

September 2016

Dear Parents,

We are delighted to welcome your child to the kindergarten program at Chelsea School. The kindergarten year provides a framework for setting up the school curriculum, using planned experiences which are closely linked to a young child's interests. Through themes our goal is to further the children's existing knowledge of his or her world.

The kindergarten program promotes learning in a broad spectrum of areas such as personal and social skills, language, the arts, mathematics, science and technology. The student's daily behaviors are observed in order to determine and assess their individual growth and achievement. Completed work will be sent home periodically but some will be held in a student folder for a clear representation of each child's progress through the year.

Language growth is stimulated through learning centers, discussions, videos, poem, music and outings. Co-ordination of hand and eye movement, an essential for learning to read and write, is strengthened by painting, modeling, manipulative materials, finger plays, and outdoor play. The children are taught the alphabet and sounds as they relate to poems, stories, and songs being taught within our themes. As the year progresses, the children are encouraged to experiment with writing. They will copy words in their environment and complete sentence frames. Ears are trained for careful listening through stories, songs, and listening games.

Learning centers will be used as an important part of our classroom. Their goals are:

- to help develop self confidence
- to stimulate curiosity
- to encourage decision making skills
- to participate in a wide variety of choices
- to develop motor skills
- to plan and carry out original idea
- to foster development of listening, speaking, reading and writing skills

The children will frequently have the opportunity for large muscle play both indoors and out. They will visit the gymnasium regularly during the French program. Each day will include a circle time where we will participate in calendar routines, sing songs, read poems, read stories, practice and present skills and knowledge.

Johanne Morrissette

Lori Koroluk

Kindergarten Standards and Procedures for Evaluation of your child's development

In order for you to follow your child's progress and provide him/her with the support that he/she needs, the school uses different means to track and inform you on your child's progression of learning.

Evaluation is an integrated part of the teaching/learning process and is used for pedagogical interventions. In Kindergarten, evaluation is an ongoing process and occurs during the daily routine and activities of classroom life. Observation, checklists and anecdotal notes are the favored means for evaluation and focuses on your child's attitudes, behaviors, processes, strategies and productions. Your child learns to take part in self-evaluation practices that enable him/her to begin to recognize his/her strengths, limits, challenges and accomplishments.

The 6 Kindergarten competencies are as follows:

- Communicates with others
- Develops sensorimotor skills
- Develops his/her personality
- Relates well to others
- Completes projects or activities
- Becomes familiar with his/her environment

The Kindergarten competencies will evaluate your child's cognitive, physical, and social development. In May, a formal BAS test will be administered to evaluate E.L.A. concepts. In order to inform you on your child's progress and competency development, the school will periodically provide you with different forms of communication. You will receive one written communication and three report cards. You may receive one other form of communication, like a student portfolio for example, which documents your child's strengths, challenges and accomplishments over time.

It is important to note that evaluation does not merely serve to situate where your child is in relationship to the program's expected outcomes. It is more importantly used to better support your child in his/her overall development.

French as a Second Language will be evaluated on your child's ability to participate in oral activities in French class. The student's comprehension skills will be measured by their verbal and non-verbal responses when listening to oral texts, observing visuals and being spoken to in French by the teacher. Students learn words and phrases through stories, poems, songs and rhymes. Anecdotal notes on the use of French language in class, as well as observations, listening comprehension activities and oral quizzes will be used in the evaluation process.

Here is a reminder of the official communications you can expect to receive this year.

This Year's Official Communications	
1 st written communication	You will receive your first communication regarding your child's transition and adaptation to Kindergarten on October 14 th
1 st Report Card	The first report card will be issued on November 18 th
2 nd Report Card	The second report card will be issued on March 10 th
3 rd Report Card	The last report card will be issued by July 10 th

