



ADMINISTRATIVE GUIDELINE

Title: Junior Kindergarten and Senior Kindergarten Programs

Effective Date: February 10, 2000

Responsibility: Superintendent of Program

Revised: June 10, 2003

and Schools

1.0 Background

The Near North District School Board will provide a full day alternate day Junior Kindergarten Program. In addition a full day every day Senior Kindergarten Program, will be provided as approved at the regular Board meeting on June 10, 2003.

2.0 Rationale

Children's early learning experiences have a profound effect on their development. During the junior kindergarten and senior kindergarten years, children acquire a variety of important skills, knowledge and attitudes that affect their ability to learn, their personal development, their relationships with others, and their future participation in society. Positive early experiences with school are of paramount importance to young children in their development as life-long learners. By the end of Senior Kindergarten, children should have acquired literacy skills, mathematics skills, and science skills in preparation for successful learning experiences in later grades.

Children arrive at school with different backgrounds and experiences and they are at different stages of development. It is essential that junior kindergarten and senior kindergarten programs provide a variety of learning opportunities and experiences for their intellectual, physical and social development.

3.0 Curriculum Expectations

3.1 The Ontario Curriculum

The Ontario Curriculum document entitled "The Kindergarten Program, 1998" outlines the program content, planning and delivery guidelines, teaching/learning approaches, and learning expectations for students. It is expected that children should develop the specified knowledge and skills outlined in "The Kindergarten Program, 1998" by the end of senior kindergarten. There is no separate document for junior kindergarten.

3.2 Children with Special Needs

Teachers may modify programs for students with special needs. Appropriate modifications will be discussed with parents, and teachers will explain how these modifications may affect the assessment and evaluation of the child's achievement. Teachers will also seek from parents, information about strategies that have proven to be successful in dealing with exceptionalities outside the school setting.

4.0 Parent Responsibilities

- 4.1 It is expected that all students enrolled in junior and senior kindergarten will have well established independent toileting skills. In special situations where it is identified and documented that medical or physical conditions limit a child's ability to meet this expectation, special arrangements will need to be made with the school.
- 4.2 It is expected that an active contact number will be on file at each school for each junior and senior kindergarten student. Such a person will be available to come to the school for urgent situations on short notice. If a parent or emergency contact is temporarily unavailable on any given day, it is the responsibility of the parent to leave an alternate phone number with the school office for that designated period of time.

5.0 Teaching/Learning Approaches

- 5.1 Programs will provide children with opportunities to explore, create, question, predict, attempt, analyze, and reflect in order to promote growth in reasoning, creative thinking and inquiry skills.
- 5.2 Programs will provide ample hands-on experiences with concrete materials.
- 5.3 Programs will provide opportunities for self-expression and self-discovery through music, drama, language activities and cooperative activities with peers.
- 5.4 Programs will be rich in language-oriented activities.
- 5.5 Programs will emphasize interconnected learning.
- 5.6 Programs will incorporate play to promote learning in the areas of problem solving, literacy and social skills.
- 5.7 Teachers will encourage the participation of parents in their children's education.
- 5.8 Teachers will establish learning environments that best utilize indoor and outdoor space, time, and resources.

6.0 Assessment and Evaluation and Reporting

6.1 Assessment and Evaluation

Teachers will continually observe, monitor, document and evaluate children's learning. The recorded data will reflect the child's actual abilities, document progress over time, and measure achievement in relation to the learning expectations. A variety of assessment methods will be used (e.g., anecdotes, portfolios, checklists, videotapes) and will lead to ongoing modifications of the program for individual students as appropriate.

6.2 **Early Identification**

Early identification procedures are being expanded into all schools with junior kindergarten programs. These procedures are conducted in January of the school year using the “First Steps” resources. The early identification process generates profiles of the strengths and weaknesses of individual students. These profiles are shared with parents. Through partnerships and cooperation among community service agencies, parents receive support in making referrals where appropriate to meet the needs of the child.

6.3 **Reporting**

Teachers will report regularly to parents on the achievements of their children and will strive to ensure that parents understand the assessment methods used.

6.3.1 **Junior Kindergarten Report Cards**

The report card process for junior kindergarten children includes use of the Board's observation checklist in term 2 of the school year followed by a report on the approved Board Junior Kindergarten Report Card form in June.

6.3.2 **Senior Kindergarten Report Cards**

The report card process for senior kindergarten children includes the Board's observation checklist in the fall term followed by reports in the second and third terms on the approved Board Senior Kindergarten Report Card form.

7.0 **Junior Kindergarten Registration and Entry to School**

7.1 All schools in the Near North District School Board will offer a full day alternate day Junior Kindergarten Program.

7.2 Schools will attempt to maintain lists of preschool children who will be registering in future years.

7.3 Schools will develop registration procedures appropriate to the community.

7.4 Schools may use delayed entry procedures in September to allow for individual conferencing with parents and /or children via home visits or meetings at school.

8.0 **Noon Monitors**

Schools will hire a noon monitor to assist with the full day alternate day Junior Kindergarten Program. Schools with more than one full day every day Senior Kindergarten Program will apply to the Superintendent of Program for an extra noon monitor.