

A Volunteer's Code of Ethics

All volunteers are asked to follow our code of ethics, as these elements are critical to the operation of the school.

1. Respect the confidentiality of the teacher and the children, and refrain from discussing them outside the school situation. If you have any questions, concerns or suggestions, share them with the teacher or principal.
2. Practice tolerance and understanding towards the children and teachers with whom you come into contact. Be sensitive to the teaching role. Strive for acceptance of all the children.
3. Be dependable. If you agree to undertake a task, follow it through by attending at the times and dates arranged. Be realistic about the amount of time you can spend. If you must be late or absent, arrange for an acceptable substitute or inform the school before you are scheduled to be there.

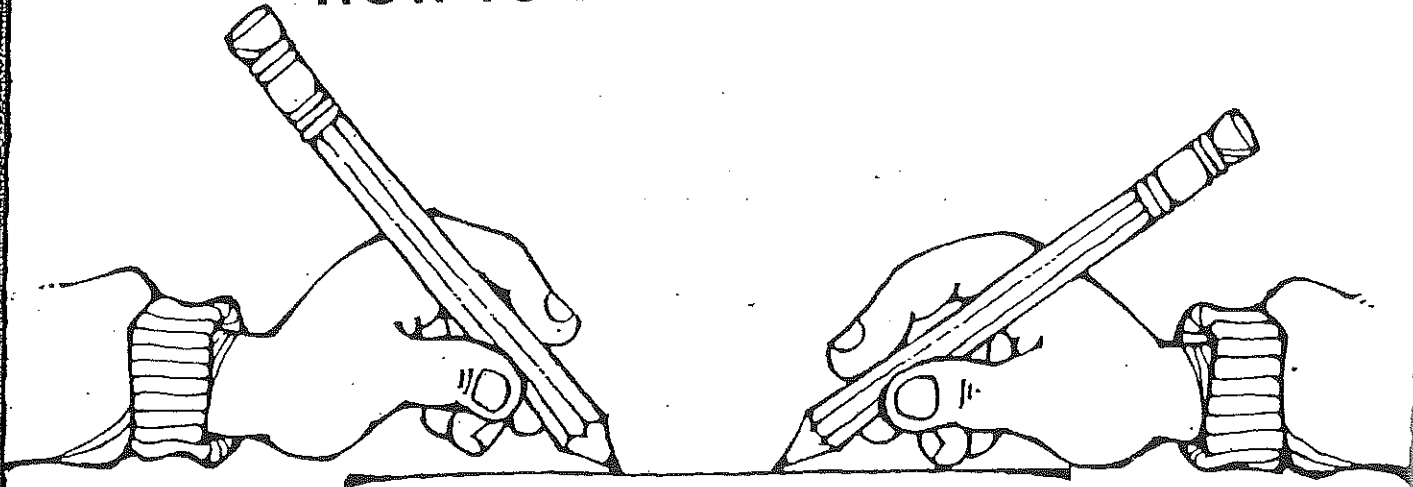
Appended Information

Additional information, regarding early childhood development and special needs, is appended.

