
Acquire, process, interpret, and analyze information to make informed decisions (critical and digital literacy)  
Develop an ethical, entrepreneurial spirit making responsible decisions with an informed moral conscience

### **WELL-BEING** *sense of self*

**All learners:**

Persevere and adapt to change  
Self-regulate to become lifelong learners  
Reflect metacognitively to enhance learning (assessment AS learning)  
Cultivate emotional intelligence to understand self and others  
Know and deepen their faith through scripture, sacrament, prayer and action in service with the home, school and parish  
Aspire to be models of Christ through words and actions of love, forgiveness, compassion, and acceptance

A Collaborative Contributor



A Caring Family Member



A Responsible Citizen



## Ontario Catholic Graduate Expectations (for primary students)

The Ontario Catholic Graduate Expectations were created in 1998 and reconfirmed in 2011. Children beginning school are on a journey that will continue from now until graduation, and beyond. The Catholic Graduate Expectations are in place to prepare your child to take his or her place as a witness to the gospel message of Jesus in the local and global community. Students on a journey toward graduation from a Catholic school are challenged to meet the Catholic Graduate Expectations, listed below:

### **I AM A BELIEVER!**

- I believe that God is an awesome God
- I believe and have faith in God
- I believe that God is with us always
- I believe that we can talk to God anytime and anywhere, through prayer
- I believe in the stories of the Bible
- I believe in the stories of Jesus' life, death and resurrection
- I believe in the Church community, celebrating Mass, and the seven Sacraments
- I believe in forgiveness



**Because I am a believer, I will live my life like Jesus.**



### **I HAVE A VOICE!**

- I speak, write and listen as Jesus would want me to
- I care about others and speak up for them
- I am honest
- I think carefully before I react or speak
- I respect all people and their languages
- I listen to the Word of God

**Because I have a voice, I will use it lovingly, and I will live my life like Jesus.**

### **I HAVE IDEAS!**

- I have thoughts and opinions that matter
- I make good choices
- I have hope for the future
- I solve problems with knowledge, understanding and prayer
- I know we are all equal and special



**Because I have ideas, I have a purpose, and I will live my life like Jesus.**





### **I AM A LEARNER FOR LIFE!**

- I use my gifts and talents given to me by God
- I always do my best
- I build on my strengths and weaknesses
- I set goals
- I accept change
- I am proud of the good things I do
- I am thankful for the gifts of others

**Because I am a learner for life, I can reach for my dreams, by living my life like Jesus.**

### **I AM A TEAM PLAYER!**

- I co-operate with others in all that I do
- I value everyone's work
- I respect and listen to others
- I think of others before myself
- I follow rules of fair play
- I work hard in school so that I can build my community and make it a better place



**Because I am a team player, I know that 'Together is Better', and we will live our lives like Jesus.**



### **I CARE!**

- I love God, myself and my family
- I care about and respect my 'family' at school, at Church, in the community, and the world
- I care about and respect God's creation and everything in it

**Because I care, I pray for all my families, and I will live my life like Jesus.**

### **I HAVE RESPONSIBILITIES!**

- I am a peace-maker
- I am fair
- I am forgiving
- I follow rules and do my share
- I help the poor and care for people in need
- I stand up for what is right
- I know that all life is precious
- I respect and protect the world and all that is in it



**Because I accept my responsibilities, I can make a difference, and will live my life like Jesus.**

## Faith Formation in St. Clair Catholic

The Church reminds us that you, as parents, are your child's first teachers of the faith. By your example of prayer, worship and daily living, you have set your child on the road to knowing the Gospel message of Jesus Christ.

In Kindergarten, we join the partnership of home and parish to continue your child's faith formation. Our formal religious education program, designed by the Ontario Conference of Catholic Bishops, begins in Kindergarten and continues right through to the end of Grade 12. We will offer your child developmentally appropriate, distinctly Catholic experiences of sacred scripture, Church teaching, morality, family life, prayer, liturgy, and the sacraments. We have the honour of accompanying you and your child through the preparations for First Communion, Reconciliation and Confirmation. By the end of Grade 12, we will also offer your child a Catholic perspective on world religions as well as the vocations of work, matrimony and holy orders.



