

Welcome to Kindergarten!



**ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD**

Lighting the Way ~ Rejoicing in Our Journey

www.st-clair.net

Playing, Learning and Growing Together

Table of Contents

Board Vision and Mission	3
A Message from the Bishop	4
A Message from the Director	5
Board Strategic Plan	6
Ontario Catholic Graduate Expectations	7-8
Faith Formation in St. Clair Catholic	9
Parents as Partners	10
How Does Learning Happen?	10-11
Caring for Your Child's Well-Being: Time Honoured Tips for Being an Effective Parent	11
Preparing Your Child for School	12
Childcare	13
KinderSTART	14
Entry Process	15
Transportation Services	15
Meeting the Needs of All Children	16
Speech and Language Services	16
Full Day Early Learning Kindergarten	17-20
Assessment and Reporting	21
Documentation	21
French Immersion in St. Clair Catholic	22-24
Board Website	25
Visit Our Schools	25
School Cash Online	25
Community Partners	26
A Prayer for Parents	27
Senior Administration / Catholic Trustees	28

Mission and Vision

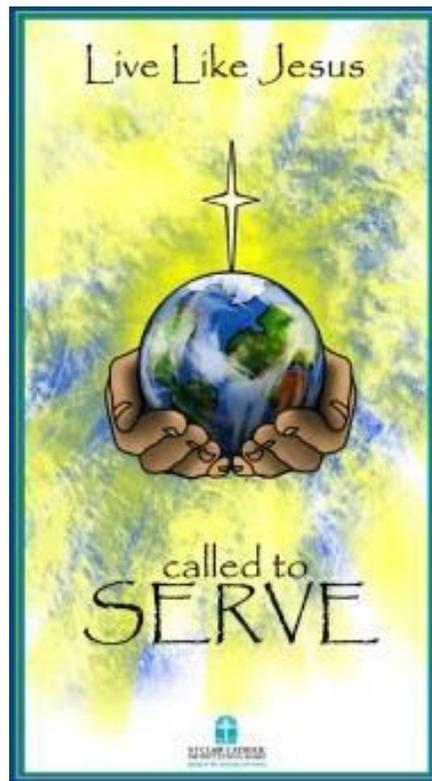
The Board Vision Statement:

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.



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,

I want to extend to you a warm welcome, and to let you know that our Board is committed to excellence. Our curriculum, together with all of our programs and services, meets the policy requirements of the Ministry of Education. But Catholic education is so much more. As Catholic educators, we are committed to developing a partnership with the Church and with you, as parents and guardians, to support, not only the academic development of your child, but his or her spiritual and social growth as well.

To that end, we follow religious guidelines established by the Canadian Conference of Catholic Bishops, and work closely with our parish partners to ensure that Catholicity is an integral part of the life of our schools.

It is a goal that is enshrined in St. Clair Catholic's Mission Statement, which is printed on the next page.

Once again, welcome! 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 "Dan Parr". The signature is written in a cursive, slightly informal style.

Dan Parr
Director of Education

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

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.

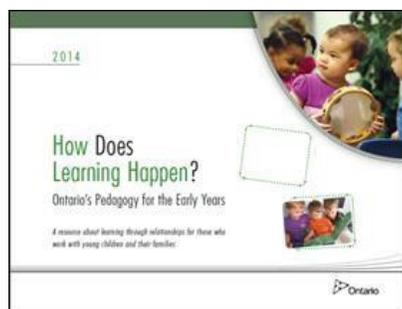


Parents as Partners

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. 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 Full Day 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 Full Day Kindergarten classrooms. An annual survey of families' needs for each school is conducted in the spring to determine the locations of Extended Day Programs for the fall. This program will be considered if twenty or more children demonstrate an interest in registering in the program on a consistent basis. 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. Parents interested in registering their child for the Extended Day Program are asked to contact the child care provider directly. This information 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 that have demonstrated sufficient interest to do so. 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 receiving an estimate for childcare subsidy can use the Childcare Subsidy Calculator. This calculator will give you an estimate of what you will be required to pay per month for childcare fees if funds are available. The calculators for Chatham-Kent and Sarnia-Lambton can be found at

www.chatham-kent.ca/ChildrensServices/ChildCareSubsidy or
www.lambtononline.ca/home/residents/socialplanning/Pages/ChildCareSubsidies.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 our Best Start community service partners. Through **kinderSTART** children and parents have an early opportunity to visit the school and meet staff in preparation for Full Day 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 and 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 and follow the **Junior and Senior 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 FDK!</p>  <input type="checkbox"/>
<p>Full Day Kindergarten & Your Child</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>Best Start: Ages and Stages</p>   <input type="checkbox"/>	

Entry Process

The Full Day Early Learning 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, JK students follow a delayed, gradual entry procedure. This delayed entry provides an opportunity for students to become comfortable with the surroundings, the educators and some of their classmates. The specific entry schedule varies from school to school depending on the number of students registered.

