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School Boa

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Welcome to Du f erin-Peel Catholic District School Board .....

# WELCOME TO DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD!

You and your child are joining a community of faith and learning that dates back to over 170 years in Ontario.

Catholic schools in Ontario pre-date confederation. For generations religious and lay people along with Catholic parents have served the spiritual, intellectual, emotional, physical and social needs of Catholic children. Our vibrant Catholic Education system stands strong due to the Catholic parents, trustees, clergy and educators who have worked and sacrificed to ensure that Catholic schools would remain an enduring gift to the future, no matter what political or social pressures arose.

As one of the four publicly funded school systems in Ontario, Catholic schools offer the Ontario curriculum within a rich faith-based context. Our schools are guided by the Ontario Conference of Catholic Bishops through the Institute for Catholic Education and are governed by your elected members of the Ontario Catholic School Trustees Association.

Dufferin-Peel Catholic schools stand together with parents and local parishes to ensure that the next generation of Catholic children is ready to take its place as Gospel witnesses within the local and global community.

Our promise is to collaborate with you in guiding your child to become a Catholic school graduate who can fulfill the baptismal call to love God and to follow God's will according to the example of Jesus Christ.

May God bless you and your child as you embark on this journey of learning – this journey of faith.

The Mission of the Dufferin-Peel Catholic District School Board, in partnership with the family and church, is to provide, in a responsible manner, a Catholic education that develops spiritual, intellectual, aesthetic, emotional, social, and physical capabilities of each individual to live fully today and to meet the challenges of the future, thus enriching the community



## PARENTS AS PARTNERS

Catholic schools provide many opportunities for you to participate in your child's academic and faith formation. Active participation reaps great rewards for you and your child.

The following experiences may be offered at your child's school.

### **Experiences for child:**

- A classroom visit will allow you and your child the opportunity to share information about your son/daughter and initiate the process of building a relationship with the school community.
- A "New to Kindergarten" night is held in the spring and allows you and your child to experience learning through play activities

### **Experience for Parents:**

- Open House is held early in the school year. This will give you an opportunity to interact with the educators, see your child's classroom and meet other parents.
- Catholic School Council 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.
- Many schools offer volunteer programs, with activities ranging from working in classrooms, assisting individual students, committee work and trip volunteers.
- Celebrate your child's learning and progress by attending parent/teacher conferences.
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## FAITH FORMATION

The Church reminds us that you, as parent, are your child's first teacher 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 will offer your child developmentally appropriate, distinctly Catholic experiences of sacred scripture, Church teaching, morality, family life, prayer, liturgy, and the sacraments. As a Catholic school, we will have the honour of accompanying all baptized children through the preparations for First Communion, Reconciliation and Confirmation.

The Kindergarten Religion Program, 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.

Religion and Family Life expectations are described in terms of knowledge and skills, as well as values, attitudes and actions. In Duferin-Peel schools, faith formation is evident in every conversation, every interaction;



## A DISCERNING BELIEVER FORMED IN THE CATHOLIC FAITH COMMUNITY

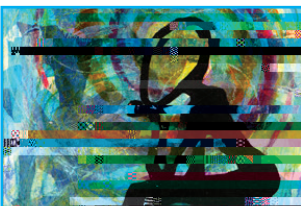
Every child has the capacity for spiritual and religious growth. Four and five year olds are especially open to experiences of prayer and worship – to conversations about who God is and the signs that God is present.

**In the classroom children will:**

- find stories of saints and other faith heroes
- find children's bibles
- find symbols and images including statues and pictures and rosaries
- identify symbols of life (plants, pets)
- bring offerings to support the poor

**At home you can:**

- get to know your parish priest and parish community by attending weekly mass and parish events
- review pictures/ videos of significant spiritual celebrations including baptisms, weddings, Easter, Christmas
- get to know the volunteers who lead the Children's liturgy at your parish
- allow your child to participate in charitable donations of food, toys and money
- create a small prayer space in the bedroom or another place in the house
- share your belief that all life is good and that all can be forgiven



## A REFLECTIVE AND CREATIVE THINKER

A reflective and creative thinker creates, evaluates and adapts ideas and decisions in light of what is good. They act according to a well-formed conscience as a person of virtue.