The Kindergarten Religion Program called, "In God's Image", affirms your child in all areas of his or her growth, and celebrates the wonder of childhood as a trace of God. The metaphor "a trace of God" is used throughout the program to express how the activities, growth and very being of the child are gifts and reminders of God. "In God's Image" nurtures the faith of four and five year-olds as they discover themselves in the traces of the goodness and beauty of God through all of their senses.

Religion and Family Life expectations are described not only in terms of knowledge and skills, but in terms of values, attitudes and actions. In the St. Clair Catholic District School Board, faith formation is not restricted to religion time. Staff and students actively seek 'traces of God' throughout each day.

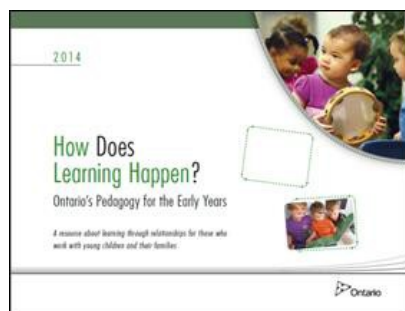


## Parents as Partners

Once your child has started school, Catholic schools provide many opportunities for you to participate in your child's academic and faith formation. Your experiences as an active partner with the school will reap great rewards for both you and your child.

- ✔ **Attend the orientation visit opportunity before school begins.** Before your child begins school in Kindergarten, an orientation visit will allow you the opportunity to share information about your son/daughter and initiate the process of building a relationship with the school community.
- ✔ **Participate in special school events** such as curriculum nights, open houses, liturgies and other celebrations. A meet the staff opportunity is held early in the school year. This will allow time to interact with the educators, see your child's classroom and meet other parents.
- ✔ **Become active in Catholic School Community Council meetings.** These meetings are an excellent avenue for becoming more knowledgeable about the school, as well as providing you with an opportunity to have input into decisions made by the Council for the good of the school.
- ✔ **Volunteer your time.** Many schools offer volunteer programs, with activities ranging from working in classrooms, assisting individual students, committee work and trip volunteers. The school will welcome your willingness to get involved.
- ✔ **Attend parent-teacher conferences.** Celebrate your child's learning and progress by attending parent/teacher interviews.
- ✔ **Stay informed.** Be sure to check your child's backpack daily for any correspondence from the school. Talk to your child about school events and share school newsletters with them. Check the St. Clair Catholic District School Board website for updates and information at [www.st-clair.net](http://www.st-clair.net). Check the "Visit Our Schools" tab on the St. Clair Catholic District School Board website to stay informed about your child's school events and news.

## How Does Learning Happen?



*How Does Learning Happen?* is organized around four foundational conditions that are important for children to grow and flourish: **Belonging, Well-Being, Engagement, and Expression**. These foundations, or *ways of being*, are a vision for all children's future potential and a view of what they should experience each and every day. These four foundations apply regardless of age, ability, culture, language, geography, or setting. They are aligned with the Kindergarten program. They are conditions that children naturally seek for themselves." (pg. 7, 2014)



Visit the website at: <http://www.edu.gov.on.ca/childcare/pedagogy.html>

## Caring for Your Child's Well-Being: Time Honoured Tips for Being an Effective Parent

A few tips to help your child have a healthy transition into elementary school.

- ✓ Set regular bedtimes for your child and follow them daily. Ensure your child gets a minimum of 9 hours of sleep a night. Lack of sleep is linked to anxiety, mood disorders, trouble focusing and sadness.
- ✓ Feed your child foods filled with good vitamins. Calcium, Omega 3 and proteins have a direct impact on how the brain works every day. Healthy eating is linked to happiness, positive thinking and brain growth and can be a natural medicine for positive mental health.
- ✓ Be active with your children. Physical activity is another natural medicine to addressing mental health issues such as anxiety and depression. Children should have a minimum of 60 minutes of activity a day in order to maintain good health and experience positive wellbeing. Playing with your children builds healthy relationships between you and your child.
- ✓ Set rules around the use of electronics (TV, computer, iPod, etc.) in your house. It is wise to keep electronics out of the bedroom and have them in a main part of the house where you can see what they are doing. Also limit their screen to a maximum of 1 hour per day for child wellbeing to be experienced. Too much screen time can affect their developing brain.
- ✓ Attempt to eat family meals together at least 3 times a week. Family meals are linked to positive relationships, positive self-esteem and avoidance of risky behaviours in children.
- ✓ Use positive encouraging words when speaking to your child. Give attention and affection – lots of smiles and hugs. This makes your child feel secure, loved and accepted. Yelling at children has the opposite effect.

