EIPS KINDERGARTEN CALENDAR 2024-25

Elk Island Public Schools

Legend:
- ☐ Regular School Day
- ■ No School – Statutory Holiday
- ○ Early Dismissal for Students
- ▨ No School for All Students and Staff
- ☆ First Day of Class
- ◐ No School for Students – Professional Learning/Operational Day

SCHEDULE A: Mondays, Wednesdays and select Fridays

SCHEDULE B: Tuesdays, Thursdays and select Fridays

Important Dates

Date	Event
Aug 27	Professional Learning Day
Aug 28	Operational Day
Aug 29	First Instructional Day Schedule B
Aug 30	First Instructional Day Schedule A
Sept 2	Labour Day – Statutory Holiday
Sept 5	First day of kindergarten busing
Sept 30	National Day for Truth and Reconciliation
Oct 4	Professional Learning Day
Oct 14	Thanksgiving Day – Statutory Holiday
Nov 11-15	November Break
Nov 11	Remembrance Day – Statutory Holiday
Dec 23 - Jan 3	Christmas Break
Dec 25	Christmas Day – Statutory Holiday
Dec 26	Boxing Day – Statutory Holiday
Jan 1	New Year's Day – Statutory Holiday
Jan 29	Professional Learning Day
Feb 6 & 7	North Central Teachers' Convention
Feb 17	Family Day – Statutory Holiday
Mar 7	Professional Learning Day
Mar 21	School Closure Day
Mar 24 - 28	Spring Break
Apr 18	Good Friday – Statutory Holiday
Apr 21	Easter Monday – Division Closure
May 2	Professional Learning Day
May 19	Victoria Day – Statutory Holiday
June 21	National Indigenous Peoples Day
June 23	Last Instructional Day Schedule A
June 24	Last Instructional Day Schedule B
June 25-26	Operational Days

AUGUST 2024

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SEPTEMBER 2024

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OCTOBER 2024

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NOVEMBER 2024

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DECEMBER 2024

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JANUARY 2025

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MARCH 2025

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MAY 2025

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JUNE 2025

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JULY 2025

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Early Years Evaluation - Teacher Assessment (EYE-TA)

Beginning in October, kindergarten teachers in Elk Island Public Schools will use a developmental screening tool with all kindergarten children. The Early Years Evaluation - Teacher Assessment (EYE-TA), developed by KSI Research International (2009) Inc., provides families, teachers, and schools with accurate and meaningful information on children's early developmental skills.*

The information gathered, will help to support a positive transition to school for your child and will help teachers to design instruction and support strategies.

Overview

Learning to read is an important focus in the early grades (K-3). Children must 'learn-to-read' by Grade 3 so that they can 'read-to-learn' in Grade 4 and beyond. However, in Canada and the US about 25% of children have significant difficulty learning to read. When these children get to Grade 4, they do not read fluently enough to understand what is being taught. There are many reasons children have trouble learning to read during the early grades and the impacts are negative; affecting both learning and social relationships during and beyond the school years.

Research has linked the importance of the successful development of early skills to improved school achievement. We can identify children in kindergarten who would most benefit from additional supports to be ready for formal academic learning. The EYE-TA will help us to better understand who these children are.

WHO: The EYE-TA is intended for children ages 4 to 6 years in kindergarten.

WHAT: The EYE-TA provides teachers with a checklist they can use to keep track of their observations and informal assessments of children during regular classroom activities. Teachers enter the information online, receive immediate reporting, and all data is stored with the highest security levels.

The Learning Bar

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The EYE-TA provides information about:

Awareness of Self and Environment
A child's understanding of the world and his or her ability to make connections with home and community experiences.

Social Skills and Approaches to Learning
A child's attentiveness during classroom activities and his or her ability to interact with peers while respecting the classroom rules.

Cognitive Skills
A child's basic math and pre-reading skills and his or her ability to solve problems.

Language and Communication
A child's understanding of spoken language and his or her ability to express thoughts and feelings

Physical Development
Fine motor: A child's ability to perform small movements that require hand-eye coordination.
Gross motor: A child's ability to perform large movements that involve arms, legs, and body.

Reporting

The EYE-TA provides both a classroom and individual child report. The reports show each of the developmental areas, along with examples describing each area, and a colour coded shape *illustrating the child's results.* There are three colour coded shapes used: green, yellow, and red.

