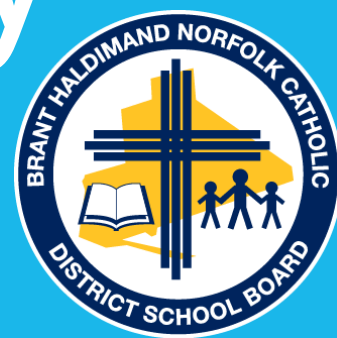


Welcome to Kindergarten and to our Catholic School Community



Brant Haldimand Norfolk
Catholic District School Board

for all



Let the Journey Begin



The is designed to nurture the development of Brant Haldimand Norfolk Catholic District School Board offers an engaging, play-based Kindergarten program in a safe, caring and inclusive environment. The program the mind, body and spirit.

Land Acknowledgement

We acknowledge that the land upon which we gather is the traditional territory of the Haudenosaunee and Anishinaabe Nations.

We recognize that the Brant Haldimand Norfolk Catholic District School Board and its schools have many ties to Six Nations of the Grand River and Mississaugas of the Credit First Nations, situated on the traditional land of the Haudenosaunee and Anishinaabe, within the Two Row Wampum and the One Dish One Spoon Treaty areas.

As a Catholic learning community and as Treaty People ourselves, we strive to build the Kingdom of God; where all people are treated with respect and dignity as we move forward, as allies, towards truth and reconciliation.

View of Children



All children are competent, capable of complex thinking, curious, and rich in potential and experience.

-The Kindergarten Program

All students can succeed. Each student has his or her own unique patterns of learning.

-Learning for All

Spiritual Development and Learning

A child's faith journey in school includes various experiences:

- learning different forms of prayer including Christian meditation
- participating in school liturgies
- exploring the wonders of God's creations

“Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.” (Matthew 19:14)

Families are composed of individuals who are competent and capable, curious, and rich in experience. Families love their children and want the best for them. Families are experts on their children. They are the first and most powerful influence on children's learning, development, health, and well-being.

-The Kindergarten Program

We Are Partners in Your Child's Education



Why is Self-Regulation important?

Self-Regulation lays the foundation for how we adjust our feelings, actions and thoughts so we can handle difficult situations, so we don't get overwhelmed.

- Self-Regulation includes recognizing what calm feels like and what it feels like to become overstressed.
- The ultimate Self-Regulation goal is to help children understand when and how to manage stress.

As parents/caregivers/families:

- it is important to be aware of your own stress, how it affects you and, in turn your children.
- you will be most able to build your child's self-regulation if you take care of your own.

Learning Through Play



Children learn through purposeful play and inquiry in the classroom and outdoors. They learn about themselves, others, and the world around them by exploring, discovering, experimenting, and questioning.

“...for children, play is serious learning. Play is really the work of childhood.”

-Fred Rogers

Four Frames

In Kindergarten, your child will build their skills, knowledge, and experiences in four key areas or frames of learning.

The frames reflect the natural way children learn and help educators and families focus on how a child's learning develops.





FRAME - Belonging and Contributing

Children explore and learn through their connections to others and roles as community members. Through play and interactions with peers, they learn about relationships as they build an understanding of the contributions they can make to various groups, the wider community and the world around them.

A young girl with dark skin and braided hair, wearing a bright yellow long-sleeved shirt, is sitting and raising both hands in the air. She has a joyful expression with her mouth open. In the background, other children are visible, including a girl with long brown hair and a pink shirt, also with their hands raised. The setting appears to be a classroom or a group activity area with colorful posters on the wall.

FRAME - Self-Regulation and Well-Being

Children develop a sense of self-awareness and an understanding of the importance of physical and mental health and wellness. They learn important life skills including how to regulate their emotions and how to adapt to distractions.



FRAME - Demonstrating Literacy and Mathematics Behaviours

Children think critically about the world around them and communicate their learning in different ways. They use language and materials to express ideas and emotions and develop reading and writing skills. Using numbers and patterns in play strengthens their growing mathematical skills.



FRAME - Problem Solving and Innovating

Children make meaning of the world around them by observing, questioning, planning, exploring, testing theories, and solving problems. They use their natural curiosity to investigate new and complex ideas.

The Kindergarten Team

Teachers and Early Childhood Educators work together to plan and implement the program and to maintain a healthy physical, emotional, and social learning environment.

Together they :

- interact with each child every day to create a program based on your child's interests
- create a sense of belonging
- support their social and emotional needs and academic growth

* The Kindergarten team is required of classrooms of 16 or more children

Outdoor Play



Benefits of outdoor play include the development of:

- Gross motor skills
- Coordination
- Physical fitness
- Self-regulation skills
- Social and emotional skills
- Literacy skills
- Numeracy skills and many more.....

And most of all it allows time to connect with nature while having fun!


Arrive dressed for all weather conditions to fully engage in daily outdoor play!

Korall

How Learning is Communicated

Examples of educator communications to families include:

- Conversations through phone calls
- Conversations in person
- Email
- Written notes
- Digital portfolio entries
- Kindergarten Communication of Learning reports (fall, winter, late spring)

		Kindergarten Communication of Learning		<small>Board Logo</small>
		Initial Observations		
		Date:		
Student:		OEN:	Days Absent:	Total Days Absent:
Year 1 <input type="checkbox"/>	Year 2 <input type="checkbox"/>	French: Immersion <input type="checkbox"/> Core <input type="checkbox"/> Extended <input type="checkbox"/>	Times Late:	Total Times Late:
Teacher:		Early Childhood Educator:*		
Principal:		Tel.:	Board:	
School:		Address:		
Address:				
Key Learning / Growth in Learning / Next Steps in Learning <input type="checkbox"/> ESL <input type="checkbox"/> IEP				
[Comments about student learning should be entered in a font size that is clear and legible.]				

“Ongoing, clear and meaningful communication between parents, their child, and the educator team is vital to a child’s growth in learning.”

-Understanding Your Child’s Reports

Health and Safety Measures

The BHNCDSB values the health and safety of all students. Kindergarten students have the option to wear face masks.

Please refer to the Board website for the most up to date health and safety protocols.



A group of four young children of diverse ethnicities are smiling and looking towards the camera. They are outdoors, with green foliage in the background. The children are wearing casual clothing; one boy in the center wears a light blue shirt with dark stars, and a girl on the right wears a dark sweater. The text "Thank you for choosing Catholic Education and welcome to our Catholic School Community." is overlaid in white at the top.

**Thank you for choosing Catholic Education and
welcome to our Catholic School Community.**

If you have questions or for more information, visit www.CatholicEducation.ca or connect with your school principal.