## Preparing Your Child for School

The first day of Kindergarten is an exciting time for you and your child. It can also be a time of mixed emotions about coming to school. These feelings, whether excitement or fear, are to be expected and are most likely not unlike your own feelings as you anticipate your child beginning school. St. Clair Catholic is committed to making this transition from home to school a positive experience for you and your child.

### Helpful Hints for Preparing Your Child:

- Develop morning and lunch **routines** before school begins.
- Arrange time for your child to **play and interact with other children**.
- Listen actively to your child and encourage them to **express their thoughts** in full sentences.
- Provide your child with **short periods of time away from you** to build confidence.
- Show the **route to school** and review bus-safety and walking rules.
- Take some time to **play in the school yard**.
- Dress your child in **easy to fasten clothing** to encourage independence.
- **Label** all your child's belongings.
- Provide your child with sufficient sleep – 10 to 12 hours a night with a consistent bedtime.
- Discuss the **positive aspects of going to Kindergarten** with your child (learning new things, playing with friends).
- Reinforce the positive aspects of the first day. Let them know that you will be excited to hear about the day when they get home. Make your **good-bye quick and reassuring**.
- **Communicate with the teacher** about concerns around anxiety or other behaviour.



## Childcare

### ***Extended Day***

Extended day programs offer the child before and after school care that is seamless, occurring in one of the Kindergarten classrooms. The Extended Day Program is specifically developed for four and five year olds under the operational framework of the Education Act under S.259. The program is optional to families on a fee for service basis. Information on programs and how to register, can be found in the Child Care Sites and Programs section at the bottom of the Childcare webpage on the St. Clair Catholic Board Webpage. <http://www.st-clair.net/child-care-services.aspx>

### ***Before and After Childcare***

We are pleased to offer licensed before and after school programs operated by third-party child care providers in many of our schools to support SCCDSB families. The before and after school program offers children (3-12) more opportunities to learn and grow and delivers a seamless day with fewer transitions.

To date the SCCDSB has implemented before and after school programming in all schools. Selected schools may also be offering programs during school breaks or on professional development (PD) days.

### ***Full Day Childcare***

The St. Clair Catholic District School Board believes that welcoming, school-based child care programs, give our families the advantage to access seamless learning and care for their children within a single location. We believe that school educators and child care providers working together ensure that current and future students are prepared to succeed in elementary school and beyond.

Our Board is pleased to partner with excellent, fully licensed child care operators in the region. These operators provide several types of child care options in many of our schools.

### ***Subsidy Calculator***

Parents who are interested in exploring if they qualify for child care fee assistance may visit:

Chatham-Kent: [www.chatham-kent.ca/ChildrensServices/ChildCareSubsidy](http://www.chatham-kent.ca/ChildrensServices/ChildCareSubsidy)

Sarnia-Lambton:

[www.lambtononline.ca/home/residents/socialplanning/Pages/Child\\_Care\\_Subsidy\\_Calculator.aspx](http://www.lambtononline.ca/home/residents/socialplanning/Pages/Child_Care_Subsidy_Calculator.aspx)



## kinderSTART

**kinderSTART** is a special one-day event held in each of our school communities for parents to register their children for Kindergarten. It's also a great opportunity for parents and children to learn more about school together!

The program is offered in partnership with the St. Clair Catholic District School Board and Chatham-Kent and Sarnia-Lambton Children and Youth Network partners. Through **kinderSTART**, children and parents have an early opportunity to visit the school and meet staff in preparation for Kindergarten in the fall.

We also welcome all younger siblings (18 months to 3 years) to attend. Our community partners are there to offer lots of helpful information about getting ready for school, such as ages and stages growth development, good nutrition, healthy living tips and immunization. It's a fun and informative event for the whole family!