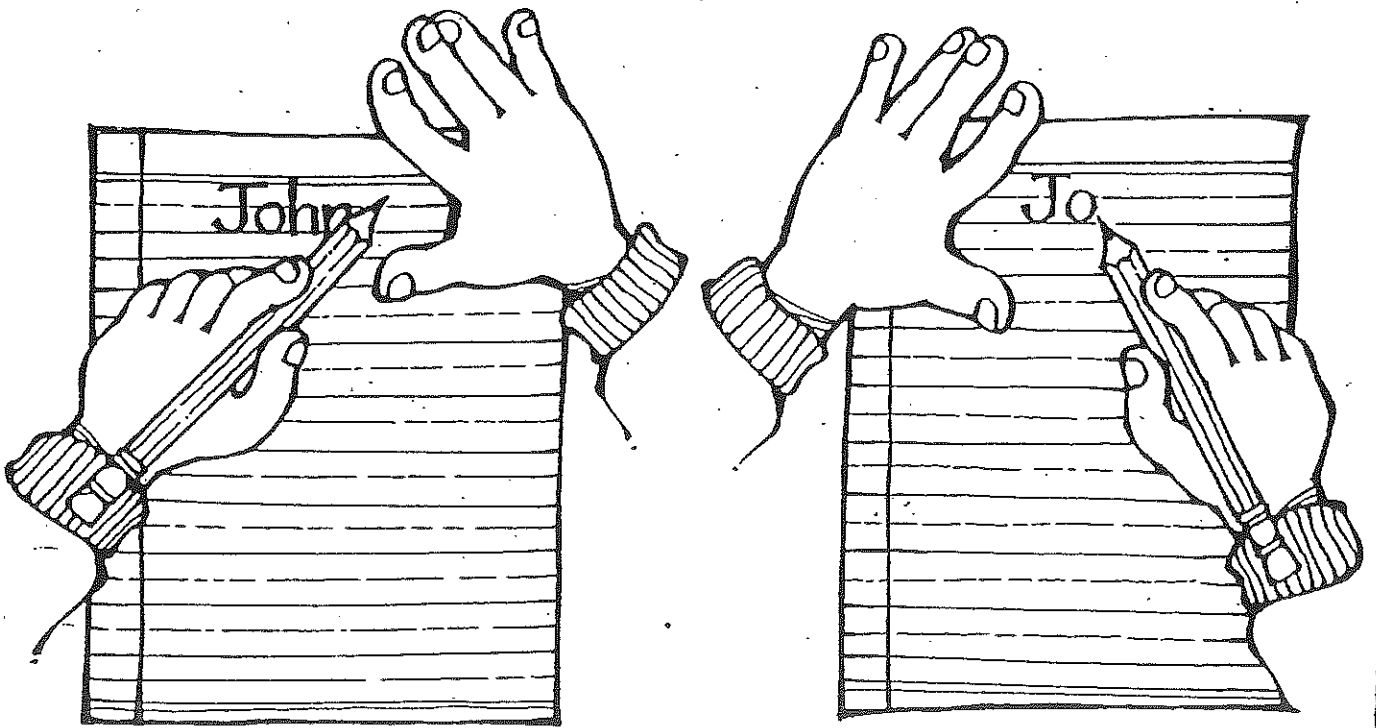
Thank you for choosing Hythe Kindergarten.
Have a wonderful 2011-2012 school year!

Hythe Regional School
"Full of Friends"

HOW TO HOLD YOUR PENCIL



HOW TO PLACE YOUR PAPER



Left

Right

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

1 2 3 4 5 6 7 8 9 10 ? , .

Will I grow out of it?

Milestones and Warning Signs for Speech and Language Development Birth to 2 Years

Speech and language abilities are important for preparing children to play, learn and get along with others. Children with strong speech and language skills have been shown to be better prepared to handle school curriculum and are often more successful learners.

- first 3 months of life
- becomes startled at loud noises
 - is soothed by calm, gentle voices
 - likes to cuddle and enjoys being held
 - cries, gurgles, grunts, says "ah"
 - sucks and swallows well

warning signs • shows no reaction to sound?

- 4 months to 6 months
- watches your face with interest when you talk
 - tries to "talk" to you by cooing or babbling
 - enjoys "talking" with you, smiles at you
 - coos and squeals for attention
 - has a special cry when hungry

warning signs • are any of the behaviours absent?

- 6 months to 1st birthday
- understands some common words when used with gestures, such as "bye, bye," "up," "give me" and own name
 - tries to say sounds and words, such as "ba, ba," "na, na"
 - tries to sing along with radio/tv
 - laughs and may imitate a cough or sound

warning signs • are you concerned about how little your child babbles or plays?
• does your child get lots of ear infections?

