

Sunshine Coast Child Care and Community Connections



Hailey at Kidz Club Cedar Grove making spring "soup" in the yard

Spring 2016 Newsletter

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Happy Spring!

After a long, wet winter, the cheerful daffodils and flowering trees are a welcome sight. At the CCRR, we are busy making plans for the spring quarter. May is child care month and to show our appreciation to our local providers, we have planned an evening of yoga at the Seaside Centre on May 18th. Be sure to mark your calendar.

In February we said good-bye to Crystal Boeur who has moved on to another position. We miss her and wish her all the best. We also welcomed our new Outreach and Program Support staff, Katie Borowski. Katie has been busy going out into the community to meet families and child care providers. If your program would like a support visit from Katie please let us know.

Our upcoming training on March 12th, "Ages and Stages Questionnaires in Child Care Centres" has only a few spaces left so if you are planning to attend and haven't yet registered please contact us. We are also offering a "Responsible Adult in Child Care Settings" course so if you are planning to hire summer staff, the training starts in May.

CCRR is working with the Sunshine Coast Early Years Council to investigate the ECE training needs on the coast. We have been visiting child care centres and speaking with managers about the challenges of recruiting qualified staff. Our goal is offer support for ECE students. We are currently collecting names for a potential ECE studies cohort. If you are interested in completing either your basic certificate or post-basic studies please contact our office.

We're looking forward to a great spring season with lots of warm sunny days and just enough rain for the flowers!

Catherine, Tracy & Katie

Two New Child Care Programs on the Coast!

A warm welcome to the coast's newest child care providers:

Claire Richardson owns and operates "Little Ducky Day Care", a Registered Licence-Not-Required child care centre in Gibsons.

Shannon Craig owns and operates "Oceanside Child Care", a Licensed Family Child Care Centre in Halfmoon Bay.

New to the Lending Library



The CCRR has a variety of story telling activity bags in our library that include books and small props. Pictured here are :

The Napping House
By Audrey Wood



Elmer
By David McKee



Introducing Katie Borowski



Hi, I am Katie Borowski, and I am excited to be the new Outreach and Support person here at CCRR. Last summer I moved from northern Ontario landing on the beautiful Sunshine Coast. I am an experienced Early Childhood Educator and have also worked as a resource teacher, a behaviour therapist and case coordinator for young children who require extra support. In addition to my ECE diploma I have a BA in Psychology & Sociology/Anthropology. I am also the proud mother of an eight year old daughter. I look forward to meeting everyone and visiting the great programs on the coast. I believe the best way to support children is through their family with quality supports and networking. I look forward to the sharing and collaboration of ideas and meeting lots of amazing people.

Story Basket Workshop

We all had fun creating props for the book *Amos' Sweater*, a hilarious story about an omery sheep who was reluctant to give up his wool.

Thanks to Crystal Boeur for facilitating!



Caregivers Appreciation Evening



The CCRR's Caregiver Appreciation evening is coming up in May. This year we are pleased to have Hasu Marnie Coulter join us from Yoga by the Sea in Roberts Creek. She will lead a very gentle yoga and stretching class that will relax and invigorate. No yoga experience is necessary!

We will also enjoy some food, drink, and great conversation!

DATE: Wednesday, May 18

TIME: 7pm - 9pm

PLACE: Sechelt Arts Centre , 5741 Medusa Street

RSVP: 604-885-5657

Would you like to be in our newsletter?

Do you have an event you wish to advertise? A job posting? A buy and sell ad?

We are also looking for photos, activity ideas, art or curriculum projects for upcoming editions. All submissions will be credited to the author so this is your chance to show off your centre!

Send your submissions to coastccrr@sccss.ca.

Please note we will need consent from parents/guardians to publish photos of children.



Upcoming Workshops and Training Opportunities

Responsible Adult in Child Care Settings

Interested in working with children? Register now for “Responsible Adult in Child Care Settings”

Date: Thursdays, May 12th – June 16th and one Saturday, June 18, 2016

Time: 7:00 – 9:30 pm (Thursdays) plus 9:30 am – 3:00 pm (Saturday June 18)

Location: CCRR Sechelt office, 5520 Trail Avenue

Cost: \$50.00 One time only sale price!