For more information about kinderSTART, please visit the St. Clair Catholic District School Board website [www.st-clair.net](http://www.st-clair.net) and follow the **Year 1 & Year 2 Kindergarten Register** tab on the main page.

  <p>for all children 18 months to 4 years...</p> <h1>kinderSTART</h1> <p>Let your light shine. (Matthew 5:16)</p>			<p>Let's Register for Kindergarten!</p>  <input type="checkbox"/>
<p>Your Child &amp; Kindergarten</p>  <input type="checkbox"/>	<p>Meet the Principal/ Vice-Principal</p>  <input type="checkbox"/>	<p>Home, Parish, School Partnerships</p>  <input type="checkbox"/>	<p>KinderSTART Café</p>  <input type="checkbox"/>
<p>Transportation</p>   <input type="checkbox"/>	<p>Photo Booth</p>  <input type="checkbox"/>	<p>Childcare</p>   <input type="checkbox"/>	<p>Ages &amp; Stages</p>  <input type="checkbox"/>

## Entry Process

The Kindergarten program benefits from the experience and skills of two classroom educators: a classroom teacher and an early childhood educator.

To ensure a safe and smooth transition to school, your child's classroom educators and administrators will have plans in place to help students to become comfortable with their new surroundings and classmates. The specific plans for classroom entry and dismissal vary from school to school.

**Schools will offer an opportunity after KinderSTART registration to welcome families and help students become familiar with the staff and school environment. These opportunities are a great time to ask specific questions that you have about school entry.**



## Transportation Services



According to the St. Clair Catholic District School Board's Transportation Policy (STS-PO-001-2011), elementary students are eligible to ride the bus if they live farther than 1.6 kilometers from their eligible school. Students attending elementary French immersion programs are eligible for transportation if they live between 1.6 and 20 kilometers from their designated school. Students who live closer than the minimum distance requirement may be granted courtesy seats by the transportation department in consultation with the school bus operator

and school principal, subject to a number of conditions set out in the Transportation Policy.

For information about applying for a courtesy seat, as well as bus cancellations / delays due to inclement weather, parents should visit the transportation website at [www.schoolbusinfo.com](http://www.schoolbusinfo.com). Inclement weather delays or cancellations are also announced on the local radio stations. If your child qualifies for bus transportation, the bus company will send information directly to your home regarding bus stop times and location in August.





## Meeting the Needs of All Children

The St. Clair Catholic District School Board fosters an inclusive classroom and school culture that enables all children to reach their full potential in an educational environment which celebrates and supports diversity, fostering the development of the whole child.

A comprehensive preschool transition process with our community service providers is in place to support students with special needs who are entering school for the first time. This process allows the school board to work together with the family to plan for a smooth entry to school and to ensure that specialized programs, support and services are in place.

## Speech-Language Services

The role of the Speech-Language Pathologist at the St. Clair Catholic District School Board is to advance communication development and to foster the transfer of these skills to the classroom and social settings. Building articulation (speech sound production), language, and early literacy skills are important parts of a child's learning. Phonological awareness - the ability to hear, identify, and manipulate the sounds of the language is strongly connected to reading and writing development. Phonological awareness activities develop a child's awareness that there is a connection between listening, speaking, reading and writing. The Speech-Language Pathologist and the Program Resource Teacher are involved in screening each Year 2 student in the Fall and Spring for these important pre-reading skills. The school team (Classroom Teacher, Early Childhood Educator, Program Resource Teacher and Speech-Language Pathologist) uses this information to determine individual and classroom goals for early reading success.

Our community partners offer complimentary drop-in screenings and support for parents of children up to age 6, if they feel that their child may have speech or language needs. Visit the websites for more information and for the screening schedule.