- age 1 to 18 months
- babbles - sounds like sentences
 - understands simple questions/statements, such as "Where is your nose?", "Give me."
 - says a few words, though not necessarily clearly
 - nods "yes" and shakes head for "no"
 - enjoys rhythm and likes to "dance" to music

warning signs • does your child not talk at all?
• is your child not sociable?

- 18 months to 2nd birthday
- says some 2-word sentences, such as "More milk," "All gone," "Me go"
 - asks for a cookie or toy
 - says "whatssat" a lot at about age 2
 - understands "Where is mommy/daddy?"
 - understands simple directions, such as "Get your coat"
 - understands more words than can speak/say

warning signs • does your child use more gestures than words?

Will I grow out of it?

Milestones and Warning Signs for Speech and Language Development 2 to 5 Years

age 2 to 3rd birthday

- combines words in 2-3 word sentences, such as "Me do it."
- follows simple directions, such as "Put the teddy-bear to bed."
- answers simple questions, such as "What's your name?", "Which one is the big doll?"
- can put a toy "in," "on," "under" when asked
- answers simple questions about objects, such as "Which one do we eat with?"
- is able to sit and attend to a book or movie for a few minutes

warning signs

- does your child show frustration when trying to talk?
- is your child's speech difficult for you to understand?
- does your child not yet put 2 words together?

age 3 to 4th birthday

- follows 2 related directions, such as "Close the book and give it to me."
- tells first and last name
- understands questions about a picture story, such as "Where did the bunny go?"
- reasons - answers "What do you do when you're hungry/cold?"
- tells a short story, such as "Two kids played ball."
- sentences are usually 3 and 4 words long
- gives direction, such as "Fix this for me."
- asks many questions, such as "what," "where," "why"

warning signs

- is your child's speech difficult for strangers to understand?
- does your child have difficulty playing imaginary games with others?

age 4 to 5th birthday

- follows 3 related directions, such as "Get your crayons, make a picture and give it to the baby."
- speaks sounds accurately except perhaps for eg. l, r, k, th, ch, sh
- more reasoning - answers questions, such as "What do you do when you are sleepy/thirsty?" or "What should you do if you hurt yourself?"
- can tell you in detail about their day
- can show you "top," "bottom" and several colours
- can give meanings of words

warning signs

- does your child not use complete sentences?
- does your child stutter?
- does your child not seem to be able to follow directions?

Early detection of difficulties at any age can make learning to talk easier. If your child shows any of the warning signs listed for his or her age group, please contact the Speech-Language Pathologist at your Community Health Centre for more information.

SPEECH LANGUAGE PATHOLOGY/AUDIOLOGY
Public Health Centre - Virene Building
10121 - 97 Avenue
Grande Prairie, AB T8V 0N5
(780) 513-8126 FAX (780) 539-1060

It's never too early to call a Speech-Language Pathologist!

Speech and language development is an on-going process that begins at birth. In the first three months of life a child is startled by loud noises and soothed by calm, gentle voices. Your child will begin to communicate and experiment with sound by crying, fussing, and gurgling. Cheek and tongue muscles are strengthened as your child sucks. Additional milestones for speech and language development from birth to 5 years are outlined on the attached page. Early detection of difficulties at any age can make learning to talk easier.

Some children are at high risk for delayed speech and language development and feeding/swallowing difficulties. These include children born prematurely, infants with a cleft lip or palate, and children with Down syndrome, cerebral palsy or any other form of injury to the brain.

It's never too early to call us if you have any questions or concerns about your child's current or future speech and language development. Speech-Language Pathology services are available through all our District Offices.