To Register call: 604-885-5657 or email coastccrr@sccss.ca

This 20-hour course prepares participants for the following employment possibilities:

School Age Group Child Care (licensed), Occasional Child Care (licensed), As a replacement or a substitute/casual on call for Early Childhood Education Assistants (licensed group child care centres or preschools)

This course also meets the training requirements for non ECE Child-minders. Other employment possibilities may include casual family drop-in programs, family child care or other related positions. This is a non-credit course (cannot be applied towards the completion of a degree).

Ages and Stages Questionnaires in Child Care Centres

Saturday, March 12, 2015 9:30 am – 2:00 (includes ½ hour break)

Sunshine Coast Community Services 5638 Inlet Avenue, Sechelt Cost: Free!

Call the CCRR office to register 604-885-5657.

Off Coast Training Opportunities

ECEBC's 45th Annual Conference (2016): The Ripple Effect: Continuing the Journey Through Our Ethical Practices

May 5 to 7, 2016

Radisson Hotel Vancouver Airport, 8181 Cambie Road, Richmond, BC

<http://www.ecebc.ca/>

Play, Learn, Love—Early Child Development Conference

April 8 and 9, 2016 8:30 – 4:45 (see the detailed [schedule](#) or the [list of workshops](#))

Bring your own lunch. We'll provide coffee and snacks

Presented by Sea to Sky Community Services. For more info: <http://www.sscs.ca/ecd-conference-2016/>

Happy Spring Break!

This year Spring Break is over two weeks long! It starts on March 12 and runs through to March 29. Here's some of the things that are happening around town:

YMCA Day Camps

Registration for 2016 spring camps is now open! Register online or by phone by calling 604-939-9622 or in person at your local YMCA. Please see our Registration Information page for more details. <http://www.vanymca.org/camps/spring-break-camps-2016.html>

SCRD Spring Break Camps

Offered at Sechelt Arena, Sechelt Aquatic Centre and Pender Harbour Aquatic centre. There is also a Spring Break Tennis Camp at the Sechelt Racquet Club. See the SCRd website for details.

**CCRR offices will be closed March 25 for Good Friday
and March 28 for Easter Monday**



Preparing Preschoolers for "School Talk"

By Lauren Lowry
Hanan Certified SLP and Clinical Staff Writer

Being prepared for school involves a lot more than going to the store to buy a lunchbox and a backpack. There are many skills that children need to be able to function in a classroom and understand the curriculum. Children learn many of these skills at home as they interact with their parents and siblings. For example, they learn to express themselves well, understand directions, follow daily routines, listen to and

tell stories, have conversations, and use their imagination.

But success at school also depends on being able to understand and use "school talk", a special type of talk that is used in the classroom. Also known as "academic talk" and "classroom discourse" [1], school talk is quite different from the type of language children hear during everyday life at home, which is known as "casual talk".

Differences Between School Talk and Casual Talk

The differences between "school talk" and "casual talk" are reflected in why, how, and what we talk about [1,2]:

Why we talk

- Casual talk helps us go about our daily tasks and maintain relationships. When someone asks a question at home, he or she usually doesn't know the answer.
- School talk is used to help children learn new things. When the teacher asks a question, he or she usually knows the answer, and is asking the question to test the children.

How we talk

- Casual talk is informal and makes use of simple words, shorter sentences, and straightforward grammar. People tend to take turns talking during conversations. When individuals tell stories, they don't involve complex thinking and ideas are loosely linked together.
- School talk is more formal and involves many unfamiliar words, longer sentences, and more complicated grammar. Words that describe mental states are used, such as "think", "wonder", and "know". The teacher tends to do most of the talking, and the children are expected to listen unless the teacher calls upon them. When teachers and children tell stories, they are expected to be logically organized and easy to follow.

What we talk about

- The topics in casual talk usually centre around people, objects, events and opinions which are personally relevant to the individuals having the conversation
- The concepts discussed in school talk are more precise, and the topics are general in nature and accepted by the wider, educated public. For example, a general (school talk) topic would be bears, their habitat and food sources, whereas a personally relevant topic in casual talk would be a bear that a child saw at the zoo [2].

How Teachers Can Help Children Learn about School Talk

The first step is to identify which children are at risk for difficulties with school talk. A speech-language pathologist can be consulted to help identify and assess these children.