**Sarnia-Lambton:** [www.soundstart.org](http://www.soundstart.org)

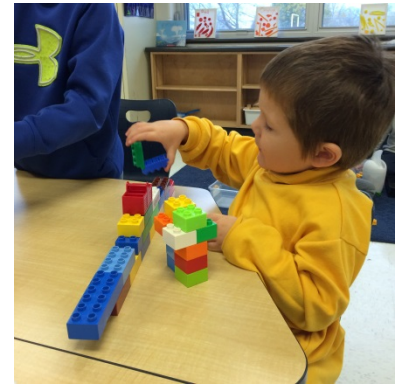
**Chatham-Kent:** [www.childrenstreatment-ck.com/for-children-and-families/services/early-words](http://www.childrenstreatment-ck.com/for-children-and-families/services/early-words)



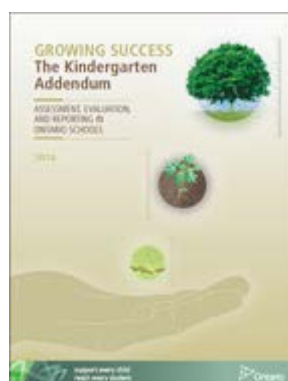
## The Kindergarten Program

### Learning Through Play and Inquiry

Play is as natural to a child's mind and spirit as food and drink is to his or her body. Every child has a powerful inner drive to explore, experiment and discover about his or her world through inquiry. When they are engaged in the work of play, children create, problem-solve, role-play, communicate and make decisions about their world. For this reason play has a genuine and necessary role in the Kindergarten classroom, as a natural way to facilitate children's learning.



A Kindergarten Child's Inquiry Process	What Children Do...	What the Educator does...
<p><b>Initial Engagement</b></p> <ul style="list-style-type: none"> <li>noticing, wondering, playing</li> </ul>	<ul style="list-style-type: none"> <li>raise questions about objects and events around them</li> </ul>	<ul style="list-style-type: none"> <li>observe and listen</li> </ul>
<p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>exploring, observing, questioning</li> </ul>	<ul style="list-style-type: none"> <li>explore objects and events around them and observe the results</li> <li>make observations using all of their senses and ask questions</li> </ul>	<ul style="list-style-type: none"> <li>guide children with thoughtful, open-ended questions</li> <li>encourage children to observe and talk among themselves and to the teacher</li> </ul>
<p><b>Investigation</b></p> <ul style="list-style-type: none"> <li>planning, using observations, reflecting</li> </ul>	<ul style="list-style-type: none"> <li>gather, compare, sort, classify, order, interpret, describe observable characteristics and properties, notice patterns, and draw conclusions, using a variety of simple tools and materials</li> </ul>	<ul style="list-style-type: none"> <li>provide a rich variety of materials and resources, and strategically question and observe children to clarify, expand, or discover the children's thinking</li> <li>model how to plan, observe, and reflect</li> </ul>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>sharing findings, discussing ideas</li> </ul>	<ul style="list-style-type: none"> <li>work individually and with others, share and discuss ideas, and listen to new ideas</li> </ul>	<ul style="list-style-type: none"> <li>listen to the children to help them make connections between prior knowledge and new discoveries</li> <li>demonstrate how to share and discuss new ideas</li> </ul>



In addition to the core faith formation program, *the Kindergarten Program 2016*, released by the Ministry of Education, focuses on four frames, or aspects of learning that are critical to young children's development. The frames reflect the integrated way in which learning occurs in children's play and inquiry in Kindergarten. These four frames are:

- Belonging and Contributing
- Self-Regulation and Well-Being
- Demonstrating Literacy and Mathematics Behaviors
- Problem Solving and Innovating

The four frames provide a structure for thinking about the way children's learning naturally occurs and describe aspects of learning that are critical to young children's development.

The four frames may be described as follows:

### ***Belonging and Contributing***

This frame encompasses children's learning and development with respect to:

- their sense of connectedness to others;
- their relationships with others, and their contributions as part of a group, a community, and the natural world;
- their understanding of relationships and community, and of the ways in which people contribute to the world around them

The learning encompassed by this frame also relates to the child's early development of the attributes and attitudes that inform citizenship, through his or her sense of personal connectedness to various communities.



### ***Self-Regulation and Well-Being***

This frame encompasses children’s learning and development with respect to:

- their own thinking and feelings, and their recognition of and respect for differences in the thinking and feelings of others;
- regulating their emotions, adapting to distractions, and assessing consequences of actions in a way that enables them to engage in learning;
- their physical and mental health and wellness.



