



WELCOME TO
ÉCOLE ELBOW
VALLEY



WHAT MAKES US UNIQUE?

- We are a kindergarten to grade four, community focused school that invites over **550** students who are supported by 27 classroom teachers, 2 learning support teachers, 5 classroom assistants and a CDA.
- Our **core values**—"We Are Respectful," "We Are Responsible," "We Are Brave," and "We Are a Community" - are at the heart of everything we do, guiding our efforts to nurture the academic, social, and emotional growth of each child.
- We offer a dual-track program where both French and English languages are celebrated daily.
- Our unique location close to Springbank Middle School and Springbank Community High School, enhances our community. We take great pride in the strong involvement and support from our parent community.



WHAT MAKES US UNIQUE?

- We place a strong emphasis on **literacy** and **numeracy** development, supported through whole-group, small-group, and individualized instruction provided by classroom teachers and dedicated literacy specialists.
- We celebrate **cultural diversity** and are committed to fostering **global citizenship** in our students. This is reflected in a variety of multicultural events and through the integration of French culture in school-wide activities.
- Our Positive Behavioural Interventions and Supports (**PBIS**) framework continues to play a key role in helping students demonstrate respect, responsibility, and bravery.
- École Elbow Valley School also offers a wide range of activities, including House Teams, Grade Four “Friendly Helpers”, French Culture Week, “Musicfest” at the Jubilee, artists-in-residence programs, a Family Dance, Literacy Week, and student-led clubs. We are always eager to explore new ways to engage with students and families to strengthen our community connections.



Respectful Respectueux



We use **kind words**.
On utilise des **mots gentils**.



We use **kind actions**.
On utilise des **actions gentilles**.



We value **personal space**.
On est **attentif**.

Responsible Responsable



We **own our choices**.
On prend **charge de nos choix**.



We are **ready and prepared**.
On est **prêt et préparé**.



We **take care of** our **spaces**.
On **prend soin de** notre **environnement**.

Brave Courageux



We **try new and tricky things**.
On **essaie** des **choses nouvelles et difficiles**.



We **learn** from our **mistakes**.
On **apprend** de nos **erreurs**.



We **stand up** for ourselves and others.
On **s'affirme** pour nous et pour les autres.



FRENCH IMMERSION

- French Immersion begins in Kindergarten or Grade One and is intended to continue through to Grade 12.
- Initially concentrates on French oral language development to give students a sufficient understanding of French to learn to read and write in French and learn subject area content in French.
- It is a program in which French is the language of instruction, beginning in Kindergarten or Grade 1 and continuing to Grade 3 when English is introduced.
- Learning French as an additional language provides students with significant linguistic, academic, and cognitive benefits—enhancing literacy, numeracy, and problem-solving skills, fostering self-esteem and cultural awareness, and opening doors to global opportunities in communication, travel, and employment.

How is Kindergarten Organized?

AIM

Build on children's natural curiosity and eagerness to learn.

Balance

Balance of structured activities and purposeful play.