In order to help children understand and use school talk, teachers can:

- **Make school talk explicit** One important way to promote school talk is to make it explicit by explaining the school talk expectations required before engaging in an activity. For example, a teacher might highlight the way she will ask questions that test the children's knowledge by saying "Because we are in school, I'm going to ask you some questions I already know the answer to. This helps me know if I'm doing a good job teaching you. If you don't know the answer, that's okay. Maybe someone else will know the answer." Teachers can also explain how children can make an educated guess when they are unsure of an answer, saying something like, "Sometimes you might not know the answer, but you can think about what the answer might be and let us know what you are thinking." [1, p. 34]
- **Use "think alouds"** "Think alouds" involve putting one's thought process into words. Teachers can

Continued on page 6

use think alouds to demonstrate the thought process involved in some aspects of school talk. For example, a think aloud which demonstrates how to think of an answer to a question might be: “I wonder who this book is going to be about? I am going to use the front cover to look for hints to guess who it’s about...” [1, p. 34]. Teachers can also use think alouds to explain how to make a guess, such as, “There’s a picture of a bear and a bird on the cover, so maybe the book is about one of those animals.”

- **Use meaningful activities** It’s easiest to teach children about school talk while they are engaged in a meaningful activity during which school talk is used, such as Show and Tell and book sharing:
 - ⇒ Show and Tell involves the child discussing personal experiences with the class via an explanation that is often guided by the teacher through comments and questions. In this way, the teacher guides the child’s casual talk about his or her personally relevant item towards talk that is closer to school talk. Before starting Show and Tell, the teacher can clearly describe the expectations to the children, saying something like “When you talk about your special rock in school, you may quickly tell us why it is special to you, but then we also want to talk together about what kind of rock it is... That way, we can use your special rock to learn about lots of rocks. I’ll help you by asking you some questions as you tell us about your special rock” [1, p.33].
 - ⇒ Sharing books in preschool offers a good opportunity to model some of the more complex language and thinking required in school talk. Teachers can use and explain new, unfamiliar vocabulary, ask questions and make comments that help the children make connections between the story and their own experiences, and help children think beyond the pages of the book.

Strategies for promoting the type of vocabulary and conversations found in school talk are the focus of ABC and Beyond™ [3]. Educators learn how to highlight more complex vocabulary and connect these new words to the children’s own experiences. They also learn to use questions, comments and think alouds during book sharing to help children think more deeply about the story. By providing explanations, talking about problems in the story, predicting what might happen, and connecting the story to the child’s own personal experiences, educators expose children to the language needed for school talk.

How Parents Can Help Their Child Learn About School Talk

Parents should not abandon their casual talk at home with their children! But they can prepare their child for school talk by incorporating some language that is similar to that used in the classroom. Parents can use daily activities like making cookies, doing a craft, or sharing books to model:

- New words – Think about words that your child doesn’t already know when you do an activity together. While baking, you can talk about temperature, dough, or whisk. When playing with Lego, you can talk about structures, skyscrapers, or height. And books provide endless opportunities to introduce new words.
- Explanations and descriptions – If your child is curious about something new, how it works, or what it does, offer an explanation or a description of the process. For example, if you are reading a book about a spider and your child is curious about its web, you can explain that the spider uses its web to catch bugs to eat, or offer a description like “the web is made out of sticky threads”.
- Think alouds – Put your own thought process into words. For example, when doing a craft together, talk about your decision-making process by saying “I wonder what it would look like if I glued some popsicle sticks on the side. Hmmm...maybe it would be too heavy and fall over”. This is the type of thought process children need to engage in at school, and they are sometimes expected to describe their thought process to their teacher.
- Questions and comments that expand your child’s thinking – Children need to infer, reason, and think beyond the here-and-now during classroom discussions. You can make comments and ask questions during conversations at home with your child that will promote this type of thinking. For example, when reading Good Night, Gorilla [4], you might ask a question about the zookeeper, who hasn’t noticed the gorilla has stolen his keys, such as “What do you think the zookeeper will do when he notices his keys are missing?” Or you might make a comment about the zookeeper’s wife who is sleeping and doesn’t know that the zoo animals are sleeping in her bedroom, such as, “I think she is going to be shocked when she wakes up!” In this way, you can help your child think beyond the story, about what might happen next, how the characters feel, and why things happen in the story.

Our Hanen resource I’m Ready™ [5] provides parents with strategies for modelling this type of language during books and daily life with their child. The strategies presented in I’m Ready™ are aimed at building children’s early literacy skills, but they also provide children with exposure to school talk.