In connection with this frame, it is important for educators to consider:

- the interrelatedness of children’s self-awareness, sense of self, and ability to self-regulate;
- the role of the learning environment in helping children to be calm, focused, and alert so they are better able to learn.

What children learn in connection with this frame allows them to focus, to learn, to respect themselves and others, and to promote well-being in themselves and others.

### ***Demonstrating Literacy and Mathematics Behaviours***

This frame encompasses children’s learning and development with respect to:

- communicating thoughts and feelings – through gestures, physical movements, words, symbols, and representations, as well as through the use of a variety of materials;
- literacy behaviours, evident in the various ways they use language, images, and materials to express and think critically about ideas and emotions, as they listen and speak, view and represent, and begin to read and write;
- mathematics behaviours, evident in the various ways they use concepts of number and pattern during play and inquiry; access, manage, create, and evaluate information; and experience an emergent understanding of mathematical relationships, concepts, skills, and processes;
- an active engagement in learning and a developing love of learning, which can instil the habit of learning for life.



What children learn in connection with this frame develops their capacity to think critically, to understand and respect many different perspectives, and to process various kinds of information.

### ***Problem Solving and Innovating***

This frame encompasses children’s learning and development with respect to:

- exploring the world through natural curiosity, in ways that engage the mind, the senses, and the body;
- making meaning of their world by asking questions, testing theories, solving problems, and engaging in creative and analytical thinking;
- the innovative ways of thinking about and doing things that naturally arise with an active curiosity, and applying those ideas in relationships with others, with materials, and with the environment.

### *Assessment and Reporting*



Young children show their understanding by doing, saying and representing. The educators continually observe, monitor, document and evaluate children’s learning in many ways. As educators in Kindergarten interact with children in play and inquiry, provide descriptive feedback, and review documentation of the children’s learning with them, they use “noticing and naming the learning” to articulate what the children are learning. The Ministry of Education Document “Growing Success, The Kindergarten Addendum 2016” describes the policy for assessment, evaluation, and reporting for Kindergarten and relates it to the policy for

Grades 1 to 12, as set out in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (Ontario Ministry of Education, 2010).

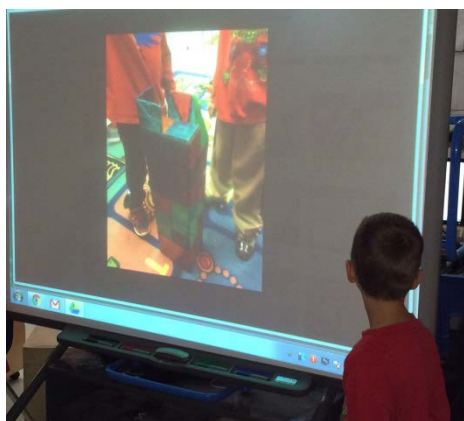
Three formal written reports will be provided during the school year.

The **Kindergarten Communication of Learning: Initial Observations** will be issued at the end of the first reporting period, between October 20 and November 20. The Kindergarten Communication of Learning: Initial Observations is intended to provide parents with an overview of initial observations of their child’s learning and early evidence of growth in learning in relation to the overall expectations in The Kindergarten Program and with information about appropriate next steps to further the child’s learning.

The **Kindergarten Communication of Learning** will be issued at two points in the school year: at the end of the second reporting period, between January 20 and February 20, reflecting the child’s growth in learning since September; and at the end of the third reporting period, towards the end of June, reflecting the child’s growth in learning since January/February.

## Documentation

Kindergarten educators assess children on an ongoing basis in the context of everyday classroom activities, using a variety of methods. The major tool used in Kindergarten is observation, although a variety of other methods may also be used. It is also important to seek the children's own views. Educators in the St. Clair Catholic District School Board are provided with any of a variety of devices (i-pod, i-pad, tablet, camera, etc...) to assist in documenting student thinking throughout the day. This documenting allows both educators, as well as the students, to reflect on their own and others' thinking to use in planning next steps and setting learning goals.



Children communicate and represent their learning with one another and with the educators in the context of their play and inquiry. The educators also provide more formal opportunities – for example, in child-led family conferences – for children to share their learning with their families through the documentation they and the educators have created, shared, and discussed. Parents and families also contribute by sharing their understanding of learning that happens at home.