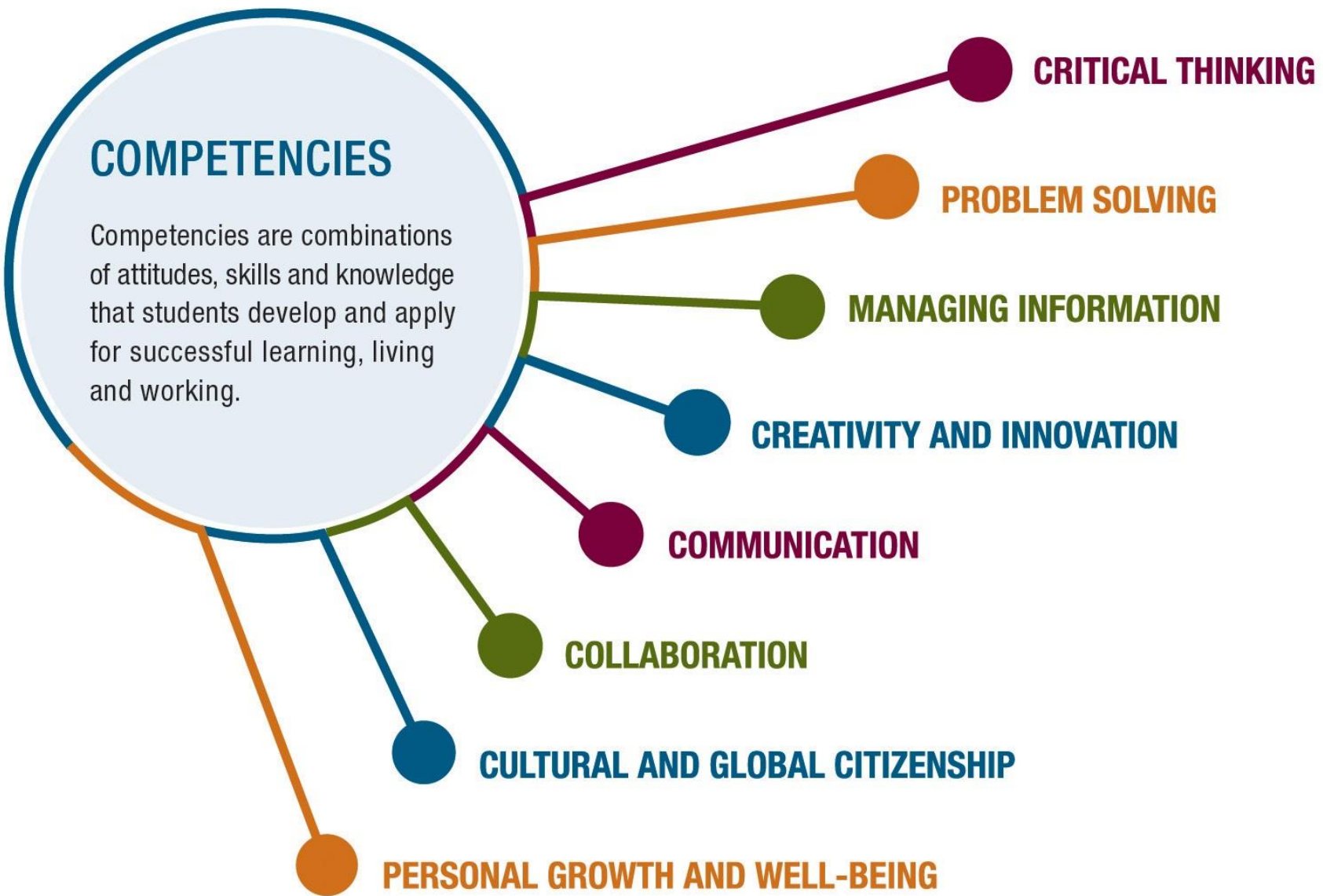
Imagination

Children will interact, imagine, experiment, and explore to add to their knowledge, learn new skills, and practice what they have learned.

Learning areas are interrelated and meet social, physical, and intellectual, cultural, creative and emotional needs of young children.

Alberta Education

Student Competencies





LEARNING SUPPORT

We are an inclusive setting where diversity is embraced.

- Learning Support Team (School Based / RVS Supported)
- Child Development Advisor (CDA)
- Speech- Language Pathologist (SLP)
- Occupational Therapist (OT)
- Physical Therapist (PT)
- Family- School Liaison (FSL)



OCCUPATIONAL THERAPY (OT)



WHAT IS OT?

OT helps students complete activities that they both need and want to do on a daily basis.

This includes: **self-care activities** (dressing, eating, bathing), **productivity** (school-based activities) and **leisure** (play).

Our role: support Kindergarten to Grade 12 teachers and assistants to help children be successful within the classroom and to help overcome any barriers to learning.

AREAS OF FOCUS:



Fine and Gross Motor:

The ability to use our bodies in a functional way for daily activities. In school this includes cutting, colouring, printing.



Visual Perception:

Process of taking in, interpreting and understanding what we see around us. Builds a foundation for reading, printing and other school skills.



Sensory Processing:

Our ability to take in information through our senses, organize and interpret that information, and respond in a way that makes sense.

Difficulties in sensory processing may lead to actions and behaviour that may or may not be socially appropriate or interfere with participation and learning.

HOW TO GET READY FOR KINDERGARTEN

CORE STRENGTH

Build a strong core (trunk, back, shoulder muscles) to support small movements of the hands and fingers

Activity ideas:

- Play on different playgrounds: climbing, hanging on bars, walking along the edge of the playground like it is a balance beam
- Pretend to be an animal: crab walk, snake slither, frog jumps, bear walk
- Draw and paint on vertical surfaces (easel, paper taped to the wall, window writers)
- Play board games, do puzzles, and read while lying on tummy to develop trunk and shoulder muscles
- Household jobs such as sweeping, raking, carrying, and washing tables and windows



FINGER PRECISION

Practice small finger movements to improve pencil control and object manipulation.