SPEECH/1TEBBUTT/FORMS/TEARSHT.ATT.doc

Main Office
10320 - 99 Street
Grande Prairie, AB T8V 6J4
(780) 513-7500 Fax (780) 532-1550
Box 756
Valleyview, AB T0H 3N0
(780) 524-3338 Fax (780) 524-3153

Worsley, AB T0H 3W0
(780) 685-3752 Fax (780) 685-2007

118 - 2nd Avenue or Bag 1250
Manning, AB T0H 2M0
(780) 836-3391 Fax (780) 836-2860

Virene Building
10121 - 97 Avenue
Grande Prairie, AB T8V 0N5
(780) 513-8125 Fax (780) 532-2477
Bag 2201
Fairview, AB T0H 1L0
(780) 835-4951 Fax (780) 835-3879

600 Third Street or PO Box 990
Fox Creek, AB T0H 1P0
(780) 622-3730 Fax (780) 622-4169

Box 120
Beaverlodge, AB T0H 0C0
(780) 354-2647 Fax (780) 354-8410

c/o Grimshaw Hospital
Grimshaw, AB T0H 1W0
(780) 332-6500 Fax (780) 332-1177

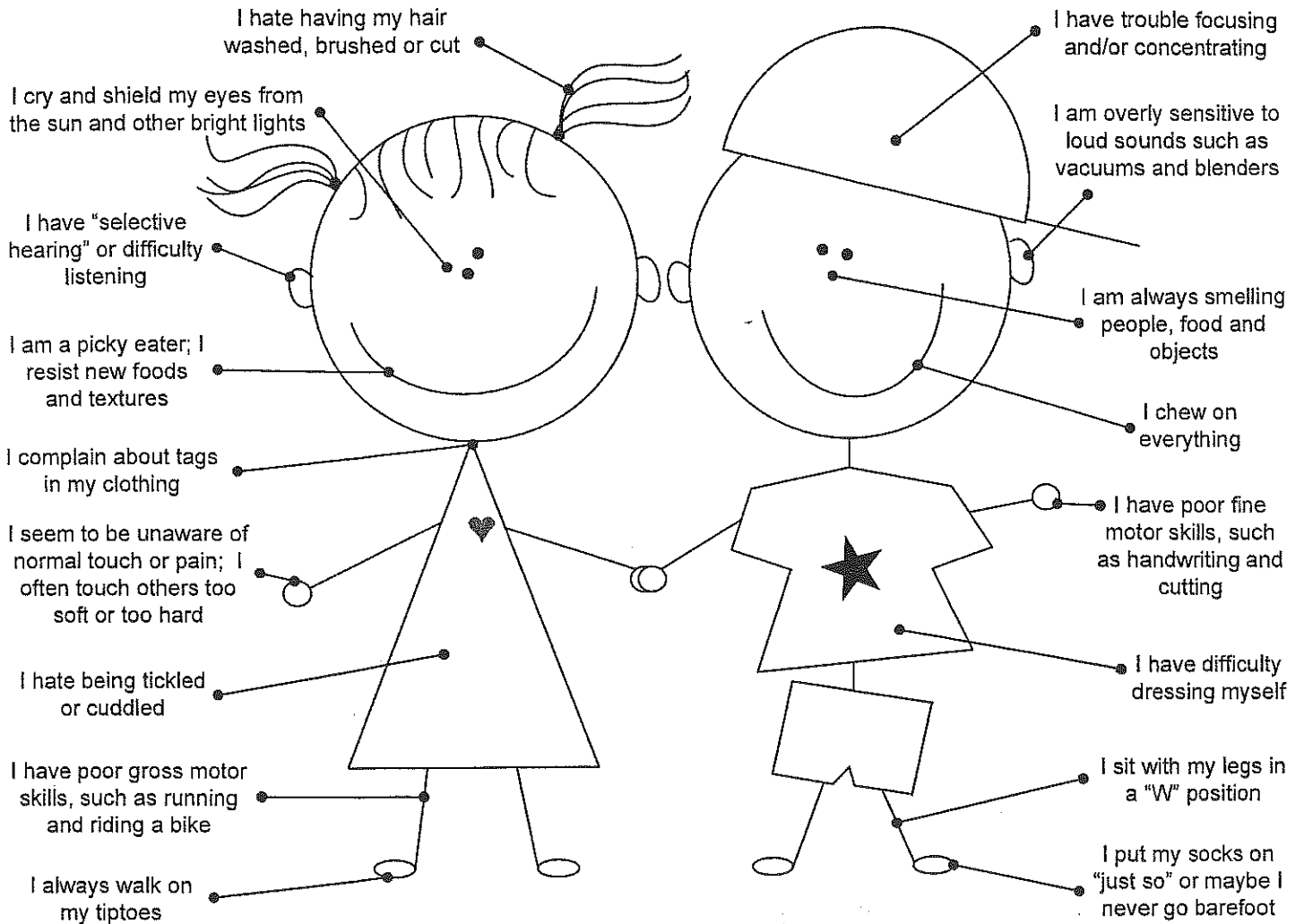
10101 - 68 Street or Bag 400
Peace River, AB T8S 1T6
(780) 624-7260 Fax (780) 618-3405

