

Hello, let me introduce myself...

PASSAGE À L'ÉCOLE
Parent Booklet

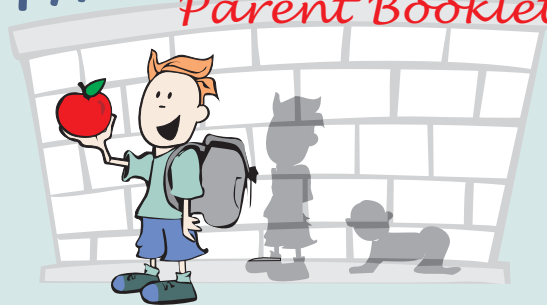
My name is: _____

I am ____ years old

My school will be: _____



A large, empty rectangular box with a thick blue border, intended for a drawing or photo.



I attended:

Early Childhood Center (CPE)

Community organization:

Other childcare: _____

Language(s) spoken at home :

To be returned to my school by :

PASSAGE À L'ÉCOLE

Parent booklet

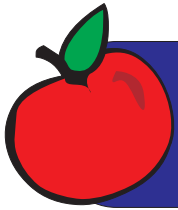


Goals of “Moving on to school parent booklet”

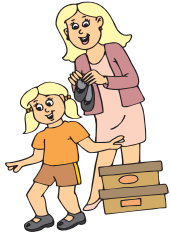
- ✦ Allow parents to present your child
- ✦ Get to know your child
- ✦ Properly welcoming your child in the school

How to use the booklet? It's easy

- ✦ Ask your child to draw his portrait on the cover
- ✦ Complete the booklet by selecting the child's description
- ✦ Hand the booklet back to the school



My Emotions



I adapt to change

- Easily
- With support
- With difficulty



I am able to wait

- It's easy for me
- I need support
- It's difficult for me

I express my emotions (happy, sad, angry)

- It's easy for me
- I need support
- It's difficult for me



If a have difficulty with an emotion, here's what helps me:



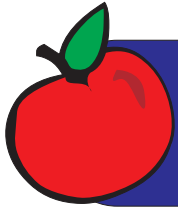
When I am frustrated I:

- Hit
- Sulk
- Scream
- Use my words

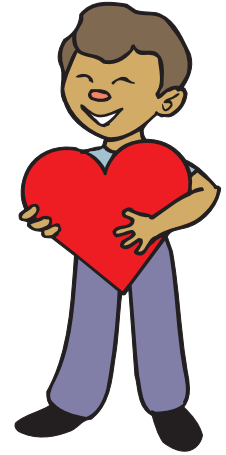
My parents, when they think about me starting school, feel:

- Happy
- Worried
- Very worried
- Other: _____





My Relationships with Other People



I make friend

- It's easy for me
- I need support
- It's difficult for me
- I haven't had many opportunities yet



I am sensitive to other's feelings

- It's easy for me
- I need support
- It's difficult for me



I listen to the rules

- It's easy for me
- I need support
- It's difficult for me

I can follow a routine

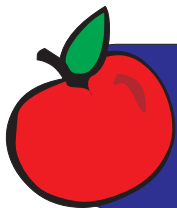
- It's easy for me
- I need support
- It's difficult for me



When I argue with other children, I try to find peaceful solutions

- It's easy for me
- I need support
- It's difficult for me





Playing and activities

I draw

- Often
- Sometimes
- Never



I cut using scissors

- Often
- Sometimes
- Never



My child also likes :

I play pretend

- Often
- Sometimes
- Never



I sing songs

- Sometimes
- Often
- Never



I jump, run, and climb

- Often
- Sometimes
- Never



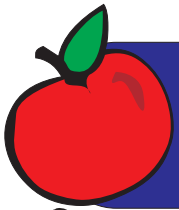
I am interested in books

- Often
- Sometimes
- Never

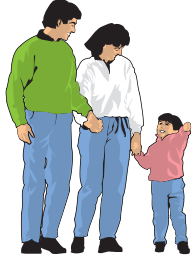


I do puzzles

- Often
- Sometimes
- Never



Language, Skills, and Knowledge



I get dressed

- By myself
- With help



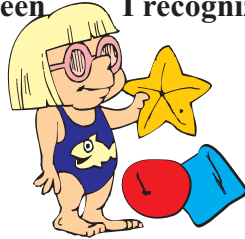
I use clear language and people understand what I say

- It's easy for me
- I need support
- It's difficult for me

I can tell you what I've done or seen

- It's easy for me
- I need support
- It's difficult for me

I recognize shapes and colors



- It's easy for me
- I need support
- It's difficult for me



I can situate myself in space: above, below, next to, under, over

- By myself
- With help



I know the difference between : a little, a lot, big, small

- By myself
- With help

My child has receives extra support (ex: Speech therapist, psychologist, etc.)

- During the period of time between _____ and _____
- Related to:
 - Development
 - Behavior
 - Selfhelp skills
 - Language
 - Other: _____
- This process was in collaboration with the following resources:
 - A professional at the CLSC : _____
 - Community Resource: _____
 - A professional at the hospital : _____
 - Other : _____



I have completed this document to the best of my knowledge. If the school requires further information about my child, please contact:

_____ (name) _____ (Telephone)

Parent's signature : _____

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- **Barrette, Mélanie**, community organizer for the “programme petite enfance CSSSNL”
- **Cadieux, Lucie**, director of CPE Bout-en-train
- **Gilbert, Martin** vice principal for école de L'Aubier
- **Postras, Isabelle**, coordinator of the “services petite-enfance et famille, ACFM”
- **Tyan, Joseph**, coordinator of the “projet CALIN”

For references, consult the original document “moving on to school”

For more information:

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