**In the classroom children will understand that:**

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

**At home you can:**

- provide a wide variety of used and purchased craft materials for children to express themselves
- engage your child in helping others with simple solutions
- allow your child to perform drawing, cutting and assembly tasks on their own





## AN EFFECTIVE COMMUNICATOR

Communication is a wide ranging set of skills and abilities that encompass listening and reading, speaking and writing. These skills are developmental in nature – that is, they emerge as the child is physically and intellectually ready. No two children develop at the same rate. We look at what we know to be typical at particular ages.

**In the classroom children will:**

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

**At home you can:**

### LISTENING

- model attentive listening, especially at church
- help your child to be discerning toward messages in ads during favourite TV shows
- remind your child that others deserve to be heard
- talk about what you can learn by listening – What did you hear? Did you hear what I heard?

### SPEAKING

- share personal experiences and feelings in relation to daily occurrences
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**In the classroom  
children will:**

- use and recognize their gifts and talents are given by God
- always do their best
- build on their strengths and weaknesses; have an “I can” mindset
- set goals and accept change
- be proud of the good things they do
- be thankful for the gifts of others

**At home you can:**

- allow your child to choose his/her clothes
- encourage your child to pick his/her own storybooks
- encourage your child to clean up toys and craft materials
- have your child help to prepare and pack the daily, healthy snack
- encourage your child to choose to play outside regularly and develop curiosity toward the





## A CARING FAMILY MEMBER

A caring family member takes a loving, caring and respectful view of all family members and the role that family plays in society.

**In the classroom children will:**

- understand the love of God, themselves and their family
- understand ways to care about and respect their family at school, Church, in the community and the world
- understand ways to care about and respect God's creation - the Earth

**At home you can:**

- tell stories about when you were young
- talk about your own family members
- pray with your child
- focus on feelings in conversations about actions and consequences
- participate in family-oriented neighbourhood and community events



## A RESPONSIBLE CITIZEN

In the Catholic school, children are offered an apprenticeship in Christian living. They learn to prepare themselves to take their place in the local and global community as witnesses to the teachings of Jesus Christ.

**In the classroom children will learn to:**

- be peacemakers
- follow rules and do their share
- help the poor and care for people in need
- stand up for what is right
- know that all life is precious
- respect and protect the world and all of God's creation

**At home you can:**

- model and encourage turn-taking
- model and encourage taking responsibility for accidents and mistakes
- encourage conservation and care of the environment
- model courtesy to others

# KINDERGARTEN PROGRAM

In addition to the core faith formation program, The Kindergarten Program (2016), a Ministry of Education document, provides a framework of four learning areas, including: Belonging and Contributing, Self-Regulation and Well-Being, Demonstrating Literacy and Mathematics behaviour, Problem Solving and Innovating.

Learning through play and inquiry is an essential foundation of the Kindergarten program. Purposeful play is the child's way of working and learning. Children acquire many skills through play. They try new roles, solve problems, learn how to make sense of the environment, and practice social skills.

<b>Belonging and Contributing</b>	<ul style="list-style-type: none"> <li>• sense of connectedness to others;</li> <li>• relationships with others, and their contributions as part of a group, a community, and the natural world;</li> <li>• understanding of relationships and community, and of the ways in which people contribute to the world around them.</li> </ul>
<b>Self-Regulation and Well-being</b>	<ul style="list-style-type: none"> <li>• their own thinking and feelings, and their recognition of and respect for differences in the thinking and feelings of others;</li> <li>• regulate their emotions, adapting to distractions, and assessing consequences of actions in a way that enables them to engage in learning;</li> <li>• physical and mental health and wellness.</li> </ul>
<b>Demonstrating Literacy and Mathematics Behaviour</b>	<ul style="list-style-type: none"> <li>• communicate thoughts and feelings – through gestures, physical movements, words, symbols, and representations, as well as through the use of a variety of materials;</li> <li>• literacy behaviours through the use of 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;</li> <li>• mathematics behaviours, evident in the various ways they use concepts of number and pattern during play; access, manage, create, and evaluate information and experience a beginning understanding of mathematical relationships, concepts, skills, and processes;</li> <li>• an active engagement in learning and a developing love of learning, which can instill the habit of learning for life.</li> </ul>
<b>Problem Solving and Innovating</b>	<ul style="list-style-type: none"> <li>•</li> </ul>

## ASSESSMENT AND COMMUNICATION OF LEARNING

Ongoing communication between the school and home is a crucial part of the reporting process. Kindergarten educators constantly assess and monitor student progress. The Kindergarten Communication of Learning,

## EARLY YEARS

Children's first six years of development set the foundation for their success in school and future well-being. Children's development during these first six years affects

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## ENGLISH AS AN ADDITIONAL LANGUAGE

A strong knowledge of any language will help your child to learn a new language well, think more clearly and



## NUMERACY & LITERACY AT HOME

The home is a perfect place for children to learn the connections between early mathematics and their world. As your child plays, he or she naturally communicates about mathematical thinking. Following your child's self-initiated, mathematical play will help to develop a meaningful foundation for school mathematics. Here are several ways you can encourage your child's mathematical thinking at home.