Box 187
Spirit River, AB T0H 3G0
(780) 864-3063 Fax (780) 864-4187

Box 478
Grande Cache, AB T0E 0Y0
(780) 827-3504 Fax (780) 827-2728

4620 - 53 Avenue or Bag 1
High Prairie, AB T0G 1E0
(780) 523-6450 Fax (780) 523-6458

DO YOU KNOW ME?



I'm a Sensational Kid!

I mean, I have **Sensory Processing Disorder**. That just means that my brain can't process sensory information the right way. When my brain gets information through any of my senses — sight, smell, hearing, taste, touch, vestibular or proprioception — it doesn't always know what to do with that information and I become very disorganized and confused. Sometimes I overreact to this sensory input and sometimes I don't react enough. This makes it *really* hard for me to function at school, in public and even at home! I might have trouble learning or making friends. I might be really shy and withdraw from everyone, even my own mom! I might have trouble coping and have a lot of tantrums and meltdowns. I might be afraid of a lot of activities that kids usually enjoy. It's super tough.

*So, Do You Know Me? Or maybe someone like me? Well, there are lots of things you can do to help me. Being patient and understanding is a great place to start! But then you need to talk to my doctor or an Occupational Therapist and they can help you to help me feel better, learn better, behave better and *get better!**

Oh, yeah! I really *am* sensational, by the way!

My child has been assessed with a delay or disability. Where do I go for help?



A child with a delay or disability may need extra supports to be successful in preschool or kindergarten. There are choices available and parents should explore the options to choose the one that best meets the needs of their child and family.

Alberta Health Services offers a range of resources and services that may include:

- parent and teacher workshops and resources to support children in their home, school and community
- consultation, coaching and intervention for children, their parents/ families, preschool staff and caregivers.

Some preschool and kindergarten children are eligible for Early Childhood Services (ECS) programming provided by a school authority:

- a child with a severe delay or disability may be eligible for up to 3 years of support in an ECS program before Grade 1
- a child with a mild-moderate delay or disability may be eligible for up to 2 years of support in an ECS program before Grade 1.

Eligibility for ECS programming before kindergarten is based on an assessment that shows the child's need for educational programming and support. This assessment may have been completed by a psychologist, occupational therapist, speech-language pathologist or other professional. The school authority is responsible for deciding if the child meets Education's eligibility requirements based on information received from assessments.

ECS programming is available through all school jurisdictions and approved private ECS operators in Alberta.

When a child with a special need attends an ECS program, the teacher, parents and others involved with the child's program develop an Individualized Program Plan (IPP). This plan addresses the child's educational needs in the most enabling environment possible. ECS operators use a variety of approaches or models including:

- environmental supports (e.g. visual schedules, well-established routines, warnings of transition, visual cues, adapted furniture, use of physical boundaries to define space)
- embedding goals in ongoing routines and activities
- strategic use of educational assistant support
- involving peers as positive models
- focused intervention in a small group
- direct intervention.

Further information about ECS programming is available at <http://education.alberta.ca/admin/special/ecs.aspx> or by contacting the Early Learning Branch at PUF@gov.ab.ca or 780-422-9423, toll free in Alberta by first dialing 310-0000.