Symbols defined:

Appropriate development

Experiencing some difficulty

Experiencing significant difficulty

I have my child's report – now what?
Information from the EYE-TA is often used to identify children who may be having difficulty and who may need further support or evaluation. Teachers use the EYE-TA results as a starting point for discussions with parents or a multi-disciplinary team (e.g., a team that includes the parents, classroom teacher, school administration, and relevant specialists). EYE-TA results, along with other assessments, can help teachers to determine the type and amount of support required for each child to succeed in the classroom.

If you have any questions about the collection, its intended use or the EYE-TA initiative, please contact your child's school.

Features and benefits of the EYE-TA
The main role of the EYE-TA is to help inform teaching decisions. Teachers have said:
- The EYE-TA provides a framework for assessing the developmental strengths and areas for growth of children at the start of school.
- The skills assessed by the EYE-TA inform teaching in the classroom.
- The EYE-TA assesses five domains of early learning closely associated with children's readiness to learn at school.
- Online data entry gives teachers and schools immediate, multi-level reporting.

SPEECH + LANGUAGE + HEARING
SERVICES IN THE KINDERGARTEN CLASSROOM

Speech-language pathologists are involved in the prevention, identification and treatment of a child's speech, language and hearing disorders—in partnership with parents, physicians, educators and health care providers.

Speech and language skills are important to success in school. Oral language lays the foundation for literacy skills while social relationships are built on good speech and language skills. School-based speech-language pathologists focus on receptive and expressive language, language processing, social communication and speech skills to support student's academic and social success. In Elk Island Public Schools kindergartens, speech-language pathologists provide consultation to classroom teams and parents. Individual referrals and parental consents are obtained for those students with significant delays who require ongoing supports.

See the reverse side for more information about the services speech-language pathologists offer in kindergarten.

If you suspect your child is struggling in any of these areas, contact your child's teacher.

Elk Island
Public Schools

SPEECH-LANGUAGE PATHOLOGISTS FOCUS ON A VARIETY OF AREAS IN THE CLASSROOM, SMALL GROUP OR INDIVIDUAL SESSIONS:

Receptive language

A child's understanding of language.
This may include:

- Following two- and three- step instructions
- Responding to questions
- Attending to speech for a sustained period

Expressive language

A child's use of language. This may include:

- Using sentences of more than five to six words
- Using appropriate grammar
- Retelling stories
- Using a variety of words to name objects and actions and to describe

Social language

A child's understanding and use of language to interact socially with others. This may include:

- Initiating conversations
- Responding appropriately to others
- Participating in conversation for several turns
- Reading social cues appropriately

Articulation

The pronunciation of sounds to make words. Age-appropriate sound errors in kindergarten are:

- r, th and j

Services will be provided for children identified with moderate to severe delays. Recommendations and suggestions may be provided for teachers and families of children identified with mild speech and language concerns.

SPEECH-LANGUAGE PATHOLOGISTS MAY IDENTIFY POTENTIAL DIFFICULTIES AND REFER FOR FOLLOW-UP SERVICES FOR:

Fluency
The smooth flow of speech.

Voice
Appropriate quality, pitch and volume of a speaker's voice relative to their age and environment.

Hearing Loss
Inability or reduced ability to hear the sounds in a child's environment.

OCCUPATIONAL THERAPY
SERVICES IN THE KINDERGARTEN CLASSROOM

Occupational therapists help people with their skills for the job of living. While many people think of "occupation" as work or a job, it also means any activity a person engages in including self-care, play and leisure activities.

For a child, "work" often involves playing, learning and going to school. In school, occupational therapists work with classroom teams to help improve regulation, self-help skills and motor skills. In Elk Island Public Schools, the occupational therapist provides resources and suggestions to the classroom team to enhance skill development in these areas. Individual referrals are available for students who are having significant challenges participating in their classroom program.

See reverse side for more information about what areas occupational therapists work on in the classroom setting.

If you suspect your child is struggling in any of these areas, contact your child's teacher.

Elk Island
Public Schools

OCCUPATIONAL THERAPISTS FOCUS ON A VARIETY OF AREAS IN THE CLASSROOM SETTING.

Regulation

The ability to stay calm, curious and confident.

Attention and Organization

The ability to focus and organize oneself to complete classroom tasks.

Sensory Processing

The ability to respond appropriately to different sensory experiences such as touch, sound and movement.

Self-Help

The ability to dress, toilet and feed oneself.

Fine motor skills

The ability to draw, print, use scissors, use both hands together and manipulate objects.

Visual perceptual skills

The ability to understand visual information from the environment to perform a task.