### TOP TIPS FOR PARENTS

- Build strong, positive attitudes about math. When children feel positively engaged and successful, they are most likely to stick with an activity or a problem to find a solution.
- Begin with activities that meet your child's level of mathematical understanding. Early success in solving problems will build your child's confidence. Gradually move to activities that provide more challenge for your child.
- If you and your child are more uncomfortable in language other than English, use it. Your child will understand concepts better in the language that he or she knows best.

For young children, draw your child's attention to the variety of places mathematics can be found in everyday places in fun, playful ways, with songs, silly voices or big body actions. Engage with numbers in a meaningful way and in the context of your child's life experiences:

- Count, count, count!
- Count food items at snack times (3 fishy crackers, 5 carrots, 10 grapes);
- Count small toys and blocks during play;
- Count down to your child's birthday or a special family event;
- Build awareness of his or her birthdate, your house number, the number of people in your family, the number of people who can fit into the family vehicle, the number of steps up to their bedroom, the number of place settings at the family dinner table, etc.;
- Build opportunities during play to write down numbers, matching them to models (magnetic numbers and blocks) or even using their own written symbols. Play waiter or waitress, grocery store, or any other community role that piques your child's curiosity and write tickets or uses numbers with customers.
- Use numbers in play situations: measuring during cooking or baking, measuring with union f



Some additional resources you might want to check out:

[Doing Mathematics with Your Child – A Parent Guide](#)

[TVO.KIDS.COM](#)

[Parents as Partners - TeachOntario](#)

You can help your child develop excellent literacy skills. Here are several fun and informative ways you can encourage your child to write.

- Pay attention to everyday signs. They are a great way for kids to

## HEALTHY SNACKS AND LUNCHES

To young children, food is not just a taste. It is something you touch and see as well. Keeping your child interested in healthy food can be simple if you look beyond the flavour and include foods that incorporate a variety of shapes, colours and textures.

- Cut sandwiches into triangles or diamonds. Use cookie cutters to make fun and exciting shapes.
- Try different kinds of grains (rye, pumpernickel, fax) as well as the type of bread like whole grain tortillas, bagels and pitas.
- Offer various types of cheese (mozzarella, cheddar, Jack, Swiss) in different forms (cubes, strings, slices and balls). To create a cheese ball, shred and then shape into balls.
- Switch up the veggies and fruit. Give your kids something different to experience with each bite. Group foods according to: type (citrus, tropical.); colour (green, red, orange, yellow, purple); shape (balls, strips, chunks, whole); or texture (soft, juicy, crunchy)
- Kids love to dip. Use cottage cheese, different types of hummus, yogurt, or guacamole as healthy dips

## FOOD ALLERGIES

There are a number of students enrolled in our schools who have very serious, and in some cases, life threatening food allergies. Your cooperation is necessary in helping ensure a safe environment for these children. Some children in our schools are allergic to peanuts and products containing nuts, nut oils, or by-products. Other children may be allergic to wheat, eggs, dairy products or shell fish, etc. Your school community may have children in attendance who have one or more of these food allergies.

For some children, even second hand contact with these substances, can cause a reaction to occur.

For example, a severe reaction can occur if the child touches a desk, toy, or book previously handled by another student who has touched the allergen food item.

We ask that, as caring community members, children do not bring foods containing allergy-related foods or byproducts to school (lunches, snacks, treats for the class, etc.). Your child's school will advise you of potential allergy concerns and related procedures.



# CHILD AND FAMILY PROGRAMS DATA COLLECTION

The Ministry of Education funds several child and family programs including: Ontario Early Years Centres, Parenting and Family Literacy Centres, Child Care Resource Centres and Better Beginnings, Better Futures programs. These programs provide opportunities for all children to participate in play and inquiry-based programs, and support all parents and caregivers.

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