References

van Kleeck, A. & Schwarz, A. L. (2011). Making “academic talk” explicit: Research directions for fostering classroom discourse skills in children from nonmainstream cultures. *Revue Suisse des Sciences de l'Éducation*, 33(1), 29-46.

van Kleeck, A. (2014). Distinguishing between casual talk and academic talk beginning in the preschool years: An important consideration for speech-language pathologists. *American Journal of Speech-Language Pathology*, 23, 724-741.

Weitzman, E. & Greenberg, J. (2010). *ABC and Beyond™: Building Emergent Literacy in Early Childhood Settings*. Toronto, ON: The Hanen Centre.

Rathmann, P. (1996). *Good Night, Gorilla*. Puffin Books: London.

Greenberg, J. & Weitzman, E. (2014). *I'm Ready!™: How to prepare your child for reading success*. Toronto, ON: The Hanen Centre.

Here are some additional Hanen resources: *I'm Ready Guidebook*, or *Book Nook*.

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Tips for Sharing Meals at Home and in Child Care Settings

By Meghan Molnar, R.D.



Sitting and eating with children has a valuable impact on the way children learn to eat; They learn attitudes about different foods, behaviours around eating expectations, and skills that promote social ease. Developing healthy eating habits early will serve children well for the rest of their life.

Children learn to behave and eat by mimicking what the important adults in their life do. They want to learn and grow to

eat the foods their parents and caregivers eat, as long as they are not being pushed or coerced to do so.

Adults provide the “what, when and where” of eating and the children decide the “if and how much” to eat of what is provided. It is important to not comment on what or how much children eat, as children need to feel in control of their bodies.

Providing structured meals, sit down snacks, and creating a set of simple mealtime rules that are used consistently, can help children feel relaxed and welcome at the table. Table rules should be explained clearly so the children know what to expect.

Some possible examples of rules to add to your own repertoire:

- 1) food will be available at mealtime and snack-time, other than that, the kitchen is closed
- 2) you do not have to eat anything you do not want to
- 3) you do have to say “yes please” and “no thank you”
- 4) ...we all will not say “yuck”.

It could also help to create a mealtime routine chart and give children jobs to do such as helping clean up before the meal or helping set the table. Children want to feel important and needed. By having a routine they know how to follow, they can be reminded of what jobs they can do.

Sharing meals with adults achieves a wonderful learning environment. Children like to know what is expected of them in various settings and situations. Involving children with food-related activities helps them develop a sense of belonging and comfort.

For more information on feeding children, setting up mealtime routines and serving safe, healthy food in childcare settings contact your Community Dietitian, Meghan Molnar at meghan.molnar@vch.ca and/or visit:

Ellyn Satter: <http://www.ellynsatterinstitute.org/htf/howtofeed.php>

Positive Discipline: <https://www.positivediscipline.com/>

VCH Safe Healthy Food in Childcare: [https://www.vch.ca/media/](https://www.vch.ca/media/Child_Care_Facilities_Safe_Healthy_Food_Final(1).pdf)

[Child_Care_Facilities_Safe_Healthy_Food_Final\(1\).pdf](https://www.vch.ca/media/Child_Care_Facilities_Safe_Healthy_Food_Final(1).pdf)

Meghan Molnar is the Community Dietician with Vancouver Coastal Health, Sunshine Coast/Powell River.



Child Care Administration Corner

By Tracy Wright

Building a website for your business has always been kind of complicated. So much so that the process has often involved hiring an outside party, or 'webmaster', to write the code, manage the servers, site registrars and web hosting services.

However, as technology progresses, a process that once was pretty complex has now become easy due to some great online website builders. These builders have been around for some time but it seems like recently they are really hitting their stride in terms of ease of use and professional feel.

After years of having someone administer our website here at the CCRR, we decided to give one of these builders a try. After careful consideration, I picked Weebly.com as it seemed to have the most benefits for the price. Wow, was it easy to build! I literally cut and pasted all the content from our old website to the pages I had set up. Then, with the help of our webhost and Weebly staff, I attached our old domain to the new site.

These sites charge a monthly fee. We now pay around \$ 12/month for full hosting and (this is huge) complete support where you can call and talk to a real person for advice on how to set up your site. We now get about eight months' worth of service for what used to be our hourly rate!