Specific information about this delayed entry is communicated to parents / guardians from the school prior to beginning in September.



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. 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 early literacy skills is an important part 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. As a result, the school team (Classroom Teacher, Program Resource Teacher, Speech-Language Pathologist) is involved in screening each SK student in October for these important pre-reading skills. The information is used to determine individual and classroom goals for early reading success. A follow-up screening is conducted later in the school year to measure class progress.

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

Chatham-Kent: www.childrenstreatment-ck.com/for-children-and-families/services/early-words



The Full Day Early Learning 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 Full Day Early Learning Kindergarten classroom, as a natural way to facilitate children's learning.



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

In addition to the core faith formation program, *the Full Day Early Learning Kindergarten Program (Draft 2010)*, a Ministry of Education document, provides a framework for six other areas of learning in Kindergarten. These areas are:

- Personal and Social Development
- Language
- Mathematics
- Science and Technology
- Health and Physical Activity
- The Arts



The following expectations are for children to demonstrate by the end of the two-year Full Day Early Learning Program.

In the area of Personal and Social Development, children will:



- identify and use social skills in play and other contexts; use problem solving skills in a variety of social contexts
- demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community
- *demonstrate* a sense of identity and a positive self-image
- demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities
- demonstrate an awareness of their surroundings

In the area of Language, children will:

- communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts
- demonstrate understanding and critical awareness of a variety of written materials that are read by and with the EL–K team
- use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials
- communicate in writing, using strategies that are appropriate for beginners
- demonstrate a beginning understanding and critical awareness of media texts



In the area of Math, children will:

- demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships
- measure and compare length, mass, capacity, area, and temperature of objects/materials, and the passage of time, using non-standard and standard units, through free exploration, focused exploration, and guided activity
- describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation
- explore, recognize, describe, and create patterns, using a variety of materials in different contexts
- sort, classify, and display a variety of concrete objects, collect data, begin to read and describe displays of data, and begin to explore the concept of probability in everyday contexts

In the area of Science and Technology, children will:

- demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings
- conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (questioning, planning, predicting, observing, communicating)
- demonstrate an understanding of the natural world and the need to care for and respect the environment
- use technological problem-solving skills (questioning, planning, predicting, constructing, observing, communicating) in free exploration, focused exploration, and guided activity



In the area of the Arts, children will:

- demonstrate an awareness of themselves as dramatic artists and dancers through engaging in activities in drama and dance
- demonstrate basic knowledge and skills gained through exposure to drama and dance and drama and dance-related activities
- use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in drama and dance both individually and with others
- demonstrate an awareness of themselves as musicians through engaging in music activities
- demonstrate basic knowledge and skills gained through exposure to music and music activities
- use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in music both individually and with others
- express responses to a variety of forms of music, including those from other cultures
- communicate their ideas through music
- demonstrate an awareness of themselves as artists through engaging in activities in visual arts
- demonstrate basic knowledge and skills gained through exposure to visual arts and activities in visual arts
- use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in visual arts both individually and with others
- express responses to a variety of visual art forms, including those from other cultures
- communicate their ideas through various visual art forms

***In the area of Health and Physical Education, children will:***

- demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being
- participate willingly in a variety of activities that require the use of both large and small muscles
- develop control of large muscles (gross-motor control) in a variety of contexts
- develop control of small muscles (fine-motor control) in a variety of contexts.

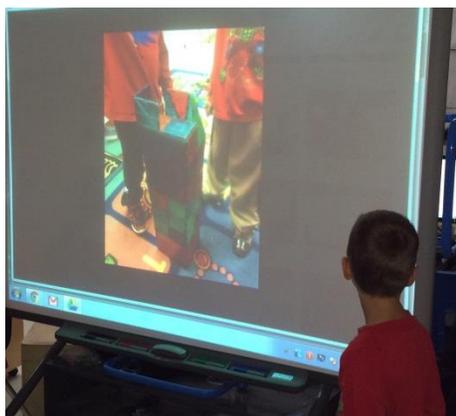
Assessment and Reporting



Young children show their understanding by doing, saying and representing. The teachers continually observe, monitor, document and evaluate children's learning in many ways. During the first term, you will be invited to attend a conference to discuss how your child is progressing and adjusting to school. This conference is an occasion to share and celebrate your child's achievements and progress since September. A written progress report is sent home at the end of first and second terms in Kindergarten.

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, flip cam 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.



French Immersion Program

St. Clair Catholic District School Board currently offers a successful French Immersion program in several of our schools for students from Junior 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 Full Day 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 Junior and Senior Kindergarten?