Activity ideas:

- Put money into a piggy bank moving the penny from palm to fingertips with one hand
- Tear small pieces of paper along the outside of a picture or line
- Play games with cards, pegs, and dice such as Connect 4, Operation, Kerplunk, etc.
- Bead and lace (using straws, pipe cleaners, lace, cereal, and beads)
- Use tongs or tweezers to "find" items in a bin of sand or rice



HAND STRENGTH

Develop the muscles of the hand to be able to hold and use tools such as pencils or scissors

Activity ideas:

- Play with play dough: squeeze/poke/pinch/roll balls
- Play tug-of-war with paper clips/string held between thumb and index finger
- Use spray bottles, wring out sponges,
- Crumple up pieces of paper, with both hands, or squish smaller pieces with one hand only and then throw it like a basketball into the garbage



VISUAL SKILLS

Builds foundations for reading, printing, and other school skills

Activity ideas:

- Do puzzles—begin with simple puzzles and support them with "hints"
- Practice drawing and making shapes out of play dough, pipe cleaners, and popsicle sticks (O, +, /, □, \, X, Δ)
- Where's Waldo, Eye-Spy, Spot-the-difference pictures
- Build with manipulatives to create 3D objects



INDEPENDENCE

Practice getting shoes and coats on and off, zipping up lunchboxes and backpacks, opening snack items and containers.

SPEECH-LANGUAGE PATHOLOGY (SLP)



WHAT IS SLP?

Speech-Language Pathologists have specialized training in all areas of communication, including language, speech, literacy, fluency, voice, feeding/swallowing, and hearing.



Our role: support Pre-Kindergarten to Grade 12 students whose communication challenges are impacting their learning and participation at school

Areas of Focus

Receptive language: understanding of language both verbal and written

Expressive language: use of language, both verbal and written expression

Complex Communication Needs: students who cannot express themselves through speech alone and benefit from Augmentative or Alternative Communication (AAC)

Literacy

Social Communication and interaction



How to get ready for Kindergarten



RECEPTIVE LANGUAGE

- ***I Spy:*** Choose an object in the room and say, "I spy with my little eye something that is red". Encourage your child to guess the object based on the description you provide. Take turns being the one to spy something. Use a variety of describing words to help build vocabulary, or link it to literacy by using sounds e.g. "I spy something with the "mmm" sound
- ***Play games*** that involve taking turns and following directions, like Simon Says or Red Light/Green Light.
- Engage your child in activities with 2-3+ step directions e.g. following a recipe, making a craft, sorting and folding laundry

EXPRESSIVE LANGUAGE

- ***Story retelling:*** Read a book together and afterwards ask your child to retell the story in their own words. Encourage them to include important details, characters and event. This activity enhances narrative skills and sequencing.
- ***Describe me bag:*** Use a bag that items can't be seen in (cloth works well). Next, collect everyday items from around the house, such as a crayon, small car, and a spoon and place them in the bag. Have your child put their hand in the bag, feel an item, then describe it to you until you can guess what it is.
- ***Nature Walk:*** Take a walk as a family-there is so much to talk about outside! What can your child see and hear? Do they feel a breeze? How do the flowers smell? How many colours do they see? What are the animals doing? Ask them to tell you more.

LITERACY

- ***Letter sound scavenger hunt:*** Select a letter sound with your child. Together, search for items around the house or outdoors that start with that letter sound. Have them draw or take a picture of the items they find.
 - ***Rhyming:*** Identify rhyming words in stories, songs and nursery rhymes. Play rhyming games throughout the day e.g. When brushing their hair, get them to help you find words that rhyme with hair
- Read with your child daily**



SOCIAL COMMUNICATION

Puppet Play: Use puppets or stuffed animals to engage in pretend play scenarios. Encourage your child to create dialogue and interact with the puppets, engaging in imaginary conversations. Use funny voices and talk about the characters- who they are, what they like or want, and how they feel

Family photo time: look at pictures or videos of family gatherings or events and talk about the people in the pictures- who's who, what they're doing and how everyone may be feeling. Talk about how it feels when you are with friends. What makes a good friend?



KEEP IN
TOUCH
&
GET
INVOLVED

Communication is valued, ongoing, open and honest.

- Real-Time Reporting (RTR) (Bi-Weekly)
- Collaborative Conferences (Fall / Winter)
- [Owl Outlook](#) (Weekly Updates)
- [School Website](#)
- Instagram / Facebook
- School Council / FEEVES (Monthly Meetings)
- Canadian Parents for French
- Parent Volunteers



THANK
YOU

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School Website



School Newsletter