## French Immersion Program

St. Clair Catholic District School Board currently offers a successful French Immersion program in several of our schools for students from Kindergarten through Grade 12. We believe students enrolled in this program not only acquire strong language skills in Canada's two official languages, but also receive a rich academic foundation formed in an affirming Catholic faith community.

Research has shown that children who begin to study a second language at an early age develop strong skills in both languages and perform as well or better than students enrolled in English programs.

The French Immersion Kindergarten program has the same general goals as an English Kindergarten program: the balanced development of multiple dimensions (spiritual, cultural, intellectual, emotional, physical, social and aesthetic) with the **added goal of introducing children to the French language in a natural way**. This introduction to French is an important step in the process of developing language comprehension sufficient for the immersion student to learn to read in French and learn subject content.

### French Immersion Kindergarten programs will:

- use French words supported by the use of pictures and objects
- use French books, videos, music and games
- have French speaking teachers, speaking in French in increasing amounts supported by the use of gestures, mime, intonation, pictures and objects to convey meaning
- support students by encouraging the use of French through activities, songs, and play
- emphasize listening skills to stimulate language acquisition
- incorporate French culture through authentic activities



## Frequently Asked Questions about the French Immersion Program

### Why learn a second language?

Second language learning provides the opportunity to:

- communicate in French and English
- develop creative and critical thinking and problem-solving skills
- develop a broader view of the world and tolerance for cultural differences
- enhance understanding and use of the first language
- enhance listening skills
- enhance memory skills
- increase post-secondary educational and employment opportunities



### Will my child receive an education comparable to that of students in the English stream? Yes

- The curriculum is the same as outlined by the Ministry documents
- The major difference is that the language of instruction is French and the instructional resources are in French

### Does being in the French Immersion program affect my child's English? No

- Learning a second language improves and enhances first language skills. Evidence of this is seen in the EQAO test results - by Grade 6, immersion students are on par with their English speaking counterparts in the provincial testing.
- Children may experience an initial lag in English reading and writing, but normally “catch up” to their classmates in the English program by about Grade 4.



*Two languages...*

*A world of opportunities*



### ***What can I expect with respect to my child's French language development in Kindergarten?***

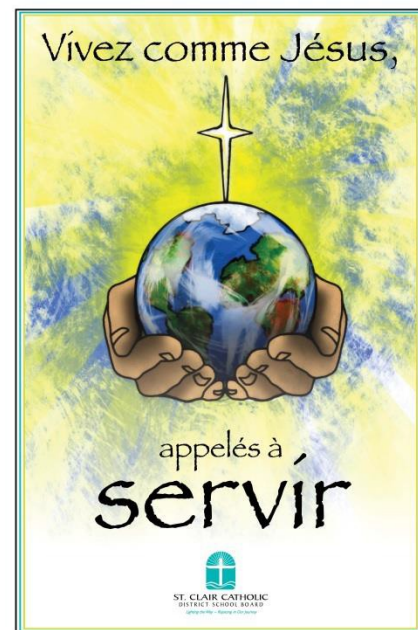


Children enrolled in an immersion program learn French in much the same way as they learned their first language. They listen and imitate the teacher before they start to talk on their own. Children start speaking by using individual words, putting a few words together and learning a few set phrases. Later into the program, children start conversing using complete sentences in French. As in their first language, children will not understand every word they hear at first but gradually

begin to understand key words and phrases. Listening skills are emphasized throughout all activities in order to stimulate language acquisition. As the children progress and their knowledge of French expands, additional language structures and vocabulary are introduced.

### ***When is reading and writing in English introduced?***

Students in the French immersion program will receive a short block of English language instruction from Kindergarten through grade 2. This instructional time will focus on oral language phonological awareness, and reading comprehension skills. English reading and writing content increases in grade 3.