The pros of choosing one of these builders are too many to list here, but here's a link to a helpful article that lists the attributes of each one: <http://www.pcmag.com/article2/0,2817,2484510,00.asp>

Does building your own website appeal to you and your business? The CCRR could be of help! We're starting a pilot program where we help child care providers build their own websites using the Weebly.com builder, and we would like to test this program helping a child care provider build a website. Does this interest you? If so, please email me at twright@sccss.ca

NOW HIRING Child Care Job Postings

- **Little Scholars Child Care** in Sechelt. We are now receiving applications for Early Childhood Educators, Assistants and Responsible Adults. Are you caring, enthusiastic, and self-motivated? Do you enjoy spending time with children? Give us a call. 604 885-0687 or email sherri@secheltdaycare.com. Posting expires May 1.
- **Les Petits du Pacifique**, located in Sechelt, is currently seeking qualified ECE and/or ECE-Assistants to join our team. Our salaries are amongst the most competitive in the province and we offer flexible work schedules. The position would be part-time (12-15hrs a week). Please send a copy of your resume to Renée Lachance at petits_du_pacifique@csf.bc.ca. French language skills are considered an asset.
- **Esprit Day Care** is looking for licensed Subs that are available on short notice to work in our lively, well-established and respected community non-profit childcare centre. We serve children 3 months to 5 years. We are looking for fun, energetic and enthusiastic people that we can call upon when needed! Qualifications: Valid B.C ECE Licence or Assistant Licence, Valid First Aid Certificate, Criminal Record Check, Record of Immunization and clear medical record, minimum 2 references.

If you would like to advertise your child care job postings here or on our website, please send your ad to coastccrr@sccss.ca.



How to Attract Fairies to Your Play Yard—

Build them a miniature fairy garden!

Here's how –

- Brainstorm with the children for great ideas. Go on a nature hunt to find decorating materials.
- Find a quiet corner of the yard or a suitable container. We used our water table for an indoor fairy garden.
- If drainage is an issue, start with a layer of pebbles.
- Add soil
- Plant small flowers such as forget-me-nots or herbs (or whatever you wish)
- Landscape with moss or plant a small groundcover
- Add some architecture such as rocks, branches, stones
- Add some accessories such as miniature garden furniture or whatever you have for decorating
- Take your inspiration from nature. Natural materials make great furniture: acorns or shells can be fashioned into many things, use twigs for chairs, cut up branches for fences. Let the children's imaginations be the guide.
- Once everything is in place, ensure that plants receive regular care.
- Check back often for fairies!



Stepping into Kindergarten Health Event - SPRING 2016!

Do you have a child entering Kindergarten this September?

We will be offering the following health services in preparation for Kindergarten Entry:

Hearing Screening, Immunization Boosters and Catch-up, Dental Screening, Vision Screening, Speech and Language Screening, Nutrition and Injury Prevention Information.



Location and Phone Number

Sechelt Health Unit—5571 Inlet Avenue, Sechelt
604-885-5164

Dates of Health Event

Thursday April 7th, 2016
Friday April 8th, 2016

Gibsons Health Unit—494 S. Fletcher, Gibsons

Wednesday, April 6th, 2016



Play for Connection

A strong connection between parent and child is essential for healthy child development. The quality of this attachment also helps parents guide their children toward better behaviour and self-discipline. Studies have shown that attachment is strengthened by including short periods of “child-directed play” as part of a regular routine. This intentional way of playing can give you insight into your child and may lead to more cooperation at other times of the day.

Turn off the cell phone

When we are fully present in children’s play we send them the message that we value our time with them. The biggest reward for children is the attention of the people they love. They feel it when our attention wanders away from them; sometimes they get our attention back by misbehaving. So turn off your cell phone, set aside your “to-do” list and let yourself relax into play.

Follow your child’s lead

Your playtime will have the most impact if you let your child choose how to play. Schedule a regular time in your day, even just five or ten minutes, when you can really focus on your child. Watch what your child does and let him or her set the direction. When you put on music, does he want to dance around or does he want to beat the rhythm on a pot? When you take out the blocks, does she want to build something or put them into a pail and lump them out?

Your contribution is to compliment, **reflect, imitate, describe** and be **enthusiastic**.

Compliment means noticing things like, “You’re taking your time pouring the water,” and “Your barn is big enough for all the animals.”