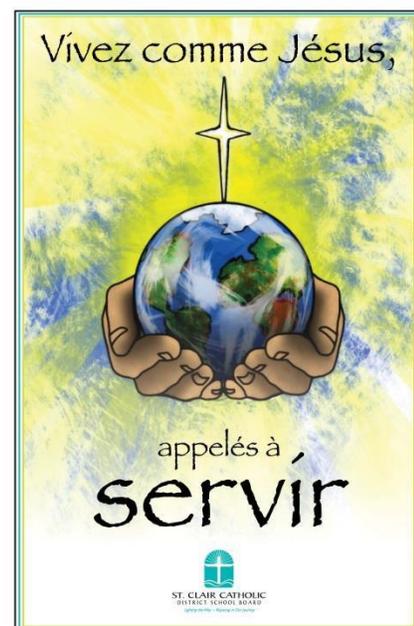


Children enrolled in an immersion program learn French in much the same way as they learned their first language. They listen and imitate the teacher before they start to talk on their own. Children start speaking by using individual words, putting a few words together and learning a few set phrases. 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



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

School Cash Online

School cash online is an easy to use, safe way to pay for your children’s school fees. Now, with a few clicks, you can pay for your child’s yearbook, class trips and so much more from your own home. All you have to do is 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 in September, speak to the secretary at your school or visit the link on our website:

<http://www.st-clair.net/school-cash-on-line.aspx>



Our Community Partners



Best Start is a team approach to helping families access the services and programs they need and want. For information on services available in each school including Public Health, Children’s Treatment Centre, Ontario Early Years Centre and Childcare, please visit the Best Start Websites.

Chatham – Kent Best Start: www.ckbeststart.com 1-866-720-7975

Sarnia – Lambton Best Start: www.ourbeststart.ca 1-888-542-6101

<p>Chatham-Kent </p>	<p>Sarnia-Lambton </p>
<p>Children's TREATMENT CENTRE OF CHATHAM-KENT  <i>Celebrating Abilities. Developing Potential</i></p>	<p>Pathways  Health Centre for Children</p>
<p>Chatham-Kent Children's Services  Services pour les enfants de Chatham-Kent</p>	<p>St. Clair Child & Youth Services </p>
<p>Ontario Early Years Centres  A Place For Parents And Their Children.</p>	<p>Ontario Early Years Centres  A Place For Parents And Their Children.</p>
<p>Public Health </p>	

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>



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.”

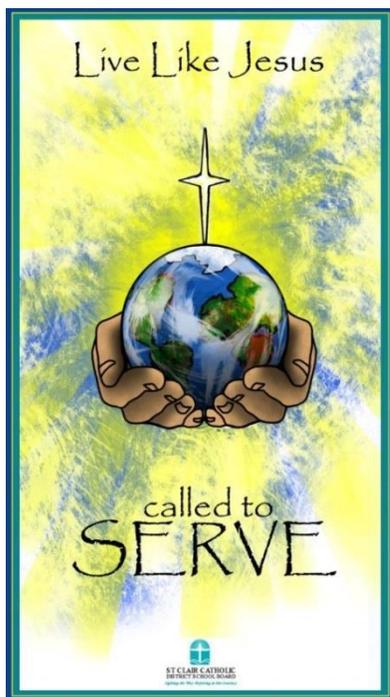
-Author Unknown

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



St. Clair Catholic Senior Administration

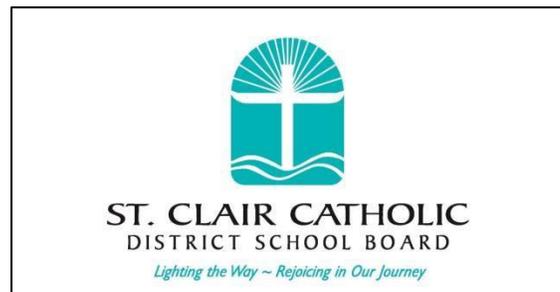
Dan Parr	Director of Education
Jim McKenzie	Associate Director, Corporate Services and Treasurer
Laura Callaghan	Superintendent of Education
Deb Crawford	Superintendent of Education
Scott Johnson	Superintendent of Education
James Duff	Executive Manager, Human Resource Services
Amy Janssens	Assistant Superintendent – Corporate Services



St. Clair Catholic Board of Trustees

John Van Heck	Chair of the Board
Michelle Parks	Vice Chair of the Board
Carol Bryden	Trustee
Anita Labadie	Trustee
Mat Roop	Trustee
Brenda Rumble	Trustee
Linda Ward	Trustee
Deacon Jerry Lozon	Board Chaplain
Jack Soeder	Student Trustee
Kaila Broadbent	Student Trustee

St. Clair Catholic District School Board
 420 Creek Street,
 Wallaceburg, Ontario, N8A 4C4
 519-627-6762
www.st-clair.net



Booklet revised December 2015