## *Preparing Your Child for French Immersion*



- The French Immersion program is designed for English speaking families
- The children are not expected to have any knowledge of the French language
- Parents should prepare their child as any parent would, French or English



## Board Website

For information regarding Kindergarten programming and to find out more about learning in the St. Clair Catholic District School Board please visit our website at: [www.st-clair.net](http://www.st-clair.net)

## Visit Our Schools

For information about your individual school, find the “visit our schools” tab within the board website. Information regarding bell times, school events, links to newsletters and much more, are found on this page. Find the “contact us” tab within your school to send an email message to your school secretary and / or principal: [www.st-clair.net/visit-our-schools.aspx](http://www.st-clair.net/visit-our-schools.aspx)



## School Cash Online

School cash online is an easy to use, safe way to pay for your children’s school fees. With a few clicks, you can pay for your child’s yearbook, class trips and so much more from your own home. You simply register an account, attach your children and in no time you will be able to pay for items online. For more information, after your child begins school, speak to the secretary at your school or visit the link on our website: <http://www.st-clair.net/school-cash-on-line.aspx>

## Ministry of Education Resources:

<http://www.edugains.ca/newsite/math/homesupport.html>

[http://edugains.ca/newsite/earlyPrimary/schoolleader/parent\\_info\\_sheets.html](http://edugains.ca/newsite/earlyPrimary/schoolleader/parent_info_sheets.html)

## Math Links:

<http://www.tvokids.com/games/caterpillarcourt>

<http://www.mathies.ca/parents.html>

## Literacy Links:

<http://pbskids.org/games/vocabulary/>

<http://www.starfall.com/index.htm>

## Links to other Games & Apps:

<http://www.tvokids.com/2-5>



## Whose Child Is This?

“Whose child is this?” I asked one day  
Seeing a little one out at play  
“Mine”, said the parent with a tender smile, “Mine”, to keep a little while  
To bathe his hand and comb his hair  
To tell him what he is to wear  
To prepare him that he may always be good  
And each day do the things he should.

“Whose child is this?” I asked again  
As the door opened and someone came in  
“Mine”, said the teacher with the same tender smile  
“Mine”, to keep just for a little while  
To teach her how to be gentle and kind, to train and direct her dear little mind,  
to help her live by every rule,  
And get the best she can from school.

“Whose child is this?” I ask once more  
Just as the little one entered the door  
“Ours” said the parent and the teacher as they smiled  
And each took the hand of the little child  
“Ours to love and train together, Ours this blessed task forever.”

*-Author Unknown*

Loving God, help us to accept the responsibility of caring for your precious child.  
We make our prayer in Jesus' name.  
Amen






## Our Community Partners

For information on how to register for licensed childcare, including **Before and After School Programs**, please visit:

**Chatham-Kent:** <https://chathamkent.onehsn.com>

**Sarnia-Lambton:** <https://onehsn.com/Lambton>



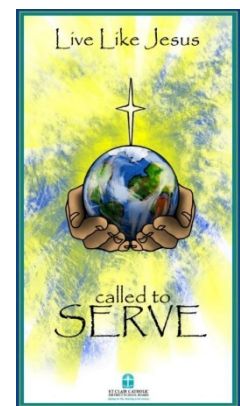
<p><b>Chatham-Kent</b></p> 	<p><b>Sarnia-Lambton</b></p> 
 <p><b>Children's TREATMENT CENTRE OF CHATHAM-KENT</b> Celebrating Abilities, Developing Potential</p>	 <p><b>Pathways</b> Health Centre for Children</p>
 <p><b>Chatham-Kent Children's Services</b> Services pour les enfants de Chatham-Kent</p>	 <p><b>St. Clair Child &amp; Youth Services</b></p>
 <p><b>EarlyON</b> Child and Family Centre <b>ON y va</b> Centre pour l'enfant et la famille</p>	 <p><b>EarlyON</b> Child and Family Centre <b>ON y va</b> Centre pour l'enfant et la famille</p>
 <p><b>Public Health</b></p>	 <p><b>Lambton Public Health</b></p>

## St. Clair Catholic Senior Administration

Deb Crawford	Director of Education
Laura Callaghan	Superintendent of Education
Lisa Demers	Superintendent of Education
Scott Johnson	Superintendent of Education
Amy Janssens	Executive Superintendent – Corporate Services & Treasurer
James Duff	Executive Manager, Human Resource Services

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