- **Reflect** means repeating what the child says in a slightly different way. The child says, “I like playing with sand.” You say, “It’s fun for you to play in the sandbox.”
- **Imitate** means copying what the child does. If he’s building a tower with blocks, you take some blocks and build a tower too. If he complains that you are copying him, or compares your tower to his, you can use the blocks to build something different.
- **Describe** means saying what your child is doing, making occasional comments like, “You built a boat and now you’re taking it apart.”
- Showing your **enthusiasm** means making your facial expression and tone of voice say how happy you are to be spending this time together.

If your child chooses a destructive or harmful activity, you can’t imitate it and the time for letting the child lead has to end. If your child’s behaviour is just annoying (whining, being rude, complaining), focus on the play activity by describing and complimenting what is going well. Your attention will encourage positive behaviour.

While you follow your child’s lead, try to **reduce your questions, orders and corrections**. Now is not the time to ask, “What colour is this car?” or “Can you count how many blocks are in this tower?” Many children feel pressured by this kind of quiz. They get flustered and stop playing. Instructions like, “Put the block here, it will work better,” can have a similar effect. You may just want to help, but your child is no longer directing the play. Even a remark like, “I think your airplane needs some wings,” can sound like a correction to sensitive children. They lose the sense of spontaneous play; it’s not their game anymore. That’s when children get upset, and things end badly.

Get down to your child’s level

Getting down to your child’s level means being physically at the same level, so you can play face to face and see each other’s expression easily. It also means adjusting the level of play to your child’s developmental stage. Offer materials that suit the child’s capabilities. A toddler might want to pound playdough flat or make marks with different tools. An older child might want to make little people that become characters in a story. When you respect children’s level of play, they can explore what suits their developmental stage.

Leave the plans at the office

To do child-directed play, you need to set aside your ideas about how things should turn out. Your child may take out a puzzle and decide to pile all the puzzle pieces up and then knock the pile over. Or she may use the puzzle pieces as cookies for a pretend tea party with her stuffed toys. There's a time for learning to put puzzles together, but your child is also learning by using the puzzle pieces in a novel and unexpected way. Let go of your goal directed adult thinking and just enjoy each other's company. Your shared playtime will keep you connected for the rest of the day.

This resource sheet is based on several sources related to child-directed play, including Growing Up Brave by Donna Pincus. Reprinted with permission.

Canadian Association of Family Resource Programs 1-866-6-FRPCan www.parentsmatter.ca



Spring Open House!

Learn more about our amazing programs. Tour our school. Play at our playground and meet our wonderful teachers.

Register for 2016/17!

When: April 9, 10:00 am to noon **Where:** 690 Harmony Lane **Phone:** 604-886-9417



The Do Bugs Need Drugs? program invites you to check out their new resources: www.antibioticwise.ca.

Do Bugs Need Drugs? (DBND) is a community education program about handwashing and responsible use of antibiotics.



Ministry of
Children and
Development

The Provincial Office for the Early Years has produced three short videos on the importance of the early years:

Why Are the Early Years Important to a Child's Healthy Development?

Why Are the Early Years a Smart Investment?

Why Should We Support Vulnerable Children?

To view the videos and to download corresponding posters visit:

http://www.mcf.gov.bc.ca/early_years/

Early Years Fair 2016

Saturday, April 9, 2016

Fun with Friends and Family



For Children from Birth to Age 5 & their Families
at Sechelt Early Years Centre (5538 Shorncliffe Ave, Sechelt)
on Saturday, April 9, 2016 from 10:00 AM - 1:30 PM

~ OFFERING ~

Fun & Games

Petting Zoo

Pony Rides

Farmers Market

Learn about the programs and services offered in our community



Health Information

Developmental Screening

Preschoolers will receive a free gift

Kindergarten Teachers

SOUTH BUS SCHEDULE

Leaves:

Langdale Elementary School 9:15 am
 Gibsons Elementary School..... 9:25 am
 Cedar Grove Elementary School..... 9:45 am
 Roberts Creek Elementary School 10:00 am
 Davis Bay Elementary School..... 10:20 am

NORTH BUS SCHEDULE

Leaves:

Madeira Park Elementary School..... 9:15 am
 Halfmoon Bay Elementary School..... 9:40 am
 West Sechelt Elementary School..... 9:55 am

RETURN BUS SCHEDULE: Buses leave at 1:00 pm



School District No. 46
 (Sunshine Coast)



Sunshine Coast
 Community Services

The Early Years Fair 2016 - Fun with Friends and Family